



MUNICIPAL LEADERSHIP FOR AFTERSCHOOL

Citywide Approaches Spreading Across the Country

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Commissioned by



About the National League of Cities Institute for Youth, Education, and Families

The Institute for Youth, Education, and Families (YEF Institute) is a special entity within the National League of Cities (NLC).

NLC is the oldest and largest national organization representing municipal government throughout the United States. Its mission is to strengthen and promote cities as centers of opportunity, leadership, and governance.

The YEF Institute helps municipal leaders take action on behalf of the children, youth, and families in their communities. NLC launched the YEF Institute in January 2000 in recognition of the unique and influential roles that mayors, city councilmembers, and other local leaders play in strengthening families and improving outcomes for children and youth. Through the YEF Institute, municipal officials and other community leaders have direct access to a broad array of strategies and tools, including:

- Action kits that offer a menu of practical steps that officials can take to address key problems or challenges.
- Technical assistance projects in selected communities.
- Peer networks and learning communities focused on specific program areas.
- The National Summit on Your City's Families and other workshops, training sessions, and cross-site meetings.
- Targeted research and periodic surveys of local officials.
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To learn more about these tools and other aspects of the YEF Institute's work, go to www.nlc.org/iyef.

About The Wallace Foundation

The Wallace Foundation is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for all people. Its three current objectives are: strengthening education leadership to improve student achievement; enhancing out-of-school learning opportunities; and building appreciation and demand for the arts. More information and research on these and other related topics can be found at www.wallacefoundation.org.

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National League of Cities
Washington, D.C. 20004

<https://doi.org/10.59656/YD-OS7523.001>

Acknowledgements

This research report was made possible by the generous support and assistance of The Wallace Foundation. In particular, we would like to thank Dara Rose and Lucas Held for serving as thought partners throughout the process of preparing the report and for providing us with helpful comments and advice.

Bela Shah Spooner, principal associate at NLC's Institute for Youth, Education, and Families (YEF Institute), served as the primary author of this report. Lane Russell, associate for afterschool at the YEF Institute, and Kalisha Davis, a 2010-11 National Urban Fellow at NLC, conducted extensive research and preparation of the city profiles in the report's appendix. Audrey M. Hutchinson, the Institute's program director for education and afterschool initiatives, provided guidance and oversight to the development of the report and Clifford M. Johnson, the Institute's executive director, provided overall editorial direction. Katie Meade and Meeta Sharma-Holt helped finalize the city profiles. H.J. Cummins provided useful editorial comments, and Michael Karpman provided additional editorial support. Gamble Graphics was responsible for the report's design and layout.

NLC would like to acknowledge the mayors and other elected officials representing the 27 cities featured in this report for their leadership in building citywide systems that expand access to high-quality out-of-school time opportunities for children and youth. We would also like to thank the municipal staff and other local partners in these communities who contributed to this report by participating in surveys and in-depth interviews and who have made tireless efforts to improve outcomes for young people in their cities.

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EXECUTIVE SUMMARY

This report presents the broadest look yet at a growing trend in America's cities: the emergence of city-led efforts to build comprehensive afterschool and out-of-school time (OST) systems that meet the needs of children and youth in their communities. Mayors and other municipal officials who have demonstrated leadership in this area are increasingly linking isolated programs within more coordinated citywide networks, bringing disparate stakeholders together to create and advance common strategies, and using research-based approaches to improve program quality and access.

In preparing the report, commissioned by The Wallace Foundation, the National League of Cities (NLC) identified 27 cities – from Philadelphia to Portland, Ore., and Bridgeport, Conn., to Jacksonville, Fla. – that have made impressive strides in the development of citywide OST systems. Staff from NLC's Institute for Youth, Education and Families surveyed and interviewed representatives from each city to understand more fully the nature and pace of change within these communities. The descriptive city profiles generated through this research provide a rich portrait of what progress looks like in these leading cities, some of which have been engaged in OST system-building initiatives for only a few years while others have labored for as long as a decade to achieve their current results. Examples of local progress include:

- Louisville, Ky., where the city, school district and local United Way have developed YouthPrint – a comprehensive blueprint for increasing youth participation in high-quality OST programs that builds on Louisville's pioneering use of the KidTrax data system and advances citywide efforts to boost educational attainment;
- Portland, Ore., where OST programs are a key component of a system of community schools and an emerging “cradle-to-career” framework of educational support for the city's children and youth;
- St. Paul, Minn., where a new OST network called Sprockets grew out of a mayoral initiative to promote out-of-school learning opportunities that reinforce learning gains in the classroom;
- Nashville, Tenn., where the Nashville After Zone Alliance is adapting a successful model developed in Providence, R.I., in which a balanced menu of high-quality afterschool enrichment activities are organized within different geographic zones of the city;
- St. Louis, Mo., where the mayor's vocal support for afterschool has bolstered and drawn attention to the St. Louis After School for All Partnership's success in creating 3,200 new program slots for children and youth.

Why are cities paying more attention to the needs of children and families during the afterschool hours? Afterschool and other OST programs can help city leaders confront pressing local challenges such as public safety, while also providing young people with expanded opportunities to learn and grow. More than 15 million – one in four – children and youth in the U.S. are on their own after school, either at home unsupervised without any structured activities or just “hanging out.”

High-quality afterschool programs have been shown to increase school attendance, raise graduation rates and reduce the likelihood that young people will smoke, drink, use drugs or become teen parents. Quality afterschool programs also address the needs of working parents who cannot pick up their children at 3:00 p.m., and increase their productivity at work. Furthermore, OST programs help cities reduce juvenile crime, promote healthy lifestyles and address childhood obesity, and build an educated and skilled workforce. In short, OST programs make a real, measurable difference in the lives of children, families, and communities. Polling data suggest that the parents of more than 18 million children who are not currently participating in afterschool programs would send their children to a program if one were available.

Recent efforts to enhance local data capacity have helped shed light on the benefits of creating or expanding a high-quality, citywide OST system. For example, equipped with the ability to track data on student participation across programs and match the data with school district information, local officials in Denver found a positive correlation between regular OST participation and school attendance and achievement. Louisville has seen reading scores improve for students attending OST programs at least two days per week. Other communities, such as Grand Rapids, Mich., have experienced a reduction in the number of juvenile offenders and offenses with more youth positively engaged and off the streets during the out-of-school hours. With continued improvement in the data and evaluation tools available to cities, the emerging body of evidence on the positive impact of OST programs is likely to grow.

In response to these community needs and opportunities, many cities have taken action through changes in policy, partnerships, and funding practices that support the growth of OST systems. Their actions have been aided by national foundations and organizations, the federal government and state and local partners. Since 2001, NLC has provided technical assistance to dozens of individual cities seeking to strengthen their afterschool and OST system-building efforts, sharing examples of successful city strategies and building robust venues for peer learning. The growth of federal funding provided through 21st Century Community Learning Center grants during the past decade has helped cities increase program slots and partner with schools and community-based organizations. Perhaps most important, resources provided by cities, parents, nonprofits, and local philanthropies have made a big difference in meeting local demand for OST programs.

This report highlights in great detail many of the exciting developments associated with recent city-level, OST system-building efforts. The progress and innovation reflected in these research findings offer further evidence that cities continue to drive many of the current efforts to expand high-quality OST opportunities, and that they are likely to continue to do so in the years ahead.

Key Findings

During the past decade, more than two dozen cities with committed mayoral leadership have made a fundamental shift in their approach to the development of out-of-school time opportunities for children and youth, moving from managing or funding individual programs to building more comprehensive afterschool systems that engage city, school, and nonprofit providers in their communities.

The 27 cities profiled in this report can be considered to have reached an advanced stage in the development of their citywide OST systems.¹ Each of these cities has made progress on six “action elements” defined as central to the sustainability of a coordinated OST approach in The Wallace Foundation’s report, *A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities*:

- **Committed leadership**, including top political, school, community and OST leaders, to secure funding and other resources and shape policies;
- **A public or private coordinating entity** to manage the development of plans, link disparate OST players, build citywide attention and support for OST, and ensure that plans and performance stay on track;
- **Multi-year planning** to set goals and priorities, develop ways to hold key players accountable for results and identify necessary resources;
- **Reliable information** to document the needs and wishes of parents and children, track participation and identify underserved neighborhoods and families;
- **Expanding participation** to reach more children and ensure that they attend often enough to benefit; and
- **A commitment to quality** because quality programs are most likely to benefit children and therefore scarce OST funding should be directed to delivering high-quality programming.

At least 20 additional cities are poised to pursue this more comprehensive approach, with evidence of strong support among the mayor and city council for such a strategy, and many more have expressed interest in learning how to get started. Among leading cities, mayoral leadership has been a key factor in driving local progress. Given cities’ momentum and interest in maximizing opportunities for youth development during the afterschool hours, the push toward citywide OST systems appears likely to continue.

The great majority of leading cities that are building afterschool systems have used data-driven analyses of community needs – including a thorough assessment of current supply of and demand for programs across all neighborhoods – as a key starting point for their efforts.

Twenty-four of the 27 cities surveyed for this report have used data from multiple sources to map OST programs throughout their communities. For example, mapping efforts in Boise, Idaho, and Rochester, N.Y., led to the creation of fully-equipped mobile recreation vans, which set up outdoor recreation centers in underserved areas of the city. The vans provide recreation services, address transportation

¹ These cities are Alexandria, Va.; Atlanta, Ga.; Baltimore, Md.; Boise, Idaho; Bridgeport, Conn.; Charlotte, N.C.; Charleston, S.C.; Cleveland, Ohio; Denver, Colo.; Fort Worth, Texas; Grand Rapids, Mich.; Jacksonville, Fla.; Louisville, Ky.; Nashville, Tenn.; New Orleans, La.; Newark, N.J.; Oakland, Calif.; Omaha, Neb.; Philadelphia, Pa.; Portland, Ore.; Rochester, N.Y.; San Francisco, Calif.; Spokane, Wash.; St. Louis, Mo.; St. Paul, Minn.; Seattle, Wash.; and Tampa, Fla. This list does not include the five sites in which The Wallace Foundation has made significant investments in OST system-building: Boston, Mass.; Chicago, Ill.; New York City, N.Y.; Providence, R.I.; and Washington, D.C. These five sites are also among the most advanced in their efforts to build citywide OST systems.

barriers, and are intended to serve as a mobile “gateway” to other city services. Some cities have used their mapping data to identify gaps in programming for middle and high school students or particular demographic groups and have developed plans to meet the needs of those populations.

City leaders clearly understand that quality matters and many have taken steps to improve the quality of local programs.

More than half of the 27 cities have created or adopted local afterschool standards to ensure that OST providers can assess and improve the quality of their programs and achieve desired outcomes for youth. Twenty-one of the cities reported using a quality assessment tool to help providers evaluate their programs, and 22 cities reported offering more training opportunities to increase the knowledge and skill level of afterschool program staff.

As their efforts to build comprehensive afterschool systems deepen and mature, these leading cities have somewhat naturally gravitated to more sophisticated strategies that are designed to address more complex or deep-rooted challenges.

With all of the progress cities have made in building citywide OST systems, municipal leaders are now focusing their attention on remaining challenges that must be overcome to take their systems to the next level. For instance, to hold programs accountable to the aforementioned quality standards and accelerate implementation, cities are exploring the use of quality rating systems that tie funding to program performance. Another likely area of growth is in the development of shared management information systems (MIS) that help cities measure the impact of OST programs more effectively. Eleven cities reported using an MIS to track attendance data and, in some cases, share data with local partners, with other cities poised to create an MIS in the near future. Information systems that enable providers across a community to collect similar data and analyze the impact of programs on various outcomes will help cities make real-time adjustments to ensure that youth do not fall through the cracks. Leaders from the mayor’s office in Omaha shared a common belief that “everything else will fall into place” if the city is able to develop a stronger data system.

Despite the severe economic crisis of the past several years and the extreme pressures it has placed on municipal budgets, a surprising number of leading cities report that they continue to invest funds from city general revenues in their efforts to build citywide OST systems.

Nearly 75 percent of cities responding to the NLC survey – 20 out of 27 cities – indicated that revenues from the city’s general fund are supporting afterschool and OST initiatives. For example, the Nashville, Tenn., Metro Council appropriated \$400,000 in 2009 for the city’s neighborhood-based OST system, representing Mayor Karl Dean’s only new initiative in that year’s budget. In 2010, Omaha Mayor Jim Suttle and the Omaha City Council passed a first-time ever budget line item of \$365,000 to support afterschool opportunities. At a time when so many cities are facing very tough budget choices and often implementing deep cuts in municipal funding for key services, the continuing investment of city revenues in OST systems is quite impressive.

A difficult budget climate has also forced or encouraged city officials to seek ways of reallocating funds or improving the use of existing resources within their OST systems. For example, Mayor John Peyton and the Jacksonville, Fla., City Council redeployed more than \$40 million in reserve funds,

federal earmarks, and other department cost savings in the 2009 budget to fund the mayor's anti-crime initiative, the Jacksonville Journey. Of these resources, \$3.8 million were allotted to the Jacksonville Children's Commission to create and fully fund 15 new afterschool programs.

The transition from supporting individual afterschool programs to building more comprehensive, citywide afterschool systems is a major change to how city and community partners do business that alters perspectives, deepens local partnerships, improves the odds for sustainability, and generates momentum for long-term and continuous improvement.

When local leaders move from a narrow focus on individual afterschool programs to a larger emphasis on OST system building, discussions of city-level strategies and priorities quickly change. Across the 27 cities included in this survey, city and community leaders typically began by replicating specific models or approaches (e.g., by adopting program quality standards, using geographic information system mapping technology to analyze issues of program supply and access, or creating an inventory of OST programs or an online program locator). In other instances, they started by moving forward with concrete action steps designed to strengthen some of the basic pillars of an OST system (e.g., by raising funds to expand programming slots, cultivating leadership for OST initiatives, or establishing a citywide coalition or some form of OST coordinating entity).

Once cities get started, however, the system-building perspective often fuels further progress and drives more strategic discussions about next steps. Early analyses of community resources and needs frequently reveal troubling gaps and spark efforts among key stakeholders to fill them. Gains in areas such as committed leadership, coalition building, and quality improvements lead to deeper, more nuanced and challenging work in categories such as multi-year planning, strategies to expand participation, data collection, sharing, and management, and strengthening or formalizing coordinating entities. In each of the six critical elements of OST system building, local communities are discovering and pursuing a logical progression from initial points of entry to increasingly sophisticated approaches. The very notion of an OST "system" provides a basic framework that guides cities as they continue on their journey.

INTRODUCTION

Over the past 10 years, municipal officials have displayed a new level of leadership in coordinating opportunities for young people when school is not in session through the development of citywide systems of high-quality, out-of-school time (OST) programming. Within that period, 34 cities have received in-depth technical assistance from NLC's Institute for Youth, Education and Families, and hundreds more have participated in NLC's Afterschool Policy Advisors Network (APAN) and other peer learning opportunities. By sharing creative approaches through these networks, municipal officials have helped each other redefine the role of their cities in expanding access to high-quality OST opportunities.

The shift from programmatic efforts to systemic approaches and the growing importance of municipal leadership within these OST system-building efforts caught the attention of national foundations and other organizations active in the OST field. These experts sought to better understand the key components that make an OST system effective in improving outcomes for children and youth, and to help stimulate the growth and development of these systems.

In 2003, The Wallace Foundation began making significant investments in five U.S. cities – Boston, Chicago, New York City, Providence, R.I., and Washington, D.C. – to support the planning and implementation of citywide OST systems. Learning from the work of these cities, the foundation identified six critical elements that serve as the building blocks of an effective system: committed leadership, a public or private coordinating entity, multi-year planning, reliable information, expanding participation, and a commitment to quality. The 2010 *Hours of Opportunity* report² published by RAND Corporation and commissioned by The Wallace Foundation highlights detailed efforts in the five cities and useful lessons for other communities seeking to pursue similar goals.

Philanthropies such as The Wallace Foundation and the Charles Stewart Mott Foundation have been investing in the development of citywide afterschool systems for some time. The Mott Foundation has worked in partnership with NLC for over a decade to provide technical assistance to cities across the country. Building on the knowledge gained from working with municipal officials during this period, NLC sought to present a broader picture of local progress by identifying additional cities that could be considered at an advanced stage of OST system building. This new report highlights 27 cities that have been working to create OST systems for many years, and have made varying levels of progress on the key elements that define an effective system. Although these 27 cities did not receive large philanthropic investments, their system-building work has moved forward due to the success of local leaders in bringing key partners together around a shared vision for supporting young people. This report explores trends in city leadership to coordinate OST systems and includes detailed profiles on each city's efforts that can offer guidance to system-building work in other communities.

2 Jennifer Sloan McCombs et al., *Hours of Opportunity: The Power of Data to Improve After-School Programs*, 2010, XV. Available at www.wallacefoundation.org.

How Were Cities Selected for Inclusion in this Report?

NLC selected cities to be included in this report based on knowledge gathered over the past decade from its work with hundreds of cities and towns to improve afterschool opportunities. This work includes four in-depth, multi-year technical assistance projects on citywide afterschool system building, engagement of numerous cities in the Afterschool Policy Advisors Network (APAN) Leadership Cadre and other learning communities that enable municipal officials to share ideas with each other, and exposure to a broad range of innovative, local afterschool and OST initiatives across the nation. To narrow the pool of cities, NLC focused on cities with populations above 100,000 and with school districts in which more than 50 percent of students qualify for free and reduced price meals.³ Additional criteria included significant mayoral commitment and leadership to champion OST efforts as well as the establishment of a coordinating entity to manage the OST system.

In addition to the five Wallace Foundation investment sites, NLC considers the 27 cities included in this report to be among those with the most highly developed OST systems based on the critical elements described above. NLC recognizes that many other cities have made significant strides to strengthen various elements of a system in their communities or have emerging efforts now in place, often with the support of new mayoral leadership.⁴ However, we believe the cities included in this report represent the most advanced efforts taking place around the country. The profiles of these 27 cities will help municipal leaders throughout the nation understand what is possible and refine their vision of a successful OST system.

How Was Information Collected?

In the fall of 2010, NLC developed and administered an online survey to identify the key aspects of each of the 27 cities' OST systems and to understand how much progress each city has made on each system element. NLC staff followed up by interviewing one or more representatives from each of the 27 cities to learn more about their work on each of the six system-building elements. While the survey answers provided a starting point, the 2-4 hour phone interviews with city, school and community leaders provided us with a more in-depth understanding of each city's efforts. Additional follow-up conversations were held throughout 2010 and the first half of 2011. NLC also reviewed various documents and tools developed as part of local system-building efforts.

Structure of the Report

The report chapters are organized to demonstrate the varying levels of progress that cities have made on the six elements of an OST system and highlight the diverse approaches that cities took in moving

³ A few exceptions were made to these criteria to include Boise, Idaho, and Seattle, Wash. These cities were included due to the growth of their afterschool system-building efforts over time, significant and continuous mayoral leadership, and substantial city investment in OST.

⁴ These cities include Albany, N.Y.; Asheville, N.C.; Buffalo, N.Y.; Charlotte, N.C.; Cincinnati, Ohio; Florence, S.C.; Las Cruces, N.M.; Lincoln, Neb.; Morgantown, W.Va.; Norwalk, Conn.; Pasadena, Calif.; San Antonio, Texas; Syracuse, N.Y.; Tucson, Ariz.; Tulsa, Okla.; and Vancouver, Wash.

their system-building work forward. Survey and interview findings show that OST system building does not always proceed in a linear fashion. Cities have used multiple points of entry and placed an emphasis on different elements depending on their local circumstances and needs.

At the end of each chapter, we include a number of “action steps” that cities can consider to move their efforts forward on each system element. When embarking on this work, city officials should note that establishing a comprehensive, citywide system to manage the wide range of afterschool and OST learning opportunities for children and youth is a challenging task that may take years to achieve. However, many city leaders often focus on the unique system elements that most need to be addressed in their communities, beginning with a few key action steps at a time. Finally, the profiles at the end of the report provide greater detail on the methods by which each city addressed key system elements, often highlighting subtle distinctions not fully captured by the survey results.

A Snapshot of City Progress on OST System Building Elements

Committed Leadership

All cities had in common committed mayoral leadership, which was manifest in different ways in each community. For instance, St. Paul, Minn., Mayor Chris Coleman formed the Second Shift Commission and appointed staff to lead the commission’s work. The commission’s recommendations led to a new city-school-community partnership called Sprockets, which is developing “learning campuses” across the city to link youth development opportunities and services in each neighborhood. In Nashville, Tenn., Mayor Karl Dean and the Metropolitan Council invested money from the city’s general fund to support the creation and expansion of the Nashville After Zone Alliance, which is modeled on the neighborhood-based “AfterZones” approach in Providence, R.I. Grand Rapids, Mich., Mayor George Heartwell has been a steadfast champion of afterschool efforts led by a joint city-school office called Our Community’s Children. The office manages a citywide Expanded Learning Opportunities Network and facilitated the development of afterschool standards and quality improvement efforts.

Coordinating Entity

Cities also took divergent pathways in the establishment of a coordinating entity. Most of the cities initially created a task force or informal coalition that convened community leaders and/or afterschool providers to discuss OST needs. These coalitions often evolved into more formal coordinating entities or intermediary organizations to manage the OST system. Jacksonville, Fla., Grand Rapids, Charleston, S.C., Atlanta, and Boise were among the cities that kept the coordinating role within city government, either in the mayor’s office or another city agency. In other cases – including Baltimore, Louisville, Philadelphia, Rochester, N.Y., St. Louis, and Tampa – cities contracted or partnered with an independent, nonprofit organization that agreed to manage the development of the OST system. The coordinating role in St. Paul, Nashville, and Omaha was initially situated within the mayor’s office and then transitioned to a separate structure to ensure sustainability.

Multi-Year Planning

A number of cities are engaged in multi-year planning to sustain and expand the number of afterschool program slots, increase participation, and improve program quality. Cities with sustainable financing strategies – which mix general fund investments, local tax levies dedicated to youth programs and services, state and federal funding, and donations from businesses, individuals and philanthropic organizations – are especially well positioned to carry out their plans for the future.

Reliable Information

Gathering reliable information continues to be one of the greatest challenges and areas for potential growth. Many cities collect data on students who participate in local programs, but rarely is their one uniform system for capturing data from all local providers that allows cities to fully gauge the impact of their OST systems. However, some cities have had notable success in using sophisticated data software tools to track participation. A few cities have linked program and school district data systems to measure the impact of afterschool program participation on students' academic performance and school attendance.

Expanding Participation

Cities have partnered with school districts and nonprofit organizations to make OST programs accessible to more children and youth. Whether an OST program makes an impact on youth development outcomes also depends on both the intensity and duration of participation. While local efforts to expand participation are often more limited by cities' financial resources than their political will, cities have nevertheless taken steps to mitigate cost and transportation barriers and raise awareness of program options. Even in communities that have made large investments in OST, there remain gaps between resources and unmet needs.

Promoting Quality

Many cities have established local program quality standards, either creating their own standards and assessment tools or adopting existing standards from other cities, statewide afterschool networks or national organizations. Several cities have helped afterschool program staff access a wide range of well-organized professional development and training opportunities. In some communities, OST program providers receive professional development and training only if they receive grant funding from the city or a coordinating intermediary.

City leaders recognize that the quality of OST opportunities influences the level of youth participation. A high-quality, engaging program will attract more youth, and their consistent participation is directly related to the program's impact on a range of youth outcomes.

COMMITTED LEADERSHIP:

The Role of Mayors and Other Local Leaders

Municipal leadership – and in particular, strong leadership by the mayor – has been a powerful catalyst for progress in the development of citywide systems of out-of-school time (OST) programming. Mayors, councilmembers, city managers, agency heads and other municipal officials often take action in response to local awareness and advocacy of the need for OST programming, as well as a personal commitment to expanding opportunities for children and youth.

Either during their election campaigns or once in office, mayors frequently emphasize the intersection of OST programs with top city priorities such as public safety and workforce development. For instance, when newly elected Oakland Mayor Jean Quan launched the 2000 Volunteer/Mentor Project to engage residents in mentoring 2,000 at-risk youth in school and after school, she stated that “if Oakland can wrap its arms around these 2,000 youth each year, we can increase the school graduation rate and reduce crime in our city.”

To be successful in creating a sustainable OST system, mayors and other city officials must partner with other committed leaders who play a significant role in promoting youth development. These leaders may include school superintendents and other district officials, school board members, chiefs of police and other law enforcement officials, United Way executives, leaders of large and small nonprofit organizations, college and university representatives, chambers of commerce and the local business community, the philanthropic community, parents, and youth themselves.

Mayors

Because of its impact on key city goals, mayors increasingly place OST programming high on their list of priorities. Among the cities with advanced OST systems, 26 of 27 survey respondents reported that their mayors see OST programming as one of the top priorities or an important priority (Figure 1). Even the one city that listed afterschool as a secondary priority has made major strides in developing an OST system with a sophisticated data component. The high level of support for OST is perhaps not surprising given the criteria used to select the 27 cities for this report. However, the fact that so many large and mid-sized city mayors – who are responsible for addressing a myriad of local issues – view OST as a top priority highlights a growing trend in which afterschool programs are increasingly seen as a “core” local service. The survey findings also underscore the prevalence of strong mayoral commitment in cities with advanced OST systems.

The motivating factors that encourage mayors to support OST may vary, but most mayoral champions understand both the benefits of increasing the availability of afterschool learning opportunities and the negative implications of insufficient programming. In particular, the role of OST in fostering student

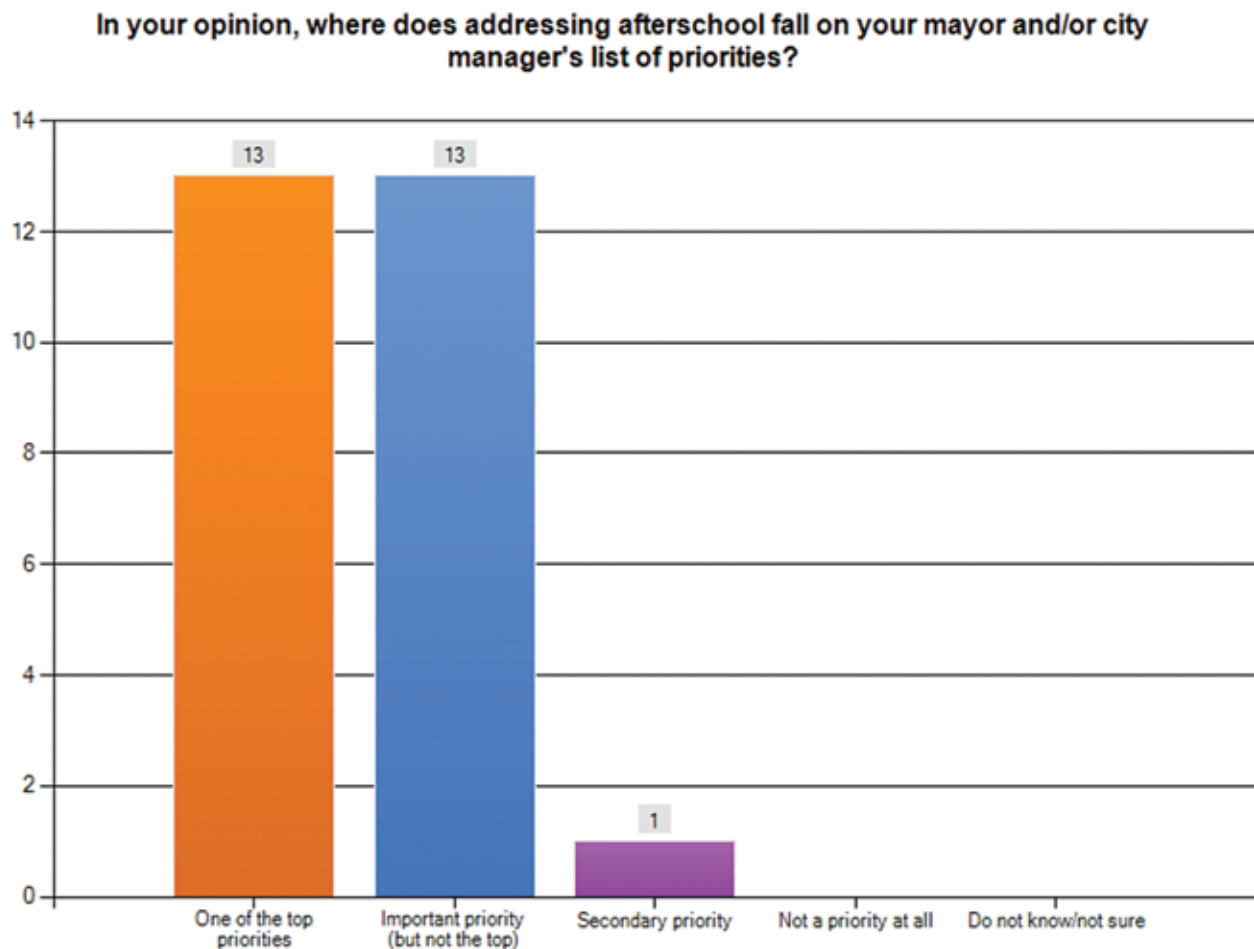


Figure 1: Afterschool Programming a Top Priority for Mayors in Cities with Advanced OST Systems

achievement is often a central concern due to its impact on local economic vitality and quality of life. Mayors embrace the notion that the strength of their communities depends on the quality of their education systems and that the availability of good schools and a wide array of afterschool enrichment opportunities are critical factors in families' and businesses' decisions to move to a community.

For instance, in his quest to make Boise “the most livable city in the country,” Mayor David Bieter recognized quality afterschool programming as an asset that could help attract and retain employers and families. Mayor Bieter reached out to the local business community, asking representatives of the Chamber of Commerce, United Way of Treasure Valley, and large corporations to participate in his new Mayor’s Council for Children and Families. Together with other community partners, the Council worked on a plan to ensure that business leaders and their current or prospective employees were aware of the range of afterschool programs that were available across the city.

Mayor Bieter’s efforts demonstrate how mayors – as their communities’ most visible elected officials and as chief executives of their cities – can mobilize local support for the priorities that become the focus of their terms. Mayors are in an especially strong position to convene potential partners and foster broad-based collaborations. Other community leaders are unlikely to turn down an invitation

from the mayor who seeks to bring key stakeholders around the same table to address an issue he or she feels is important. The ability to bring public and private sector leaders together or even to convene teachers and afterschool providers is no small feat, since these groups have few or no formal mechanisms that unite them around a common vision.

Mayors can also marshal human and financial resources to accomplish their OST goals. Even in today's tight fiscal environments, mayors have been working with councilmembers and city managers to realign municipal funding and invest new funding in OST programming.

Another resource at the disposal of mayors is their “bully pulpit.” The mayor’s language and actions can shape the local policy climate, raise awareness, and help persuade the community to embrace his or her priorities. Mayors can articulate a vision for how the city can better support children and youth and issue a call to action for expanding high-quality OST opportunities. The profiles in this report show how mayors in each of the 27 cities have been vocal in their support of afterschool issues.

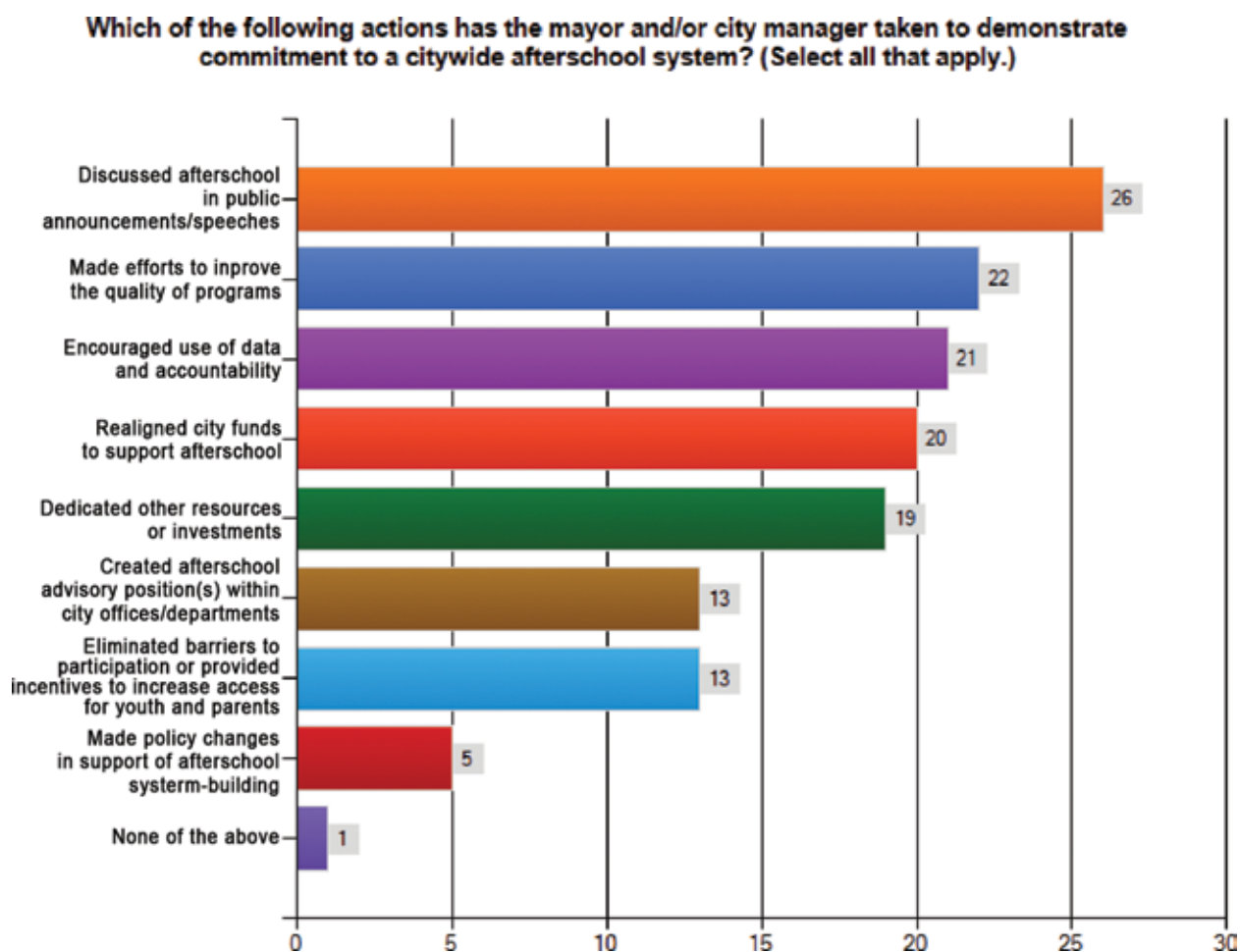


Figure 2: Actions that Mayors and City Managers Have Taken that Demonstrate Their Commitment to OST Programming

When asked about the specific actions that mayors have taken to demonstrate their support for OST, (see Figure 2), mayors in nearly every city have used their bully pulpit, voicing support through State of the City addresses, campaign speeches, presentations to city council, and other remarks in public venues. Even more compelling given the impact of the recent economic downturn on municipal budgets is that 20 mayors realigned city funding and 19 dedicated other resources and investments to OST programming.

The vast majority of mayors and their key staff have also been involved in making substantive improvements to programs by taking steps to improve the quality of programs and collect reliable data. In addition, about half of the cities reported that their mayors sought to eliminate barriers to participation. These efforts included increasing transportation to programs, reducing or eliminating fees, offering scholarships, improving communication about available options, or opening new program locations in underserved areas.

Mayoral Turnover

An important contextual factor affecting the city-level OST work discussed in this report is that several mayoral transitions occurred following the November 2010 elections while NLC was collecting data for this report. Cities where mayoral changes occurred prior to the publication of this report include:

- Louisville, Ky., where Mayor Jerry E. Abramson was term limited. Newly elected Mayor Greg Fischer has been a supporter of Louisville's ongoing OST system-building efforts.
- Denver, Colo., where Mayor John Hickenlooper won the gubernatorial race. Mayor Guillermo "Bill" V. Vidal served as mayor on an interim basis until Mayor Michael Hancock took office in July 2011.
- San Francisco, Calif., and Rochester, N.Y., where Mayor Gavin Newsom and Mayor Robert J. Duffy, respectively, became lieutenant governors of their states and new interim mayors were appointed.
- Tampa, Fla., Mayor Pam Iorio and Jacksonville, Fla., Mayor John Peyton were term limited in 2011. As of April 2011, Mayor Bob Buckhorn began serving as mayor of Tampa and Mayor Alvin Brown took office in Jacksonville in July.

In many cases, mayoral candidates have been outspoken about their support for OST, and the afterschool community feels comfortable that their work will be sustained. A number of mayors from cities featured in this report are vying for re-election in late 2011, and more cities will have new mayors after the 2012 elections. Because cities such as Denver, Jacksonville, Louisville and San Francisco have built a strong foundation and history of work together and have generated widespread community support for OST, the leaders with whom NLC spoke are confident that their progress will continue under the leadership of new mayors.

City Councilmembers

NLC also examined the level of leadership from other elected officials in the community. While responses about the level of commitment from city councils varied, nearly all of the cities reported that their councils had some level of buy-in and support for OST efforts. Interview participants acknowledged the important role that city councilmembers play in voting on and passing the city budget. Without their support, city investments in OST would not be possible. For example, when Nashville Mayor Karl Dean and Omaha Mayor Jim Suttle recently introduced new line items into their local budgets for OST, the backing of city councilmembers was crucial to establishing these new funding streams.

Likewise, when the Oakland City Council supported a ballot initiative to reauthorize another 12 years of dedicated funding from the city's unrestricted general revenues to programming for youth under age 21, they signaled their commitment to OST as a group, whether or not individual members were personally vocal on the issue.

City Departments

Various city departments have played a key role in creating citywide OST systems over the last decade. One of the reasons why it makes sense for cities to lead the way is because city agencies are already devoting resources in this area. Given their experience and commitment to young people, OST leadership roles are often a natural fit.

As one might expect given their mission, parks and recreation departments were the agency most commonly reported to demonstrate a commitment to OST, with police departments and libraries also serving as key partners or leaders (Figure 3). Interestingly, fire departments did not rank high in terms of their commitment because in many cities, local leaders had not reached out to them intentionally or thought of specific roles they could play beyond fun fire safety days. Nineteen cities reported that other city departments or agencies showed a commitment to OST system building. These agencies could include a mayor's education office, a department of children and families, department of health or environment, community development departments, arts commissions, department of public works, or technology or GIS offices, among others. In many cases, multiple city departments played various roles such as contributing financial and in-kind resources, sharing facilities, and/or sharing data. In some cities, the involvement of cabinet-level directors has helped leverage the power of their departments to advance the OST work.

School Superintendents

As shown in Figure 3, all cities reported that their school superintendents were highly or somewhat committed to OST. Interviewees described school district leaders as essential to local OST partnerships. The stronger their relationships were, the more impact school district officials had. School districts not only have physical school buildings in almost every neighborhood that can house OST programs, but their resources also include teachers, counselors, expert knowledge, training opportunities, materials, equipment, playgrounds and outdoor spaces, and state and federal dollars

dedicated to supporting young people. The federal 21st Century Community Learning Centers grants require that schools partner with community organizations as a condition of receiving OST funding. Superintendents also value the impact of afterschool opportunities for engaged learning on school and student academic performance.

Describe the level of commitment to afterschool demonstrated by each stakeholder group.

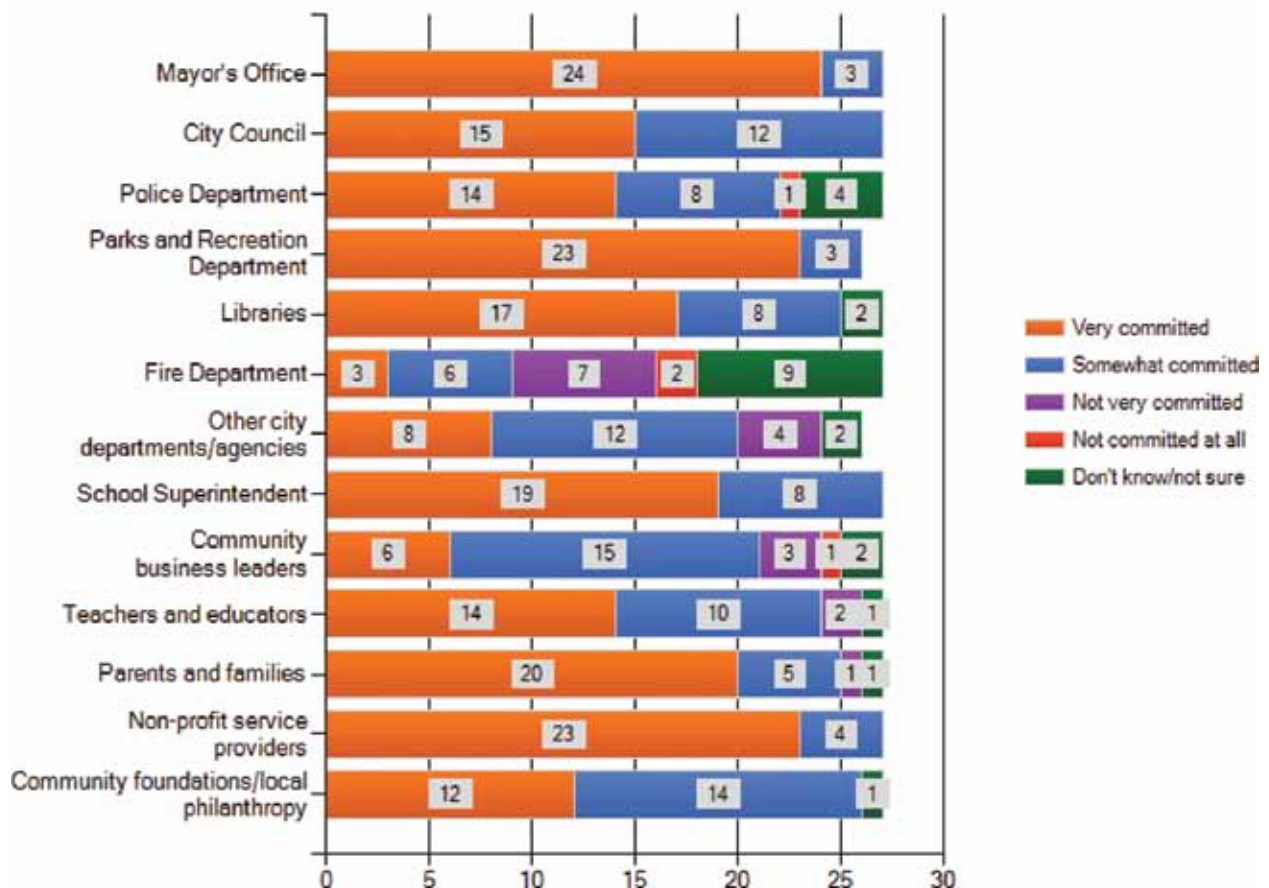


Figure 3: Level of Commitment to Afterschool Varies by Sector, Role and City Department

Other Community Leaders and Stakeholders

Cities reported that business leaders tend to be weakly engaged in OST system-building work. Interview participants discussed their challenges in involving the business community and stressed that it takes a particular business champion or mayor to galvanize corporate support. These leaders are in a stronger position to explain the practical, bottom-line reasons why businesses should be at the table when an OST system is being built and the importance of OST to the city's economic future. However, business leaders are often the last stakeholder group asked to be at the table because engaging them requires more effort, persistence, and careful messaging. Cities reported that the development of strategies to engage business leaders is one area where they could use assistance. Given the strong business case for

strengthening afterschool systems to support working families, including research showing the benefits of OST programs in significantly increasing worker productivity, there is clearly more work to do in finding ways to communicate the benefits of afterschool to local business communities.

Parents are seen as a highly committed stakeholder group across cities, while nonprofit service providers were overwhelmingly viewed as being very committed. Surveys and interviews also revealed a high level of engagement, interest and commitment from local community foundations and philanthropic groups – good news considering the challenging fiscal climate affecting city, school and nonprofit budgets. With many programs facing funding reductions as a result of large city, state and federal budget cuts, private and philanthropic support will be essential for helping sustain OST systems. Across all cities, 12 reported that their local philanthropic community was very committed to OST and 14 were somewhat committed.

COORDINATING ENTITY:

Common Objective, Several Approaches

In its experience working with cities on OST initiatives, NLC has recognized the importance of a strong coordinating entity to the management of a citywide system-building effort – a point reinforced by the RAND Corporation’s recently published *Hours of Opportunity* report. When communities first begin work to establish an OST system, they often draw in staff from various city agencies, school districts and nonprofit, community-based youth development groups to participate in the planning process. Once a plan is developed, however, these staff find it increasingly challenging for the work to progress without the leadership of dedicated staff. Because members of the original planning team have other primary responsibilities or wear many “organizational hats,” they usually do not have the time and focus necessary to advance a systems agenda or to manage the workload. Momentum will often stagnate unless one of the partner organizations redirects or “loans” staff who can take ownership of the process.

Cities typically turn to or create a coordinating entity after one or two years of convening volunteer partners and leaders to collect data on the existing afterschool landscape, understand current funding streams, and determine needs. At that point, they transfer planning and implementation responsibilities to a separate person or to an organization that can direct 100 percent of its attention toward OST system-building efforts. In addition, many of these coordinating organizations also serve as decision-makers, funders and fundraisers, quality control monitors, trainers, researchers, sources of best practice information, facilitators, partnership outreach coordinators, and liaisons with cities, schools, and community groups.

Coordinating entities or intermediary organizations, as they are often called, can take different forms. Depending on the resources available, the lead entity may exist and function from within a mayor’s office, a city agency, a school district office or an existing nonprofit organization that has expertise on OST. Cities may also manage the work by creating an independent, 501(c)(3) nonprofit organization. Another approach that can be successful with the right leadership and accountability mechanisms involves the development of memoranda of understanding or agreement (MOUs or MOAs) that solicit formal commitments from each partnering organization.

As Figure 4 shows, the 27 survey respondents were almost evenly split between those with a separate intermediary outside of city government and those with a coordinating entity housed within the mayor’s office or another city agency. For example, in Jacksonville, Fla., the lead coordinating entity is a city agency called the Jacksonville Children’s Commission.

NLC’s survey allowed cities to select more than one option because even when communities employ one of the more common approaches to coordination, some use a combination of strategies or exhibit unique management approaches. In a number of cities, more than one entity shares responsibility for

coordination. There is also some overlap among the nine cities that rely on formal MOUs and those with management structures embedded within the city, a community organization, or independent intermediary. For these cities, MOUs help facilitate data and information sharing among local partner organizations.

**Which of the following mechanisms are in place for citywide afterschool coordination?
(Select all that apply.)**

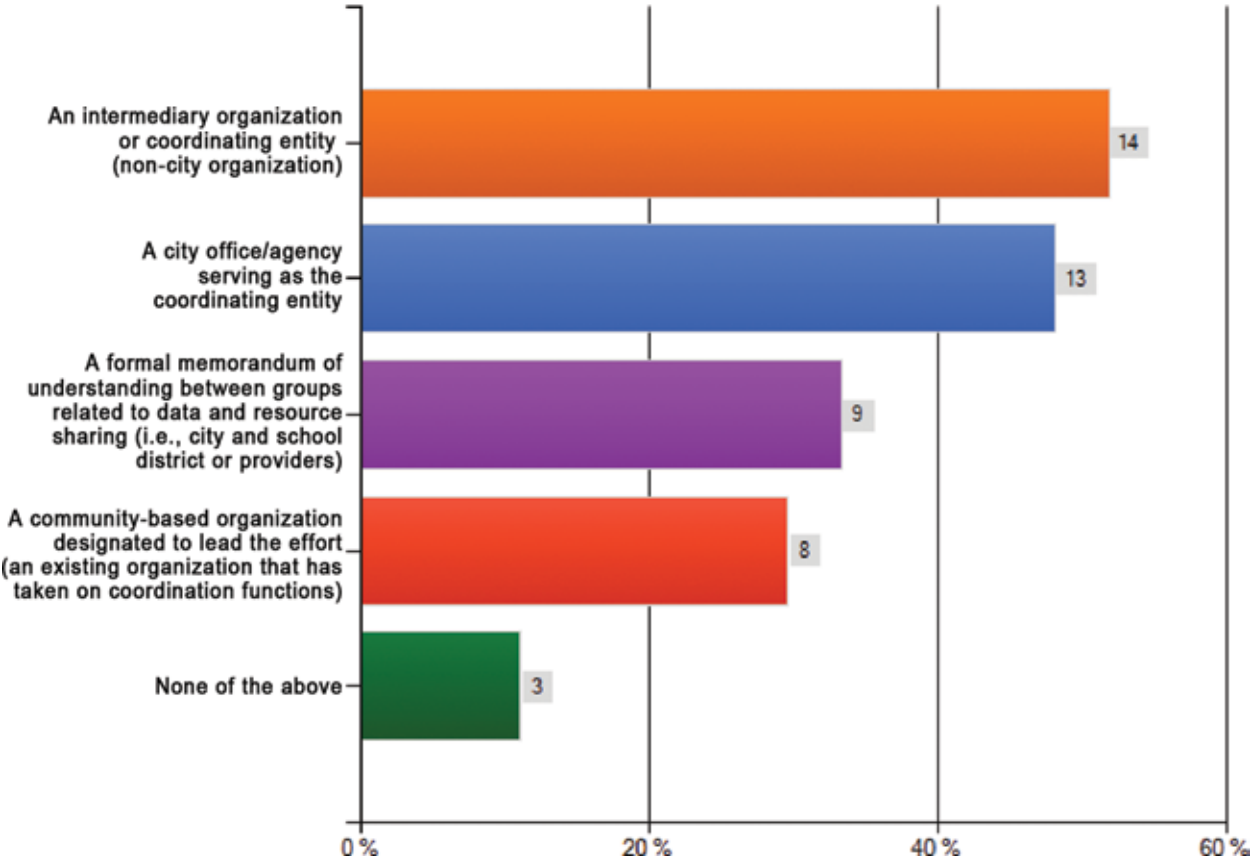


Figure 4: Coordination of Citywide OST Systems

Cities also used differing criteria to define a coordinating entity. A handful of cities reported in the survey that they had some form of an intermediary organization, but during interviews revealed that this was not a separate organization charged with managing the work. For example, Denver leaders stated that their “Lights On After School Partnership functions somewhat like an intermediary, but its scope is limited.” Although it is a high-performing and effective partnership that funds afterschool programs, conducts evaluations and focuses on quality improvement, it is not a formal, independent organization. Similarly, St. Paul respondents checked “none of the above” in the survey because their new partnership, Sprockets, is not a separate entity, but includes representation from all key stakeholder groups and will provide leadership to the collaborative effort. The city’s parks and recreation department loans a staff person to direct the collaborative’s work.

In the eight cities that reported designating a community-based organization to lead OST efforts, local partners turn to an existing nonprofit or route city funding through a community organization. In Baltimore, the quasi-governmental Family League of Baltimore City (FLBC) works on a range of issues and supports citywide OST efforts. The City of Baltimore contracts with FLBC to manage the city's multi-million dollar investment in OST programming.

A handful of cities reported having well-developed mechanisms to manage a large group of afterschool providers and facilitate action on multiple system-building elements. These cities include Baltimore, Grand Rapids, Jacksonville, Philadelphia, Rochester, and St. Louis. In other cities, such as Atlanta, Charleston, Charlotte, Newark and Spokane, coordination efforts were at a more developmental stage at the time of writing this report. However, progress in many of these cities is advancing at a fast pace.

Establishing a coordinating entity can be politically and logistically tricky because it requires working in concert with a number of partner organizations. City officials often play a unique role in bringing these organizations together to establish such coordinating bodies. The benefit of securing widespread buy-in and participation is that a coordinating entity draws its power and influence from these stakeholders. Additionally, because finding the needed financial resources to set up a new organization is a major challenge, coordination tends to occur “virtually” or “informally” for awhile. With strong support from the mayor, school superintendent, United Way executives or other influential nonprofit leaders, informal networks can often be sustained until a more formal structure is developed. The inclusion of high-level leadership as board members of a new coordinating entity, especially in its early stages, can help keep its development on track. It is also important to find an appropriate governance structure (e.g., who will serve as chair and as members of the board, steering committee, or advisory council) and secure buy-in of other partners at the front end.

The coordination of OST systems is steadily becoming more formalized. For instance, Omaha leaders said that the mayor's office currently serves as a coordinating entity, but reported that “the City of Omaha, Omaha Public Schools, the Sherwood Foundation, Building Bright Futures, and the Nebraska Community Learning Centers Network are working together to develop an intermediary organization with its own nonprofit status and leadership board to support a citywide framework for out-of-school time.” This new entity, Collective for Youth, began operating in April 2011. In Louisville, the mayor's office and the Louisville Metro Office of Youth Development serve as system-building leaders in collaboration with Metro United Way and Jefferson County Public Schools. These entities work together closely and take turns leading different areas of work, depending on the issue. They recently developed YouthPrint, a comprehensive blueprint to create an OST system, which includes a plan to develop a separate intermediary organization.

Action Steps: Forming a Coordinating Entity

Setting up a coordinating entity – whether inside a city agency or community-based organization or through a new intermediary – involves many steps. The most common action steps that city leaders may consider include the following:

- A mayoral or city council recommendation to form a task force combined with efforts to secure partner organization buy-in
- A task force study of the feasibility of creating a coordinating entity
- Determination of roles and responsibility for the coordinating entity
- Determination of the organizational “home” for the entity (e.g., mayor’s office, city agency, nonprofit, or a new intermediary)
- Selection of a fiscal agent
- Reallocation or raising of funds
- Hiring of a director
- Creation of a governance structure for the entity
- Formal establishment of the coordinating entity
- Development of shared goals and vision
- Formation of a network of providers
- Establishment of mechanisms to share information
- Establishment of mechanisms to promote quality
- Creation of training opportunities for providers
- Development of a data management information system
- Addition of a funding role

MULTI-YEAR PLANNING:

Identifying Sustainable Funding Strategies to Achieve Long-Term Goals

As city leaders begin viewing local OST program options through the lens of a system, the need for multi-year planning becomes more apparent. By focusing on the long term, OST partners can more effectively set goals, outline strategies, determine roles and responsibilities, secure and blend funding, identify needs and opportunities for growth, and be accountable for meeting specific outcomes. Long-term plans provide a way for coordinating entity leaders to facilitate midcourse corrections at each stage if partners are not on track to meet their goals or if efforts need to be redirected. Effective, multi-year plans should be continually revisited, with a process that keeps public and private leaders engaged. Coordinating bodies also need to factor in the time required of themselves and city leaders they wish to involve in this process.

How would you rate the city's planning efforts for city afterschool system building, including goal setting and assessment?

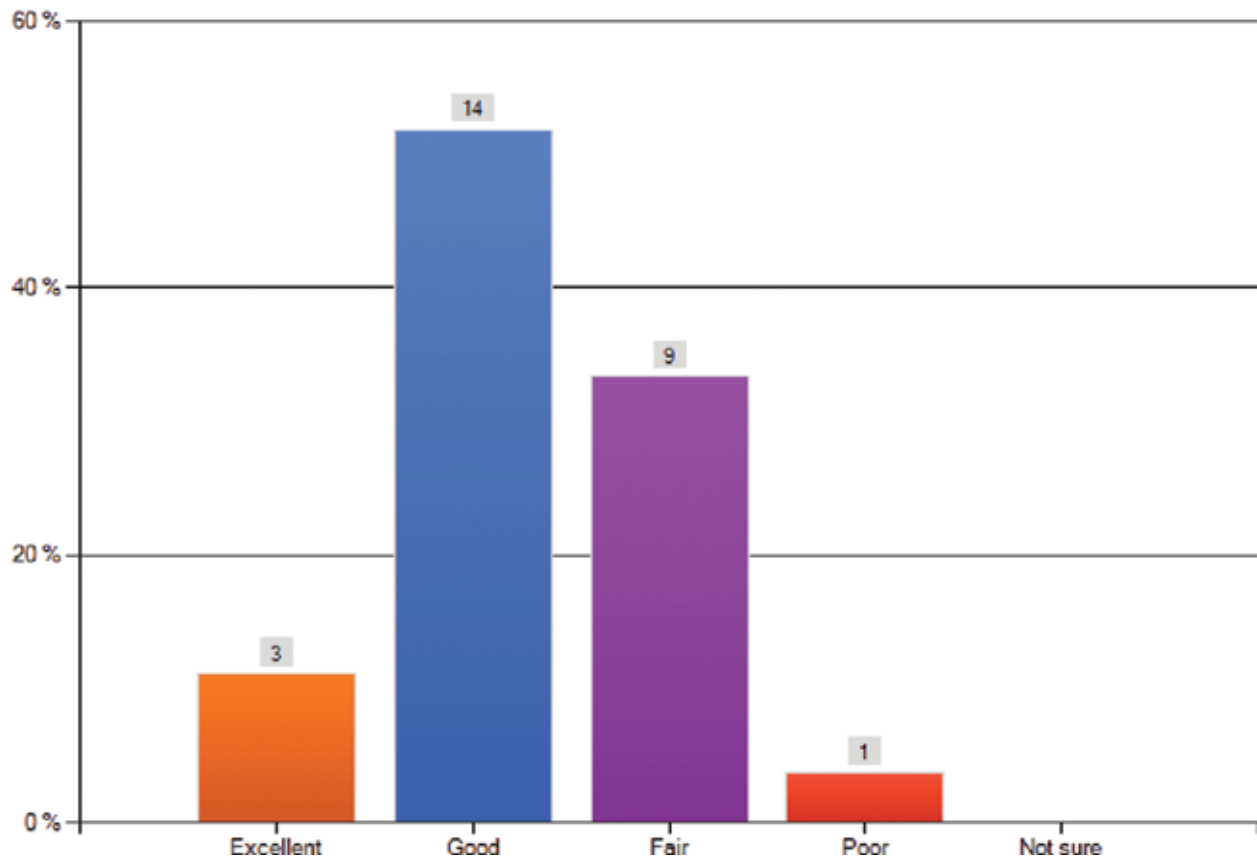


Figure 5: How City Officials Rate their OST Planning Efforts

In creating this report, NLC asked city leaders to rate their own success in long-term planning. Cities included in the report did not formally refer to “multi-year plans,” but most had done some planning focused on achieving desired outcomes. Some had even developed comprehensive “youth master plans” with an OST component. Although 17 of the 27 cities reported having relatively strong planning efforts in place (Figure 5), city officials acknowledged that this is an area where they need assistance, time, and staff capacity to do a better job. Difficult fiscal choices have made planning even more imperative for sustaining system-level progress as policymakers probe every line item in local budgets for efficiency and results. To prove the value of OST programming to public and private funders, system leaders must be able to present data-driven plans with evidence of progress toward a set of goals.

Part of the planning process involves identifying the funding streams available to support a citywide OST system and assessing remaining financial needs. NLC asked cities to report how they fund their systems as well as planned approaches for expansion. Responses show that the cities are tapping many different resources and blending and braiding local, state, federal and private funding streams. Leveraging a mix of financing options was the most common strategy and was seen as the best way to sustain system-building efforts.

One benefit of taking a coordinated, multi-year approach is that it encourages local leaders to look more carefully at how public dollars are spent. Figure 6 shows that 22 of the 27 advanced cities reported that their mayors have sought to make better use of existing funds, reflecting their commitment to improve and expand programming when no additional money is available. For example, efforts by former Jacksonville, Fla., Mayor John Peyton and the Jacksonville City Council to reallocate more than \$40 million for the mayor’s anti-crime initiative resulted in the dedication of \$3.8 million to fund 15 new afterschool programs.

Working across city agencies and with schools and community-based providers, municipal officials are also creating new mechanisms to share cross-sector information about program expenditures, reduce duplication of services and use the savings to serve more young people at other program sites. By scrutinizing and redeploying local resources, cities can often leverage additional private dollars to cover unmet needs and gaps.

Despite the extreme pressure on local budgets, a surprisingly large majority of cities – 20 out of 27 – indicated that general funds serve as one source of financial support for their OST work. Cities tap the budgets of parks and recreation, police, libraries, community development, economic development, health and human services, transportation, and mayors’ offices to support OST. The City of Oakland, Calif., for example, set aside three percent of its unrestricted general purpose fund in 2010 – more than \$5.6 million – to support direct youth services through the Oakland Fund for Children and Youth. Through a ballot initiative called Measure D, this fund has been reauthorized until 2022.

As Nashville Mayor Karl Dean’s only new initiative in the 2009 budget, the Nashville Metro Council appropriated \$400,000 for the city’s first “AfterZone,” a geographic area centered around a middle school in which a coordinated set of OST programs are tailored to neighborhood needs. The Council approved an additional \$600,000 to launch the city’s second AfterZone in January 2011.

Nineteen cities reported augmenting municipal dollars with state and federal funding to bolster their OST efforts. Some cities have received federal earmarks secured by their Congressional

representatives for a specific component of their systems. For example, the Omaha mayor’s office received \$2 million in 2006 from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) to create the Greater Omaha Afterschool Alliance. The Alliance is an organized network of providers that over time has become an important provider of professional development and has established OST program quality standards. The City of Grand Rapids, Mich., obtained three federal earmarks from OJJDP over the past several years to support afterschool programming as a prevention strategy. The first two grants of \$200,000 each funded afterschool programs in public schools, and the most recent grant provided \$500,000 to support community centers and summer programs. The mayor of Bridgeport, Conn., successfully secured federal earmarks to support the city’s Lighthouse afterschool program. The City of St. Paul, Minn., received a \$90,000 earmark to conduct a set of professional development trainings and pilot testing of quality assessment tools. Philadelphia leaders use \$30 million dollars in state resources to support a strong citywide OST system. Unfortunately, looming state budget cuts may threaten this key source of funding.

Financial strategies that cities have utilized to sustain the current level of programming and plan expansion for the future. (Select all that apply)

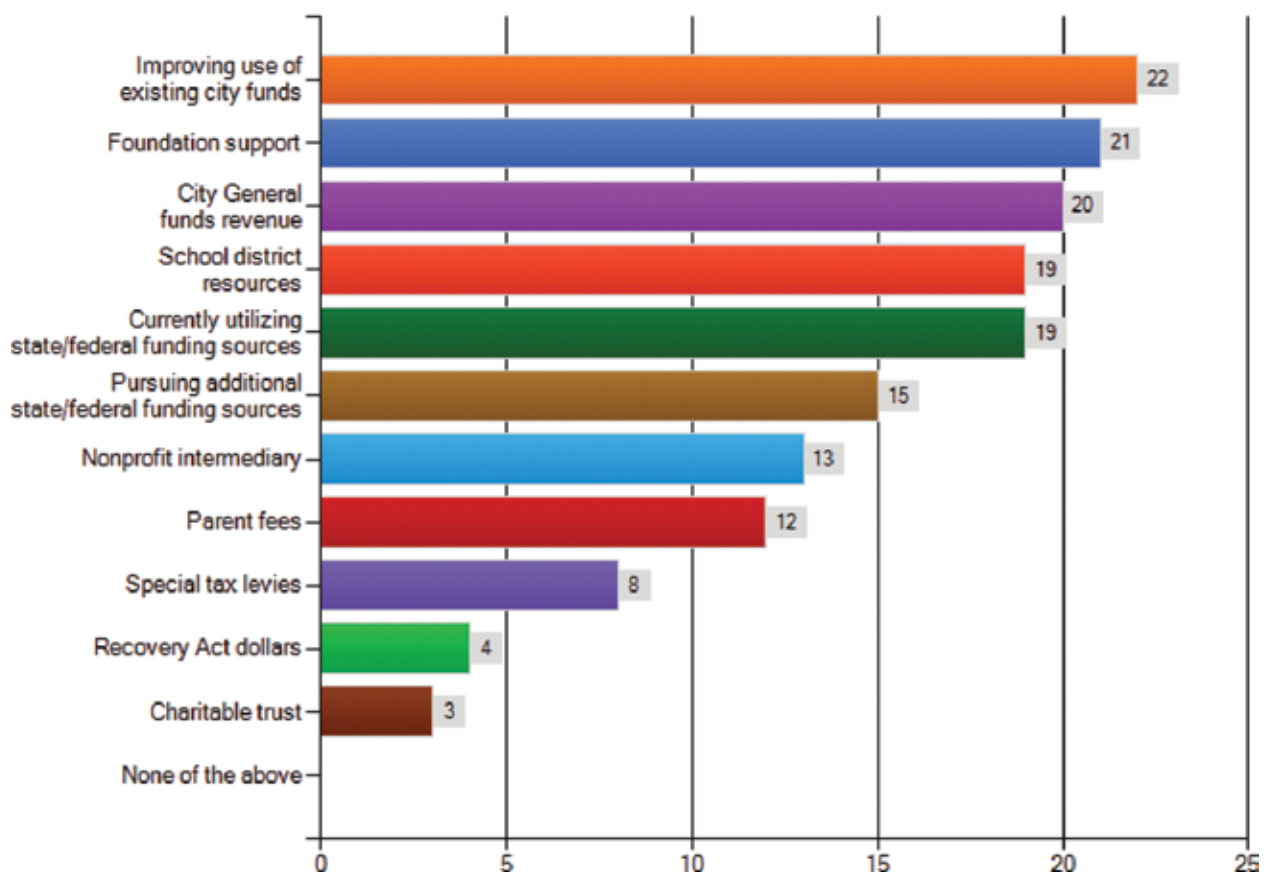


Figure 6: Local Funding Strategies for Sustaining and Expanding OST Programming

Given current attention to reducing state and federal deficits, most cities are exploring every financing option available. Nineteen cities partner with school districts and 21 cities partner with the local

philanthropic community to sustain and/or expand programming. Even with this combination of funds, communities still lack enough money to serve every child. Fifteen cities are pursuing additional state and federal resources, nearly half have enlisted a nonprofit intermediary to help raise funds or provide resources, and 12 cities reported charging fees for their programs to help them become self-sustaining. Four cities used American Recovery and Reinvestment Act (ARRA) dollars to support their OST work. However, these cities will have to substitute the one-time ARRA funds with new funding sources to avoid program cuts.

Finally, in eight cities, including Oakland as well as Seattle, Fort Worth, Portland, Ore., and San Francisco, voters have approved ballot measures to slightly increase sales or property taxes or dedicate a portion of general revenue to programs for children and youth. These tax levies and other ballot measures create a large pool of sustainable and flexible funding that puts cities in a strong position to lead OST system-building efforts. For example, between 2004 and 2011, Seattle's Families and Education Levy raised a total of \$117 million for investments in children and youth. The City of Fort Worth dedicates more than \$1 million annually to support afterschool programming through a one-half cent sales tax dedicated for a Crime Control and Prevention District. In San Francisco, the city sets aside a portion of property taxes each year – three cents per one hundred dollars of assessed value – for a Children's Fund that supports child care, afterschool and youth employment programs. Voters in several cities have recently renewed tax levies to fund OST and other youth programs, in spite of the economic downturn.

Action Steps: Multi-Year Planning

In their efforts to establish and implement multi-year plans, cities have taken the following common action steps:

- Forming a sustainability committee or task force
- Setting goals, priorities and desired outcomes
- Defining roles and responsibilities for each partner organization
- Identifying strategies to build public will for OST programming
- Mapping current funding streams used to support OST programs
- Pursuing other funding opportunities to fill gaps
- Tracking and reviewing progress toward outcomes
- Developing plans to expand services and meet local needs
- Sharing and publicizing accomplishments

RELIABLE INFORMATION:

Using Data to Build a Successful OST System

The advent of information-driven, citywide OST system building is part of a growing trend in which policymakers at all levels of government are attempting to capture and analyze an increased amount of reliable data on programs supported with public funding. At the federal and state levels, this trend is perhaps most visible in education reform, particularly as federal leaders discuss reauthorization of the Elementary and Secondary Education Act. At the local level, both public officials and private foundations are supporting efforts to gather more sophisticated data as a method of holding programs accountable for improving outcomes for the young people they serve. Likewise, provider organizations that receive public or philanthropic funding seek to make better decisions using the data that are available.

For cities, the benefits of reliable information on local OST programming include the ability to determine where programs are concentrated within a community, who is being served and how frequently, and the impact of programs on student attendance and achievement, student health and behavior, juvenile crime, civic engagement, quality of life, and other local indicators. For instance, mapping the distribution of OST opportunities informs cities and their partners about where to invest limited resources to fill programming gaps.

The experiences of the 27 cities featured in this report show that a robust management information system (MIS) is a central component of an effective OST system, a finding validated by the RAND Corporation's *Hours of Opportunity* report. The RAND report found that prior to developing OST data systems, cities knew little about the programs they funded or the youth that were served by these programs, sometimes overestimating the number of children enrolled by as much as one-third. Interviews of municipal leaders in the 27 cities revealed many of the same findings. Cities without strong data collection efforts were not able to measure accurately the percentage of children served by OST programs. However, new efforts to enhance local data capacity are rectifying this lack of information and giving system coordinators a more accurate picture of enrollment, attendance and student demographics for the first time. The information also benefits program directors, who can use participation data to understand what motivates children and youth to attend consistently and recognize how program quality can be improved.

How Are Cities Using Data?

Twenty-four of the 27 cities participating in the survey reported using data to inform their OST decision-making processes. The same number use data to map OST program locations in their communities (see Figure 7). These mapping projects involve surveys of OST providers to identify the location of program sites, the number of children served, participant demographics, the existence or

length of a waiting list, the cost of participation, and the range of activities offered. Cities have collected this information to visually depict site locations on a map, often using city or university geographic information system (GIS) technology. While mapping the location of programs has its benefits, 20 cities go one step further by overlaying data on other community indicators, such as neighborhood crime statistics or poverty rates, to better understand where additional programming may be needed. Partnerships with schools and police departments are essential for this type of data collection effort. These entities have much of the requisite information, which can easily be imported into a GIS system. Fifteen cities conduct even more thorough “supply and demand” analyses to assess needs, program availability and gaps in the number and type of programs for children and youth.

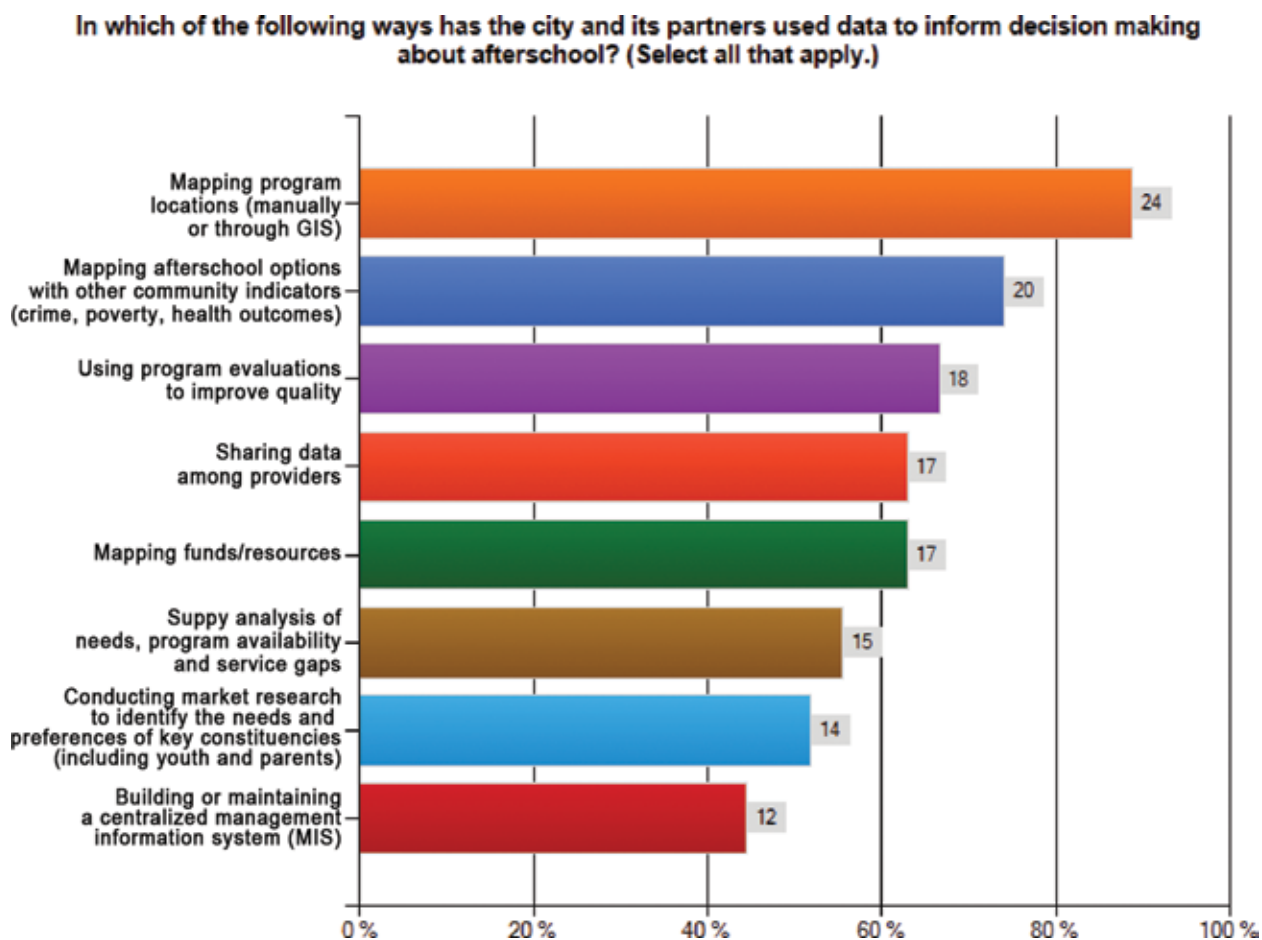


Figure 7: How Cities Use Data in Their OST System-Building Work

Maps of OST opportunities have proven to be powerful tools for communicating these needs to the public and to influential stakeholders. By providing clear, visual evidence of the lack of accessible programs in high-poverty, high-crime neighborhoods, OST system partners can build public and political will for afterschool investments. Without the ability to present these data, many local leaders believe their communities have ample program options. These leaders are often aware of well-known programs or those that receive media attention, but may not recognize the unequal distribution of programs across neighborhoods. As a result, mapping efforts are a common first step in the process of

collecting data, understanding the landscape of OST programming and communicating needs to key community leaders.

For instance, city leaders in Denver surveyed more than 600 OST providers across the city, and created multiple maps that showed the locations of schools, parks, and afterschool programs, and color coded neighborhoods based on poverty rates, teen pregnancy rates, and incidence of juvenile crime. The data helped the Mayor's Office for Education and Children and its partners identify neighborhoods in which to pilot additional programs. City leaders in Grand Rapids, Mich.; Boise, Idaho; Tampa, Fla., and other cities have undertaken similar efforts. In Baltimore, OST partners collected risk indicator data to prioritize neighborhoods that should receive additional program funding. The Family of League of Baltimore City is currently building its capacity to serve areas with the greatest level of need.

Basic program attendance data on the number of youth served and how regularly they participate are often used as a proxy for assessing program quality and demand. Better programs will attract more participants, who will attend more frequently and consistently. Yet a majority of the 27 cities use even more robust evaluation data to improve the quality of programs and more than half of the cities have conducted market research or focus groups with youth and parents to identify high-demand OST activities. Market research can be used to ensure that programs are offered based on what youth participants want, rather than what adults think they should have. Certainly, programs should provide young people with opportunities to learn important skills, but OST providers first need to get them in the door by offering interesting activities.

Program evaluations may be conducted by cities, school districts, community-based organizations, funder, or federal grant recipients that are required to report impact data. While evaluating satisfaction among parents and youth and the extent to which programs improve school outcomes can be time-consuming and costly, future support for OST programs may depend on whether they can demonstrate value. Several cities featured in this report have made notable progress in evaluating the quality and impact of local programs. For example, the City of Bridgeport, Conn., Lighthouse program hires a private evaluator, MRM Inc., to track the academic progress and social and emotional well-being of students who participate in OST programs. Lighthouse links afterschool participation data with reductions in crime rates and examines reading, writing, and math scores by ethnicity in an annual evaluation of OST program impact.

In Fort Worth, Texas, the city's main coordinating entity, Fort Worth After School (FWAS), works with Texas A&M University to conduct an annual, comprehensive program evaluation. Evaluation tools have been developed to measure the effectiveness of OST programs, encourage quality improvement, and improve administration. Data are collected from participants and their parents, service providers and staff, school principals, and FWAS leadership. By conducting similar annual evaluations for close to a decade, Fort Worth has seen continuous improvement in program processes, but more importantly, a multi-year data set helps FWAS leaders demonstrate its impact to its coordinating board and the Fort Worth City Council.

In Grand Rapids, the city's Expanded Learning Opportunities (ELO) Network members evaluate OST needs and demand, and have developed a common set of indicators of the success of their afterschool programs. The ELO Network holds itself accountable to the public by collectively tracking and reporting outcomes for children in OST programs as part of an annual report card to the community.

The report card highlights the impact of OST programs on participants' education, school attendance, youth leadership, and community service.

Sharing Data Through Management Information Systems

Seventeen of the 27 cities that were surveyed share participant data across providers and stakeholders, an impressive finding given the multiple challenges involved. From privacy laws to incompatible software, numerous obstacles can prevent effective data sharing. However, the benefits include an enhanced ability to identify the impact of OST programming on a range of outcomes. The sophistication with which providers share data varies by city. Some use simple spreadsheets with information entered manually. In other cities, formal agreements allow school districts to run aggregated data queries on a requested group of students. In Grand Rapids, the police department and ELO network have partnered with Grand Valley State University's Community Research Institute to share and analyze data. The Institute's Grand Rapids Juvenile Offense Index Report, a four-year, longitudinal study of the impact of OST programs on juvenile crime, revealed that youth who were engaged in OST programs between 3:00 and 6:00 p.m. were substantially less likely to participate in risky or criminal behaviors.

Twelve cities reported having the capacity to build or maintain a centralized management information system (MIS) that tracks student participation in OST programs. In these cities, a substantial portion of providers enter data into an MIS administered by the city or an intermediary. The majority of these cities expressed a desire to expand these systems in the future. In addition, while more than half of the 27 cities do not yet have an MIS, some are poised to move forward in developing one. For example, Tampa, Fla., leaders are in the process of creating a centralized data system and have developed a data sharing agreement with the school district. In St. Paul, Minn., the new city-school-community partnership Sprockets has begun working with Cityspan, a software company that specializes in afterschool data management, to build a Web-based citywide OST data system. With data sharing agreements in place, OST providers will enter data, which will be compiled into built-in reports for stakeholders and released to the public to highlight evaluation results.

The value of an MIS is that it can help cities analyze data from two or more of the multiple institutions with which a young person may be involved throughout the day: their school, a recreation center, a sports or music program, or another community-based or faith-based program. These data provide cities with a fuller picture of how individual youth are supported by the community when compared with individual program data. Citywide OST systems also use MIS to communicate information on youth outcomes and how to identify and address needs. For instance, many cities are beginning to track the impact of OST programming on school attendance, grades, and test scores. As they further develop their systems, they hope to measure other important youth development indicators such as behavior, aspirations, teamwork, time on task, collaboration and cooperation, responsibility, homework completion, self-esteem, and decision-making skills.

As part of the online survey, cities that use an MIS were asked to indicate specific features (see Figure 8). Of the 11 cities that responded to this question, all of them reported that providers enter their own data directly into the system. Nine use a Web-based system, allowing providers to log in from anywhere to enter data. Cities use a few different vendors. Louisville uses nFocus' KidTrax system

to manage its OST data, while others use Social Solutions' ETO software or are considering using Cityspan or Youthservices.net.

If your city has a centralized management information system, which of the following features are included in the current system? (Select all that apply)

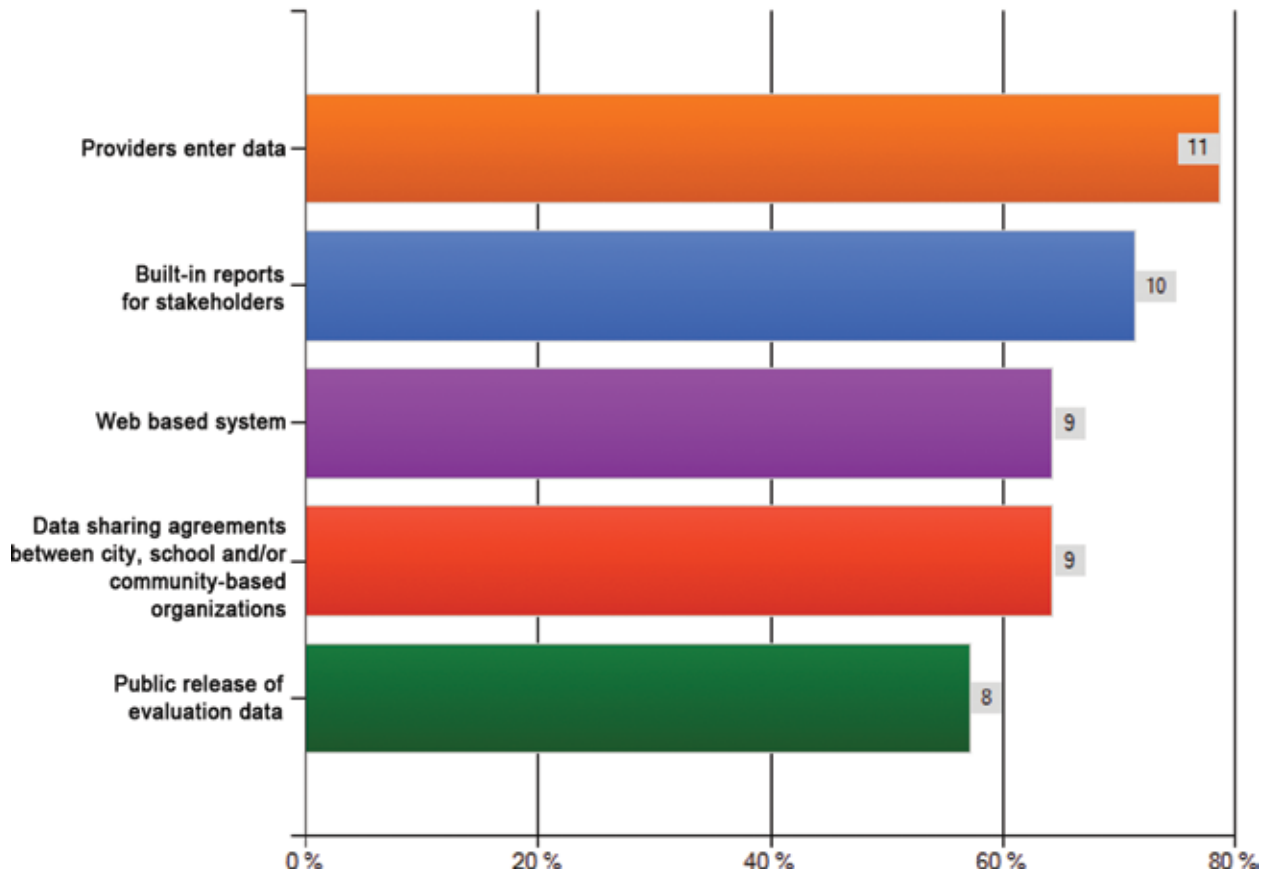


Figure 8: Features of Cities' Centralized Management Information Systems

Most cities using an MIS have established agreements to share data with school and community partners. However, while nine of the respondents said that their cities have data sharing agreements with school districts and/or community-based organizations, this does not necessarily mean that the respective entities' data systems are linked to each other. For instance, St. Louis OST system intermediaries manage program data through an MIS, but the intermediaries' data system and the school district's data system are not connected. An agreement between these entities allows the intermediaries to request manual queries from the school district to obtain student data.

In other cities, the electronic links between agency and school district data systems are more advanced. In Nashville, a data sharing agreement enables student data to be exported from the Metropolitan Nashville Public Schools' student management system and used by the OST system. The agreement prevents the need for dual entry of data by providers and facilitates consistency in recording data such as

addresses and contact information. The Jacksonville (Fla.) Children's Commission has a memorandum of understanding for data sharing with the Duval County Public School District and OST providers. The commission shares information about program utilization, costs, quality and outcomes with the general public and uses a Web-based system called SAMIS to track various data points, including child demographics, household income, family makeup, school attendance and neighborhood of residence. The commission's access to the school district's data system enables it to evaluate the impact of programs on participants' school attendance, GPA, grade promotion, and FCAT scores. Using these evaluations, the commission is able to refer non-participating students to programs that would improve their performance in school. OST providers funded by the commission are also able to view school district data on the students in their programs.

An MIS can take many forms and have many uses. The City of Baltimore uses average daily attendance data to determine funding reimbursements for programs and overall citywide funding decisions. In Philadelphia, community OST providers use a Web-based MIS to enter data and access program reports, though the system is also used for solicitations, contracting, client and staff records, attendance, payments, assessment, and systems evaluation. Louisville leaders are embarking on an effort to expand the use of their KidTrax system and implement another SMART ED system to identify students who are at risk of dropping out as early as the third or fourth grade. Their vision is to link these two systems to not only identify students who are at risk and recommend interventions, but also to create a feedback loop that informs the early identification system about which interventions work best for which students. The City of Rochester, N.Y., has developed a registration system, EZ Rec Pass, for their recreation centers, and has recently shared access with several non-city, community-based afterschool organizations in an effort to manage and share data on a single platform.

Survey respondents in eight cities said their cities share evaluation data with the public. Local officials noted that there are advantages to sharing both positive and negative evaluation data. If programs show promising outcomes, reporting data to the community can build support for public investments. Negative evaluation data can prompt discussions about how programs can be improved.

Funding Data

A different type of data collection effort involves gathering information about financial resources dedicated to OST system building. Seventeen cities have conducted a financial resource scan or a fund mapping process to determine how funds are used to support OST programming and whether there are potential sources of untapped funding at the private, local, state or federal levels. A thorough fund mapping analysis can reveal whether there is flexibility in using existing funding streams (focused on prevention or workforce development, for instance) to support OST programs.

The Partnership for Youth Development, formerly called the Greater New Orleans After School Partnership, and other partners are examining a funding map that was created in 2007. The funding map tracks how federal, state, and local dollars have been spent on children and youth. The Partnership sees federal workforce development and U.S. Department of Justice resources as potential opportunities to obtain sustainable funding. The organization is working with a consultant from the Office of Juvenile

Justice and Delinquency Prevention (OJJDP) to provide technical assistance to help OST leaders and courts improve services for youth in detention facilities. OST partners in Omaha, Bridgeport, Conn., and Louisville have undergone similar processes to identify the range of funding streams that support local OST programming.

Action Steps: Reliable Information and Data Management

Common action steps for collecting and analyzing reliable information include:

Needs Assessment

- Survey OST providers, parents, and/or youth.
- Conduct market research, including focus groups, interviews, or citywide summits to capture youth/parent voices.
- Use survey data to map the locations of available programs and facilities.
- Identify gaps in programming and underserved neighborhoods.
- Create an online program locator tool to give parents better information on available programs in their neighborhoods.

Data Collection/Management Information Systems

- Engage providers in efforts to collect participant data at program sites.
- Develop cross-provider and/or cross-agency agreements on similar data points to collect.
- Review and select an MIS or data-sharing software.
- Train providers on data collection and data input.
- Synthesize data across programs to gain a citywide perspective.
- Establish incentives for providers so that a majority of them use the MIS to track student participation.

Evaluation

- Analyze the impact of OST programs on school attendance, behavior and other academic outcomes.
- Use these and other data to make program quality improvements.
- Generate report data on system effectiveness and citywide impact.
- Share findings with public officials and other key leaders to generate and sustain support.

COMMITMENT TO QUALITY: City Efforts to Help Programs Meet High Standards

Guided by an extensive body of research, city leaders clearly understand that OST program quality matters. The quality of programs is increasingly seen as the key determinant to promoting higher student participation rates, and children and youth who attend high-quality programs on a consistent basis are more likely to experience better outcomes resulting from their participation. A majority of cities featured in this report believe their OST provider networks have developed clear definitions of program quality (see Figure 9), which may refer to standards for safety, program design and operation, staff training, and parent and community engagement. In cities with robust quality improvement efforts, new data collection systems have also made it possible to pinpoint and address quality problems more precisely.

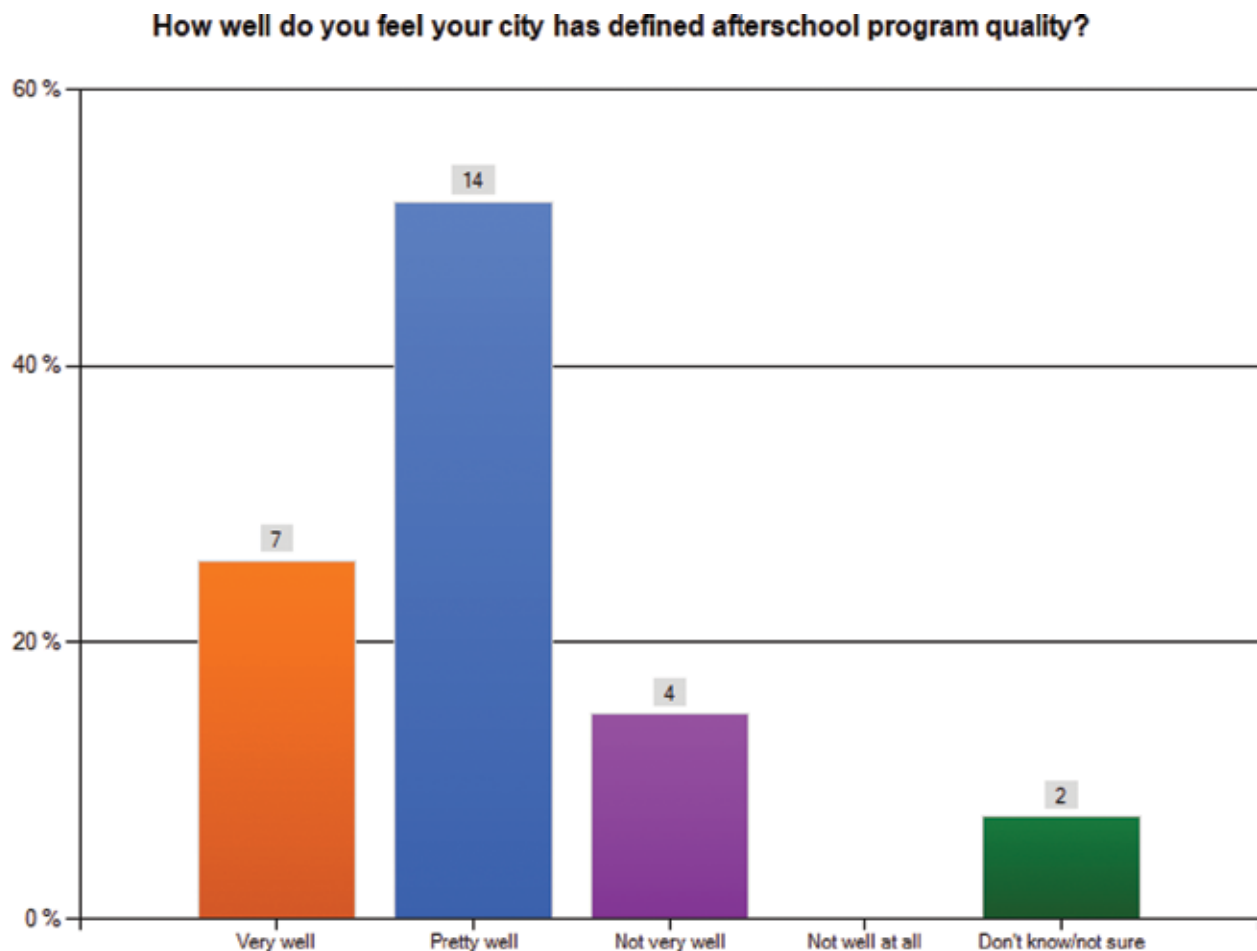


Figure 9: Self-Assessments of City Efforts to Define OST Program Quality

How Cities Improve Program Quality

OST system leaders in the five Wallace Foundation investment sites and in cities included in this report have taken various steps to garner attention to quality issues, improve programs, and enhance the knowledge, skills, and capacity of frontline youth workers and program managers. Figure 10 shows the most common city actions that cities have taken to influence program quality. In two of the 27 cities, OST leaders did not respond to the survey question. Local officials in one of these cities, Portland, Ore., noted that they are in the process of reviewing the implementation of program quality assessments and plan to train youth development staff in partnership with Multnomah County and a recently launched cradle-to-career educational improvement initiative.

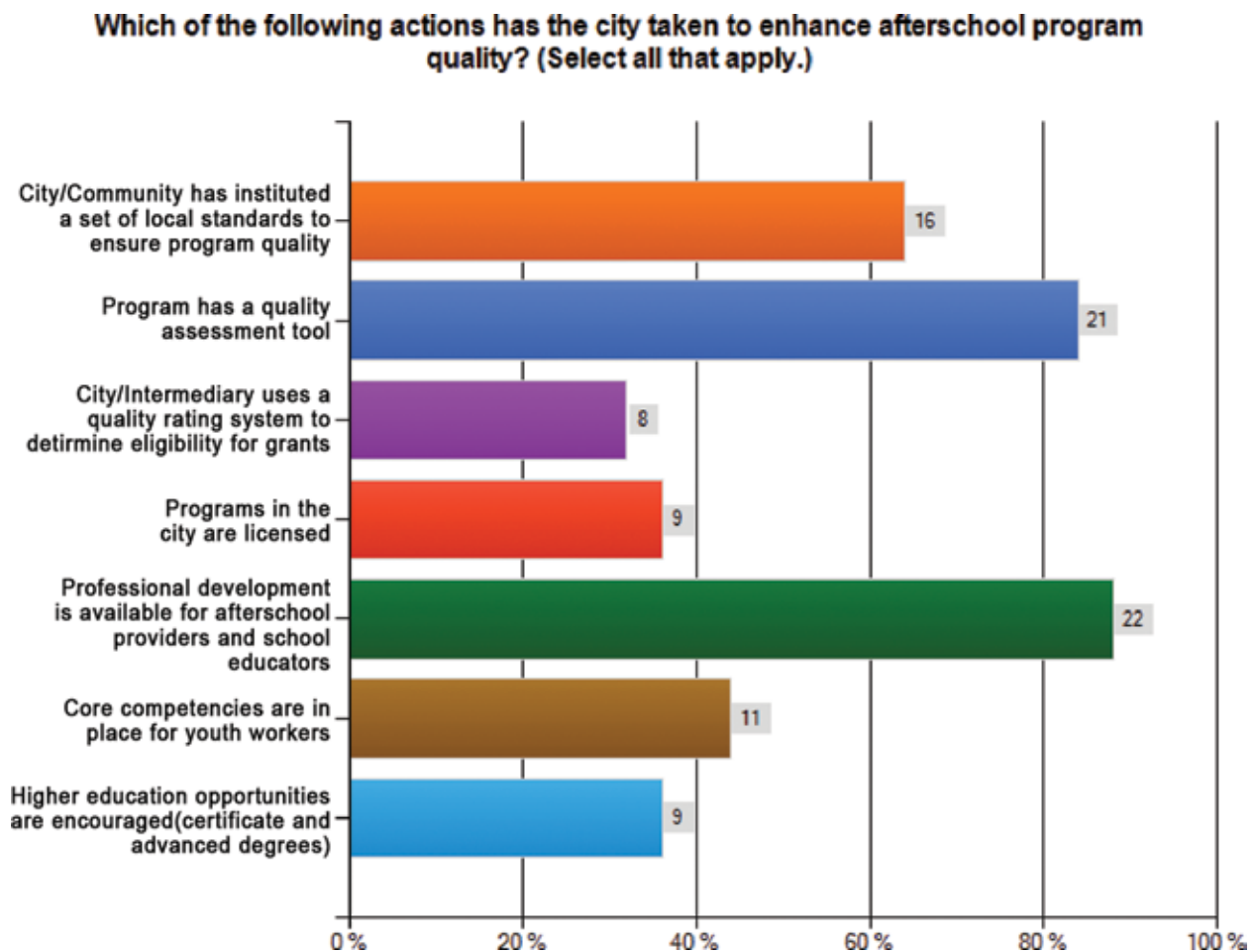


Figure 10: City Actions to Improve OST Program Quality

The most common city action to improve program quality is the provision of professional development to OST providers. In addition, in all 25 cities that responded to this survey question, professional development and training opportunities are available for OST providers and teachers in some form. If the city does not provide professional development directly, either another intermediary organization offers trainings or works with a local college or university to offer education to youth workers and program managers. Most cities offer specific trainings for municipal parks and recreation staff. In some

cities, municipal staff receive broader trainings that are offered to all local youth workers by school districts or nonprofit organizations. Training topics range from staff retention and cultural competence to strategies for promoting youth engagement and the emotional development of adolescents.

In an effort to define program quality, 16 of the 27 cities have instituted a set of local OST program quality standards. Many of these cities adapted standards from other cities and worked with OST providers on versions that were appropriate to their local circumstances, generating widespread buy-in. Some cities used national standards created by the National Afterschool Association or National Institute on Out-of-School Time. Others, such as Louisville's new intermediary, YouthPrint, worked with the state to jointly write quality standards that were to be vetted by OST providers. In all cases, standards are developed collaboratively among providers and affirmed by consensus.

Use of quality standards varies by city. Some cities, such as Denver, use their standards as guidelines toward which programs are encouraged to strive. Other cities view their standards as milestones by which to measure progress and reward programs that reach those milestones. To ensure adherence to standards, cities and their intermediaries have incorporated them into requests for proposals to fund local programs. For example, the Jacksonville Children's Commission controls city funding for many community-based OST providers and monitors program quality. The commission has a robust training arm to help providers meet local standards. Only programs that meet those standards receive city funding.

Cities often develop quality assessment tools to help providers evaluate their programs against certain benchmarks and determine areas of improvement. Twenty-one of the cities reported using a quality assessment tool. For instance, in Grand Rapids, Mich., Baltimore, Louisville, and Seattle, providers use the Youth Program Quality Assessment (YPQA) tool developed by HighScope. Louisville's YPQA efforts are not mandatory at this point. Seattle OST system leaders are training local YPQA coaches to help providers with assessments and improvement plans. The City of Saint Paul has also supported professional development opportunities for city and community-based OST sites that are tied to quality tools such as the YPQA, but local leaders are testing other tools as well to see which ones work best for different programs. The City of Denver is in the process of identifying a quality assessment tool that will help selected sites meet quality guidelines. Because a number of programs in most OST systems receive federal 21st Century Community Learning Center funding, they use a specific program quality assessment tool as part of their federal grant reporting requirements.

Less common are efforts to provide funding incentives for quality improvement such as those used in Jacksonville or to create educational certificates for OST staff. In eight communities, the city or intermediary uses a quality rating system to determine eligibility for grants. For instance, Cleveland's MyCom scores programs using a fixed rating system, and programs that receive scores in a particular range qualify for specified amounts of funding, a similar system used for federal childcare voucher reimbursements. OST partners in Omaha are in the process of creating an intermediary organization that will use a quality rating system to determine grant eligibility. Only nine cities provide higher education opportunities such as certificates and advanced degrees that encourage OST providers to increase their knowledge and skills. Louisville partners are currently working with the community college system to offer a certificate program and associate's degree for OST staff.

Action Steps: Commitment to Quality

Cities can take the following action steps to improve the quality of local OST programs:

Standards

- Establish a committee or task force to create OST standards.
- Review standards used by other cities.
- Develop a set of locally-owned standards.
- Publicize standards as a measure of quality.
- Encourage programs to use standards.
- Tie standards to funding.

Assessment

- Review and select an assessment tool.
- Align the assessment tool with local standards.
- Encourage or require programs to use the assessment tool.
- Use the assessment tool to inform programmatic improvements
- Create a quality rating system or use an existing one.
- Connect the rating system to funding eligibility.

Professional Development

- Offer trainings on standards, assessment, and use of the management information system.
- Offer cross-system trainings to OST and school district staff on aligning OST programs with classroom education.

EXPANDING PARTICIPATION:

Removing Barriers to Regular Attendance in High-Quality Programs

A focus on expanding participation is critical to reaching more children and ensuring that they attend often enough to benefit from OST programs. By some estimates, more than 15 million young people do not have access to high-quality OST programs. Research also shows that the “intensity,” or the number of days and hours per week or year that children attend programs, and “duration,” or the span of time over which they participate, are the main factors that contribute to their learning or developmental benefits. In fact, some studies show that irregular attendance can produce negative outcomes.

Even in the face of significant fiscal challenges, nearly all of the cities with advanced OST systems share a goal of reaching more young people (see Figure 11). The cities that reported otherwise stated that they do not have sufficient financial resources to make new program slots available.

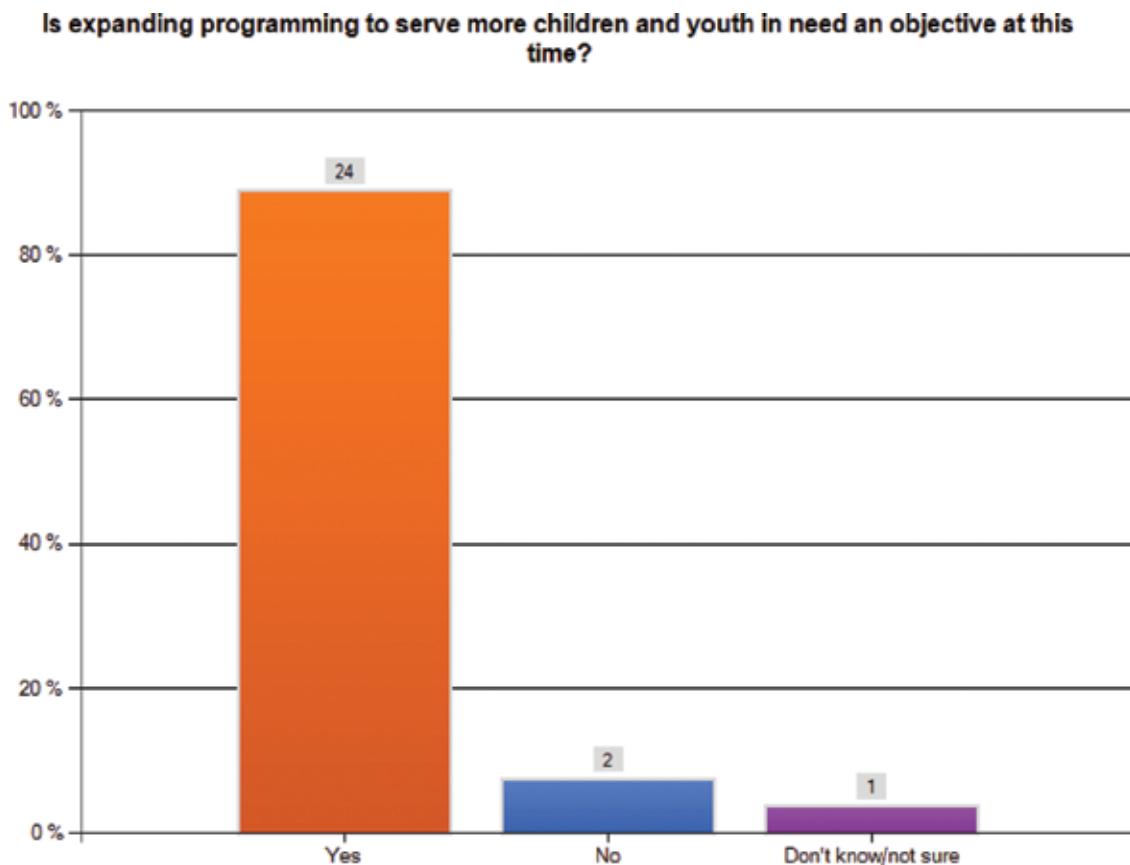


Figure 11: Expanding Access to OST Programs is an Objective for Most Cities, Despite Budget Challenges

The goal of “afterschool for all” remains elusive for most cities, with San Francisco making the greatest progress in expanding participation. In a majority of cities, less than half of the school-age population participates in OST programs, and in nine cities, fewer than one-quarter of students attend an OST activity (see Figure 12). Even in certain cities where public and private partners have made significant investments in OST and established a strong, coordinated system, there is room for progress in serving more children and youth. That a handful of cities do not know how many young people they are serving underscores the importance of enhancing local capacity to collect participation data.

Approximately what percentage of the city’s school age population participate in afterschool opportunities?

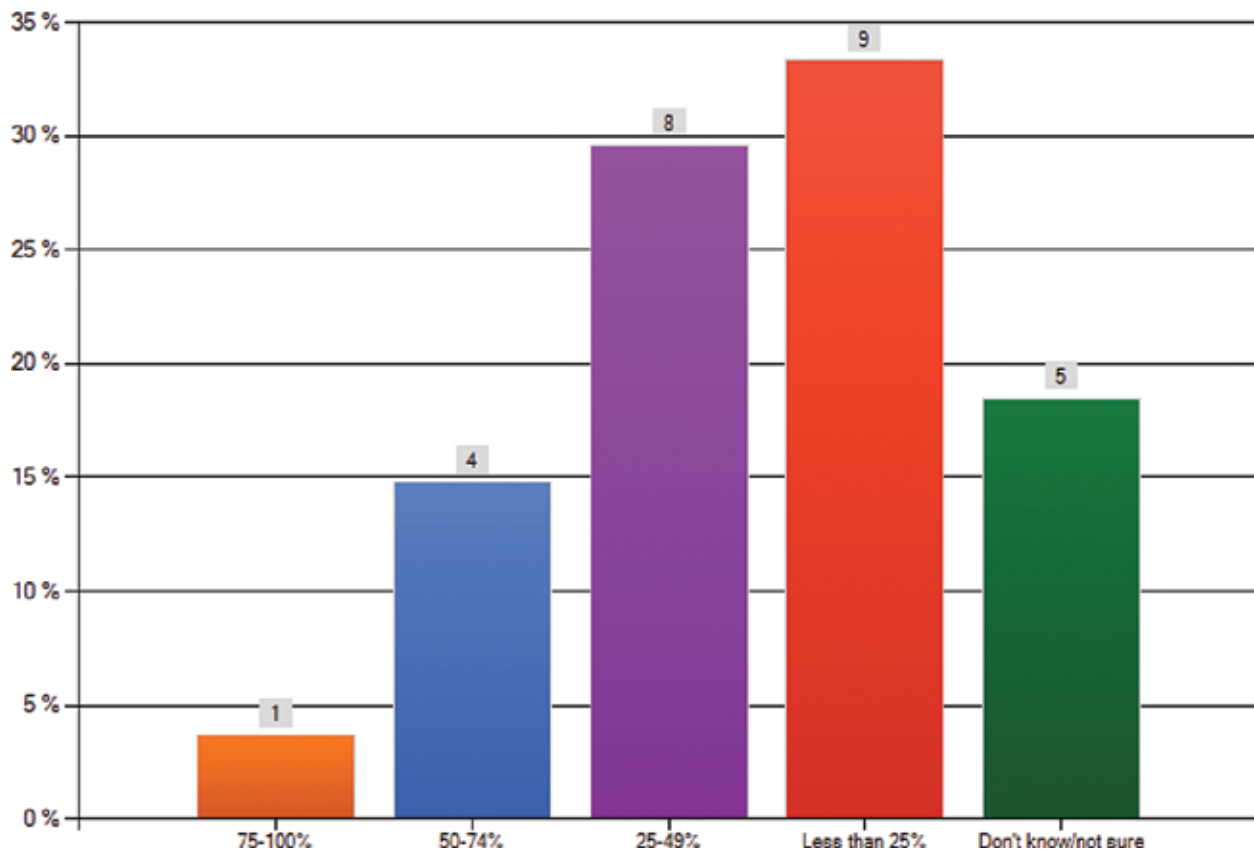


Figure 12: Local OST Program Participation Rates

The most significant barriers to participation include cost, lack of transportation, and the location of programs (Figure 13). Other barriers include lack of awareness of options, lack of safe routes to programs, inadequate communication, and insufficient levels of interest. Cities such as Nashville and St. Paul have made notable progress in addressing transportation challenges, which remains a difficult obstacle due to its associated costs. Most of the cities in this report offer free programs. Among those that do not offer free programs, some have provided scholarships or sliding-scale fee options to mitigate the cost barriers. Although there have been cuts to youth programming in a number of cities, many municipal leaders have made heroic efforts to safeguard these programs in their efforts to prepare young people for a successful future.

Below is a list of potential barriers preventing young people in a community from participating in afterschool at the desired levels. How significant are each in your community?

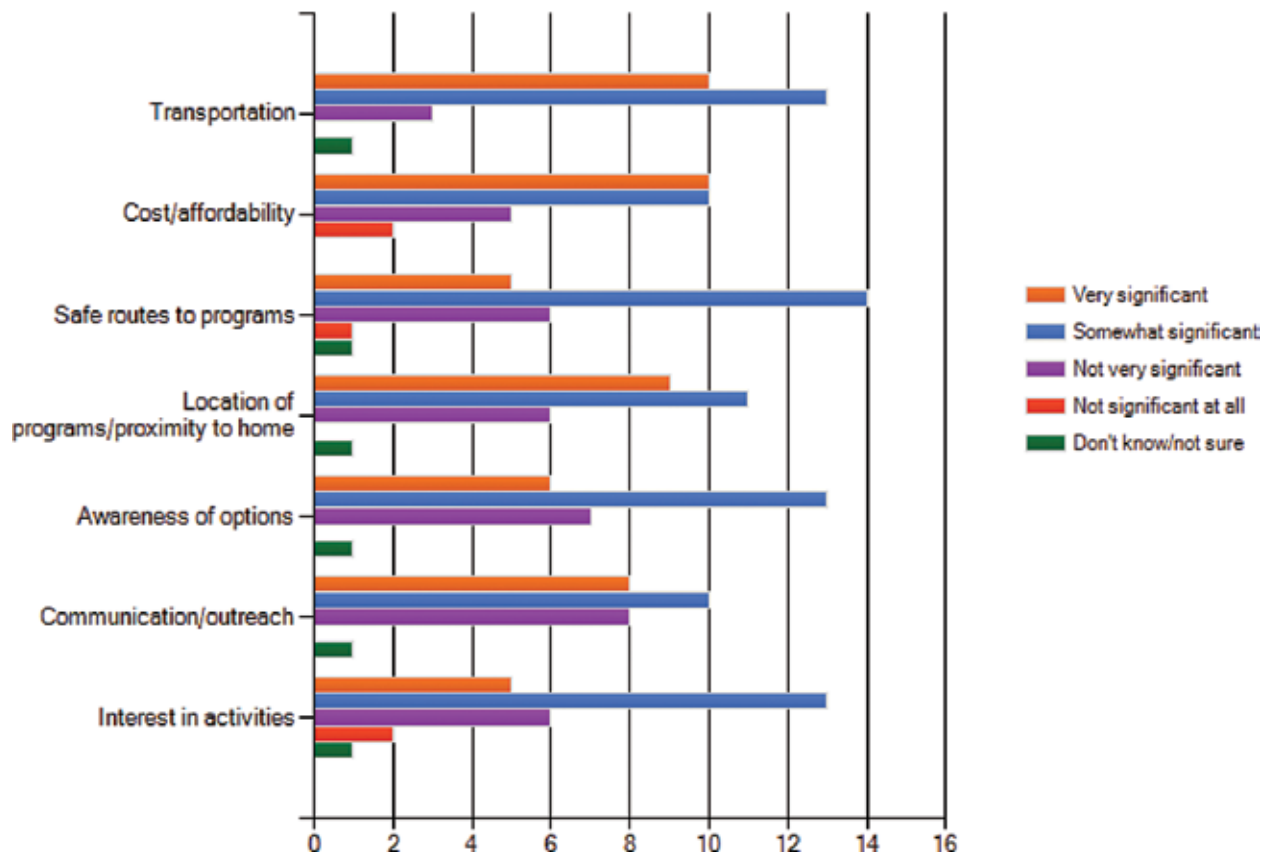


Figure 13: Barriers to OST Program Participation

Action Steps: Expanding Participation

Municipal leaders can take the following actions to expand participation in OST programs:

- Survey programs across the city and collect data on the number of children served.
- Determine whether there are unused, open slots.
- Assess waiting lists for programs to understand need.
- Set targets for program participation rates and monitor progress.
- Identify and address barriers that prevent youth and families from participating.

- Raise funding to increase the number of program slots available.
- Expand partnerships to offer a diverse range of activities and share facilities.
- Target new investments toward high-need areas.
- Create incentives to increase intensity and duration of participation.
- Communicate with and engage families.
- Focus on all ages.

CONCLUSION:

Where Do Cities Go From Here?

The 27 cities featured in this report – along with the five Wallace Foundation investment sites – represent the “cutting edge” of citywide OST system building and should be considered models from which other cities can learn. However, while each city has displayed a tremendous amount of leadership and commitment to expand access to high-quality OST opportunities, in nearly every case, much more remains to be done.

The surveys and interviews revealed that cities have made the greatest progress on providing committed leadership, establishing a coordinating entity, and promoting quality, with some cities also showing significant gains on multi-year planning and gathering reliable data. Within these areas, cities have made the most headway on action steps that are more tangible and possibly easier to replicate, including: creating standards of quality, using GIS to map the location of programs, creating an inventory of programs or an online program locator, raising funds to expand the number of program slots, cultivating leadership for OST, and creating coalitions or some form of coordinating entity. However, the deeper, more nuanced and challenging work remains in the areas of multi-year planning, expanding participation, collecting and sharing data, and formalizing a coordinating entity. In the chart on the next page, survey respondents ranked the areas in which they felt their cities were most in need of improvement from 1 (low) to 6 (high). The chart reflects the average score for each element.

Multi-year planning and expanding participation were seen as areas needing the most improvement, followed by reliable information/data management. However, even for elements that city leaders felt were least in need of improvement, opportunities for growth were identified in the interviews. For instance, efforts required to improve quality range from relatively straightforward tasks such as creating or adopting standards to more time-consuming steps, such as professionalizing the OST field, implementing the quality standards, or allocating funding based on adherence to the standards. Although quality ranked lowest among system elements in need of improvement, the interviews show that cities still recognize there is more work to be done in this area.

As cities begin to tackle these further challenges to maximize the impact of their OST systems, mayors and other municipal leaders are keenly aware of the significant amount of time needed for comprehensive efforts to take shape. In addressing remaining obstacles, local officials continue to engage various partners, benefiting from the unique perspectives and resources they each bring to the planning process. Shared accountability – by defining a clear vision, goals, strategies, desired results, and roles for each partner – has helped keep system partners on track. Sustainability also depends on building support and participation among local residents, creating data systems to track progress, and empowering a coordinating entity to manage the work.

The importance of collaboration cannot be underestimated. In most communities, a number of

In thinking about the areas of your system that most need improvement, please rank the following categories from 1 to 6 (1= area least needing to improve; 6= most important area needing to improve).

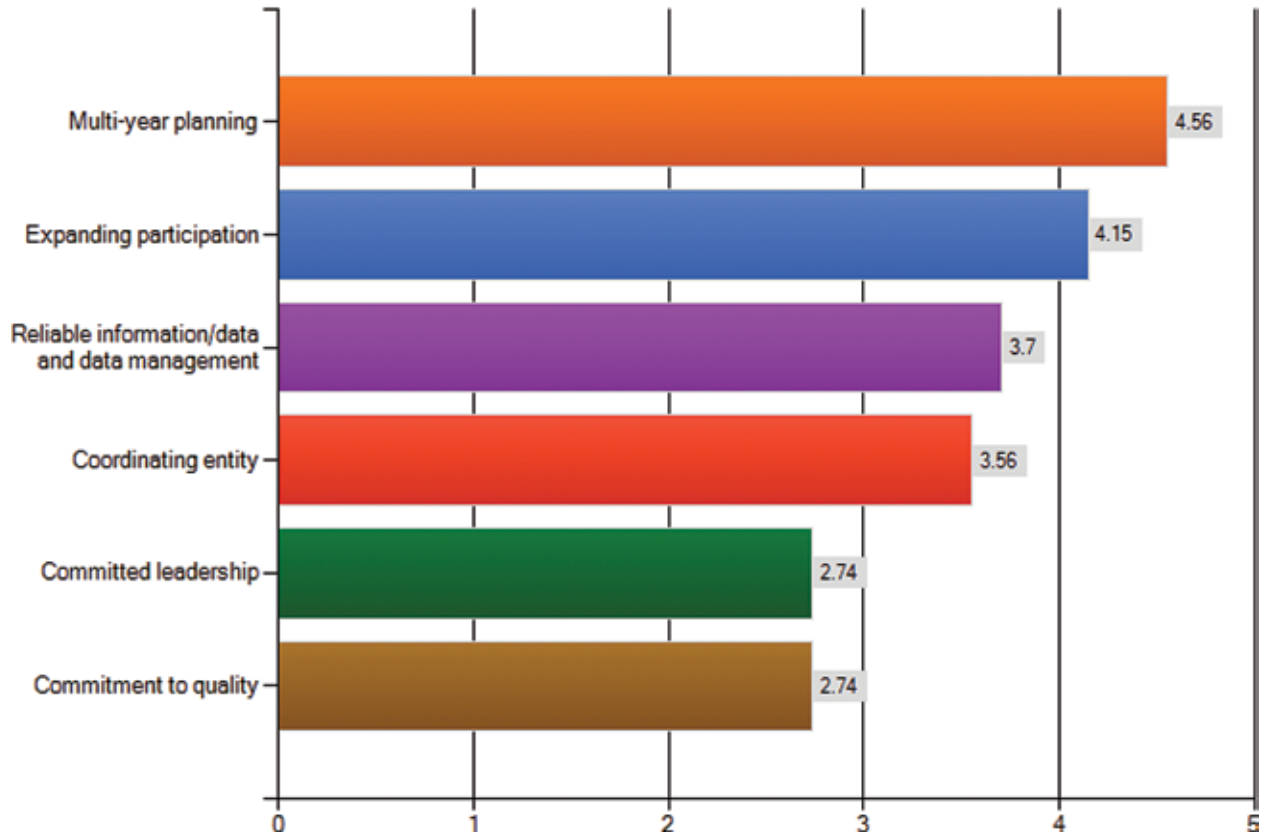


Figure 14: How Cities Rank Themselves on Areas for Improvement in OST System Building

different private and public entities offer OST programs for children and youth. However, city leaders should not assume there are sufficient opportunities available for all young people. Without a system for tracking participation across neighborhoods, cities have no way to identify gaps in services or determine their impact. Furthermore, OST systems can coordinate and leverage the strengths and resources of multiple agencies – from funding and facilities to research and marketing expertise to transportation and technology. Thoughtful collaboration can expand the reach of existing programs and stretch limited resources to provide more children and youth with quality OST learning experiences.

The years of effort made by the cities profiled in this report have paid off in a number of ways. Cities report serving more young people, reaching underserved segments of the community, building new and expanded partnerships, and leveraging new resources. In terms of outcomes, cities can also connect their OST systems with increased school attendance and engagement, improved student academic performance, greater exposure to college and careers, decreases in violent juvenile crime, broader community engagement, and enhanced health and wellness.

Including the Wallace Foundation investment sites, more than 30 cities across the nation have dedicated significant time, resources, and leadership to develop an advanced OST system. In the near future,

that number will grow as more municipal leaders spearhead system-building efforts to achieve local goals for public safety, economic development and public health. With tight budgets and different strengths to bring to the table, cities, schools, community-based organization, businesses, faith-based groups, and other stakeholders must work together to improve outcomes for children and youth. Collaboration around OST system building holds enormous, untapped potential for local leaders to make an impact on young people's lives.

Annotated Bibliography of Selected Knowledge Products on Out-of-School Time

Bodilly, S.J., Sloan McCombs, J., et al. (2010). *Hours of Opportunity: The Power of Data to Improve After-School Programs Citywide*. Santa Monica, CA: RAND Corporation.

This three-volume report examines Wallace Foundation-supported efforts in five cities to build systems that improve the quality and accessibility of afterschool, summer and other out-of-school time (OST) programs. The study concludes that the fledgling systems, which seek to coordinate the work of major OST players like schools, parks and recreation departments, and nonprofit afterschool programs, hold some promise. It also describes major challenges the efforts face. Volume I, *Lessons from Five Cities*, looks at what helped and hindered the ventures. Volume II, *The Power of Data*, explores the use of management information systems by the five Wallace-supported projects and three other OST initiatives. Volume III, *Profiles of Five Cities*, describes each Wallace-funded effort in detail.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/hours-of-opportunity-volumes-I-II-III.aspx

Deschenes, S.N., Arbreton, A., Little, P.M., Herrera, C., Grossman, J.B., & Weiss, H.B. (with Lee, D.). (2010). *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time*. Cambridge, MA: Harvard Family Research Project.

OST providers have found it challenging to engage middle and high school youth and promote regular participation in their programs. Drawing upon nearly 200 programs serving mostly disadvantaged youth in six cities that are building OST systems, this study highlights program characteristics and city practices that encourage older youth attendance and retention.

www.hfrp.org/EngagingOlderYouth

Kotloff, L.J., & Korom-Djakovic, D. (2010). *AfterZones: Creating a Citywide System to Support and Sustain High-Quality After-School Programs*, Philadelphia, PA: Public/Private Ventures.

The Providence, R.I., AfterZones initiative organizes a wide range of OST activities for middle school students at neighborhood hubs located throughout the city. This report finds that in its first few years, the AfterZones initiative made enormous progress, enrolling nearly half of the students who attended the seven participating middle schools. Challenges remain, however, including finding secure, long-term financing.

www.ppv.org/ppv/outofschooltime.asp

Clapp Padgett, H., Deich, S., & Russell, L. (2010). *Strengthening Partnerships and Building Public Will for Out-of-School Time Programs*. Washington, DC: National League of Cities.

This guide describes three key strategies that mayors and other city leaders can use to generate support for access to high-quality out-of-school time activities: engage a broad set of partners to take full advantage of all community resources; keep out-of-school time on the public agenda; and lead efforts by city, school and community leaders to establish a common set of outcomes and a shared vision for out-of-school time. The guide highlights a range of examples of how cities have successfully implemented each strategy, from partnerships with universities to coordinated communications plans.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Bosland, J., & Karpman, M. (2009). *The State of City Leadership for Children and Families*. Washington, DC: National League of Cities.

This report identifies the nation's 32 most cutting-edge city innovations to help children and families thrive, and documents emerging and established trends in municipal leadership to promote child and family well-being. Building on the intensive work of NLC's Institute for Youth, Education and Families with hundreds of cities over the past decade, the report highlights the progress that cities have made and the potential for future action in nine areas: early childhood; education; afterschool; youth in transition; youth violence prevention; family economic success; community wellness; youth civic engagement; and local "infrastructure" for children and families.

www.nlc.org/iyef

Hayes, C., Lind, C., Grossman, J.B., Stewart, N., Deich, S., Gersick, A., McMaken, J., & Campbell, M. (2009). *Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study*. Philadelphia, PA: Public/Private Ventures; New York, NY: The Finance Project.

This report analyzes the monetary and in-kind investments made to develop citywide OST systems in six cities: Boston, Charlotte, Chicago, Denver, New York City and Seattle. The report completes a Wallace Foundation-commissioned research series by Public/Private Ventures and The Finance Project documenting the costs of OST programs and the city-level systems to support them. Other resources in the series include *The Cost of Quality Out-of-School Time Programs* and an online OST Cost Calculator.

www.financeproject.org/publications/InvestmentsInBuildingOSTSystems.pdf

Mendels, P. (2009). *Opportunity in Hard Times: Building Out-of-School Time Learning Systems that Last*. New York, NY: The Wallace Foundation.

Drawing upon a February 2009 conference on Out-of-School Time Learning sponsored by The Wallace Foundation and attended by more than 100 OST system coordinators, funders, and researchers, this report focuses on steps OST supporters can take to ensure that emerging citywide OST systems endure

during the immediate economic downturn and beyond. Highlighted strategies include forging closer ties to schools, using new data systems to inform budget decisions, and making the recession an opportunity to introduce bold changes.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Opportunity-In-Hard-Times-Building-Out-of-School-Time-Learning-Systems.aspx

Russell, L. (2009). *Financial Strategies to Support Citywide Systems of Out-of-School Time Programs*. Washington, DC: National League of Cities.

This strategy guide describes several options that city officials may consider for supporting and sustaining local programs. These options include: creating dedicated, local funding streams; making better use of existing funding streams; maximizing state and federal funding sources; and strengthening collaborative efforts.

www.nlc.org/fnd-city-solutions/iyef/afterschool/afterschool-tools--resources

Shah Spooner, B. (2009). *Cities and Statewide Afterschool Networks Partnering to Support Afterschool*. Washington, DC: National League of Cities.

This guide features examples of how municipal leaders are working with 38 statewide afterschool networks funded by the Charles Stewart Mott Foundation to influence state afterschool funding and policies and to strengthen local programs. The guide focuses on several areas in which cities and statewide networks can work together to make a significant impact: increasing state funding and support; improving program quality; building public support for afterschool; and strengthening local partnerships.

www.nlc.org/fnd-city-solutions/iyef/afterschool/afterschool-tools--resources

Grossman, J.B., Lind, C., Hayes, C., McMaken, J., & Gersick A. (2009). *The Cost of Quality Out-of-School-Time Programs*. Philadelphia, PA: Public/Private Ventures; Washington, DC: The Finance Project.

Out-of-school time (OST) programs are increasingly expected to be of high enough quality to improve measurable outcomes for children. Until recently, however, there was little information on the cost of quality programming. This report examines the costs of 111 high-quality OST programs in six cities and finds that costs vary widely depending on a range of factors, including program goals, hours of operation and the ages of the children served. The report also explores the full range of programming costs, including non-cash contributions on which OST operators often depend, such as donated space for programming. An online OST Cost Calculator draws on findings from the report to help users calculate the costs of various high-quality OST program options.

Report: www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx

OST Cost Calculator: www.wallacefoundation.org/cost-of-quality

Weiss, H.B., and Little, P.D. (2008). *Strengthening Out-of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity*. Cambridge, MA: Harvard Family Research Project.

This report identifies seven approaches for strengthening nonprofit OST provider organizations, including methods to ensure that OST providers partner more effectively with other groups and become more adept advocates for their field.

www.wallacefoundation.org/knowledge-center/after-school/financial-management-for-nonprofits/Documents/whitepaper_weiss.pdf

Noam, G. (2008). *A New Day for Youth: Creating Sustainable Quality in Out-of-School Time*. New York, NY: The Wallace Foundation.

This report emphasizes the importance of strong leadership, staff capacity and engaging activities in supporting high-quality OST programming. The report calls for additional leadership and management training for OST executives; training for OST staff in establishing strong relationships with young people; and assistance in establishing clear learning goals for students.

www.wallacefoundation.org/knowledge-center/after-school/financial-management-for-nonprofits/Documents/whitepaper_noam.pdf

Friedman, L.N. (2008). *A View from the Field: Helping Community Organizations Meet Capacity Challenges*. New York, NY: The Wallace Foundation.

Written by the president of The After-School Corporation, a nationally-recognized New York City-based nonprofit that promotes high-quality OST programming, this report highlights investments in four areas that could strengthen OST providers' capacity: training staff and executives; educating principals and other education leaders about the role of OST in supporting learning; improving the content of programming; and strengthening the financial management and governance of OST provider groups.

The Wallace Foundation. (2008). *A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities*. New York, NY: The Wallace Foundation.

Drawing on early lessons from The Wallace Foundation's support for five cities that are building OST systems, this report describes the promise of coordinated, citywide approaches for expanding access to high-quality OST opportunities. The report describes six "action elements" of an effective citywide system: committed leadership, a public or private coordinating entity, multi-year planning, reliable information, expanding participation, and a commitment to quality.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Sustaining-Out-of-School-Time-Learning-Opportunities.pdf

Pokela, J., et al. (2007). *Getting Started with Market Research for Out-of-School Time*. Northampton, MA: Market Street Research.

Market research for OST planning can replace assumptions with facts, give youth and parents a voice to express their needs and preferences, and help secure stakeholders' buy-in and support. This practical guide shows community leaders, policymakers and OST providers how to use market research to make more informed decisions and includes a series of detailed workbooks for conducting a variety of research activities.

www.marketstreetresearch.com/wallace/Overview.pdf

Lind, C., Relave, N., Deich, S., Grossman, J.B., & Gersick, G. (2006). *The Costs of Out-of-School Time Programs: A Review of the Available Evidence*. Washington, DC: The Finance Project and Public/Private Ventures, May 2006.

This review of the literature identifies gaps in the OST field's knowledge of what high-quality OST programs cost. The report highlights what is known from existing cost studies of other educational programs for children and youth.

www.wallacefoundation.org/knowledge-center/after-school/quality-and-cost/Pages/Costs-of-Out-of-School-Time-Programs.aspx

Bodilly, S., & Beckett, M. K. (2005). *Making Out-of-School-Time Matter: Evidence for an Action Agenda*. Santa Monica, CA: RAND Corporation.

This report summarizes knowledge about the demand for OST programs, factors that determine their quality and effectiveness, strategies for promoting participation, and methods by which programs can build capacity. The report also identifies areas in significant need of further evidence-based research.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Making-Out-of-School-Time-Matter.pdf

The Wallace Foundation. (2005). *Quality That Lasts: Building a Framework for the Future of OST*. New York, NY: The Wallace Foundation.

This paper offers early lessons and principles that can inform OST providers and policymakers in planning for wide-scale, lasting changes in OST programming.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Documents/Quality-That-Lasts-Building-a-Framework-for-the-Future.pdf

Ouellette, M., Hutchinson, A., & Frant, N. (2005) *The Afterschool Hours: A New Focus For America's Cities*. Washington, DC: National League of Cities.

This report highlights strategies and insights from the eight cities that participated in NLC's Municipal Leadership for Expanding Learning Opportunities technical assistance project. The project describes the efforts of Charlotte, N.C.; Fort Worth, Texas; Fresno, Calif.; Grand Rapids, Mich.; Indianapolis, Ind.; Lincoln, Neb.; Spokane, Wash.; and Washington, D.C.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Duffett, A. & Johnson, J., with Farkas, S., Kung, S., & Ott, A. (2004). *All Work and No Play? Listening to what Kids and Parents Really Want from Out-of-School Time*. New York, NY: Public Agenda.

This national survey sheds light on what children and their parents want from OST programs, adding their often-missing voices to the policy debate. The report concludes that the vast majority of families want such programs, but they differ, particularly along racial and socioeconomic lines, in what they expect and how satisfied they are with the programs that are available. The data can help guide policymakers and providers in developing programs that respond to the needs and interests of young people.

Ouellette, M. (2002). *Action Kit on Expanding Afterschool Opportunities*. Washington, DC: National League of Cities.

This action kit highlights the many ways in which municipal leaders can craft a strategy to expand afterschool opportunities, and in the process, advance the goals of public safety, academic achievement, and youth development in their cities. The kit describes roles that city leaders can play in promoting partnerships, building public will, assessing local needs and resources, improving quality, broadening access, and financing a citywide system, and also includes a broad range of city examples, facts, and further resources.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Harvey, B., & Shortt, J. (2001). *Working Together for Children and Families: A Community Guide to Making the Most of Out-of-School Time*. Wellesley, MA: National Institute on Out-of-School Time, October 2001.

This practical, step-by-step guide offers approaches for planning, research, funding and building community partnerships and shows how these approaches were employed in three cities supported by The Wallace Foundation. The guide can help program operators, community groups and funders respond strategically to the rising demand for OST programs.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Working-Together-for-Children-and-Families-Community-Guide.aspx

Halpern, R., Spielberger, J., & Robb, S. (1998). *Making the Most of Out-of-School Time*. Chicago, IL: Chapin Hall Center for Children at the University of Chicago.

The Making the Most of Out-of-School Time (MOST) initiative, funded by The Wallace Foundation, aimed to improve the OST programs in Boston, Chicago and Seattle and establish a functional, systems-based structure for providing these services.

www.wallacefoundation.org/knowledge-center/after-school/evaluations/Documents/Making-the-Most-Out-of-Out-of-School-Time.pdf

APPENDIX: CITY PROFILES

The profiles below offer a snapshot of some of the nation's most advanced city efforts to develop coordinated systems of high-quality, out-of-school time (OST) programming. Each example highlights local progress on the six essential elements that are needed to develop a citywide OST system:

- Committed leadership;
- A public or private coordinating entity;
- Multi-year planning;
- Reliable information;
- Expanding participation; and
- A commitment to quality.

The profiles were developed through an extensive interview process involving city officials and other key partners representing the 27 communities featured in this report. These individuals have played instrumental roles in spearheading local work to connect OST providers and stakeholders, identify and address priority areas for improvement, and build the infrastructure needed to improve access to and quality of OST opportunities.

Mayors, councilmembers, senior municipal staff and other city leaders can use the profiles compiled in this appendix as a yardstick for measuring their own progress in making the goal of high-quality OST opportunities for all children and youth a reality in their communities. Collectively, the profiles demonstrate what is possible when local partners work together in support of this shared vision. As cities continue to drive progress on OST system building, they are reshaping and expanding the opportunities that help young people learn and grow outside the classroom.

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City Profile: Alexandria, Virginia

Mayor: William D. Euille (elected in 2003, reelected in 2007; term expires in 2012)

City Population: 136,974

Public School Population: Alexandria City Public Schools – 11,681

Free and Reduced Price Meals %: 54%

Committed Leadership

The City of Alexandria dedicates a significant amount of funding to services for children and youth, including out-of-school time (OST) programming. When dividing the city's fiscal year 2012 general fund operating budget into seven strategic goal areas, approximately 36 percent of this budget serves children, youth and families, according to the city manager's budget message. For instance, the city currently spends more than \$1 million to fund a school-based afterschool program known as Campagna Kids, which is administered by The Campagna Center (TCC). TCC is a local nonprofit and neighborhood center providing programs operated by the Alexandria Department of Recreation, Parks, and Cultural Activities.

Mayor William Euille is a key champion for local OST programming and is also a strong supporter of the city's youth employment initiative. To help youth gain a foothold in the workforce, the mayor has reached out to more than 400 private businesses and encouraged them to provide paid and unpaid internships and jobs. More than 100 local businesses participate in this effort. In addition, 60 city agencies provide ongoing resources to 153 work sites during the summer.

Several city entities comprise a supportive local infrastructure for youth programming. The city's Department of Human Services, Department of Mental Health, Intellectual Disabilities and Substance Abuse, and the Office on Women recently merged into one agency. The new Department of Community and Human Services includes a Center for Children and Families, which will coordinate and manage many local afterschool programs. The Alexandria Fund for Human Services (AFHS) is an umbrella fund that oversees a competitive process for providing and coordinating grants, special initiatives and community-based services for children, youth, families, immigrants, seniors, and people with disabilities. Funding is available through AFHS for three grant programs: the Community Partnership Fund, Children's Fund and Youth Fund. The Youth Fund focuses on community-based organizations that provide a range of high-quality, evidence-based programs and services for youth ages 6-21.

The assistant city manager who oversees community and human services co-convenes a city and school staff group. The group meets on a monthly basis and includes heads of agencies that offer programs and services impacting youth (e.g., libraries, health and human services, law enforcement, mental health services, area courts, schools). The goal of this group is to develop strategies that improve the quality of services provided.

There is also a city council/school board subcommittee that includes the mayor, vice mayor, school board chair, school board vice chair, city manager and school

superintendent. This group addresses policy issues and was originally established to ease the process of budget negotiations. Additionally, there is a new community schools focus in Alexandria intent on transforming schools into neighborhood hubs that bring OST programs and a range of services into school facilities after hours. The city will collaborate with the school district to identify community school locations.

Progress Toward a Citywide OST System

Coordinating Entity

- The city coordinates and aligns youth development programming in Alexandria. OST system-building work will soon be overseen by the Center for Children and Families in the new Department of Community and Human Services. A forthcoming youth master planning process will drive many of the decisions of the OST effort.

Multi-Year Planning

- The Alexandria City Council recently adopted a strategic plan, and over the next few years, will identify resources to support the development of a comprehensive youth master plan focused on young people ages 0-21. Under the plan, the city will align and coordinate public afterschool experiences for elementary and middle school aged youth.

Reliable Information

- OST providers are not yet using a centralized system to share data. The city and school district are currently discussing a shared data system. City and school district leaders also plan to map and examine funds being used to support OST programming and gain a better understanding of who is being served.
- During Alexandria's involvement in NLC's City Leaders Engaged in Afterschool Reform (CLEAR) technical assistance project in 2005-07, local officials created a GIS map displaying the locations of city-supported OST programs overlaid with other indicators, including neighborhood poverty data. These data confirmed the need for additional OST programming in the western quadrant of the city.
- A June 2008 needs assessment conducted by the Department of Human Services also highlighted the need for expanded programming for youth in the city's west-end neighborhoods. The city received an AmeriCorps grant to develop an OST program serving children and youth residing in one of the neighborhood's high-rise apartments. Law enforcement and child protective services personnel were a regular presence at this apartment complex, where a large number of residents receive subsidized housing vouchers.
- The city completed a youth mapping project in the summer of 2010, again identifying a need for resources and space to offer youth development

programming in the west end. The city believes that it also needs to provide more culturally sensitive programming to this area.

Expanding Participation

- In the previous fiscal year, 34.5 percent of the city's elementary school aged students were enrolled in OST programs sponsored by Campagna Kids and the parks and recreation department. Enrollment in these programs has been fairly consistent for the past three years, and both programs track attendance daily. Campagna Kids is required to submit a monthly programmatic and statistical report to the city. The city provides annual funding for the Campagna Kids Program through a cooperative grant agreement.
- The parks and recreation department also submits an annual attendance report to the Department of Community and Human Services, whose staff review and analyze enrollment patterns.
- There continues to be a need for more accessible afterschool programming for the city's middle school students. This gap in activities for middle school youth was identified by participants in a series of focus groups facilitated by the consulting firm Braintree Solutions for the Alexandria Council of Human Service Organizations in 2008.
- The June 2008 needs assessment indicated that transportation, cost, and location were barriers that might prevent youth from participating in OST programs. However, limited resources have precluded implementation of a comprehensive effort in this area.
- The Alexandria Housing Authority partnered with the Department of Recreation, Parks and Cultural Activities to create a second Family Learning Resource Center to serve children, youth, and families residing in public housing located in "Old Town," a historic community along the city's riverfront. Both city departments contribute staff time. Because of this partnership, more than 100 children and youth now have access to a range of youth development programs and services within walking distance of their homes.

Promoting Quality

- The Campagna Kids Program is offered in 11 of the city's 13 elementary schools. Each site is licensed by the Virginia Department of Social Services and operates in accordance with the National Afterschool Association (NAA) standards. The nine recreation center-based sites, called Power-On, are not licensed, but will be managed in accordance with local program standards beginning with their 2011 summer programs for children.
- Professional development is available for afterschool providers, teachers and school administrators. All Campagna Kids staff are required to participate in annual professional development trainings (a line item in

Campagna Kids' budget) and activities required by state licensing and NAA standards. The goals of Campagna Kids trainings are two-fold: to keep staff abreast of new and existing state licensing standards and to introduce best practices in the provision and enhancement of school-aged child care. In the spirit of collaboration, TCC invites parks and recreation staff to attend their in-service trainings.

- The parks and recreation department's standards are based on school-aged child care standards from the Afterschool Alliance, National Afterschool Association, and the Virginia Department of Social Services. All parks and recreation afterschool staff will be trained, and these standards will be used by the department to assess the effectiveness of its OST programs for elementary and middle school students.
- Each Campagna Kids site receives an announced or unannounced visit annually from the licensing staff of the Virginia Department of Social Services. Until fiscal year 2009, the city also hired an independent consultant to conduct mid-year and year-end visits to each Campagna Kids site. The line item supporting this work was eliminated in both the FY 2010 and FY 2011 city budgets. However, the city has identified other resources to continue these site visits as an option built into the Campagna Kids cooperative grant agreement.

System Building Priorities for the Future

- In fiscal year 2012, the City of Alexandria will initiate a comprehensive youth master planning process. The plan will address matters such as increasing access to OST programming and expanding learning opportunities beyond the school day.

City Profile: Atlanta, Georgia

Mayor: Kasim Reed (elected in December 2009; term expires in January 2014)

City Population: 486,411

Public School Population: Atlanta Public Schools – 49,991

Free and Reduced Price Meals %: 76.1%

Committed Leadership

Between 2007 and 2009, 16 of Atlanta's 33 recreation centers were closed due to budget constraints. In his January 2010 inaugural address, Mayor Kasim Reed committed to re-open all 16 recreation centers by the end of 2010 and then transform a portion of the centers into what he called "Centers of Hope," a robust programming model for youth.

Within his first year, Mayor Reed's administration added \$3.7 million to the city's operating budget with approval from city council, which provided the seed investment to re-open all centers and pools that were previously closed. Currently, the city is operating and maintaining all 33 of its recreation centers. Realizing that funding depends on effective public-private partnerships, Mayor Reed is engaged in ongoing fundraising efforts. Large donations to the Centers of Hope include a 2010 commitment from CNN to raise one dollar from every studio tour held over the course of the year, a more than \$200,000 commitment from Converse, and a \$1 million contribution from Coca-Cola. Smaller local businesses are also helping in this effort. For example, Real Chow Baby, a popular restaurant in Midtown Atlanta, is donating five cents for every stir-fry bowl sold.

The Department of Parks, Recreation, and Cultural Affairs (DPRCA) currently runs all of the city's OST programming and collaborates with community partners to facilitate recreation center programming. DPRCA staff report that close to 50 stakeholders representing various organizations have committed to partnerships since Mayor Reed took office. Among these partners are the Atlanta Police Department, the Police Athletic League, libraries, the United States Tennis Association, and the Georgia Afterschool Investment Council. In addition, DPRCA has invited the business community, their employees, and foundations to assist with fundraising efforts, and has convened more than 200 people to shape OST efforts.

Atlanta was among 20 cities to receive a Cities of Service leadership grant funded by the Rockefeller Foundation and Bloomberg Philanthropies, which helped the city hire its first chief service officer. Through this grant, the city will focus its efforts to promote volunteerism on positive youth development strategies. Specifically, residents will be encouraged to serve at the Centers of Hope pilot locations or help with other recreational programming. Atlanta's Cities of Service program will provide consistent volunteer streams to match the needs of participating programs. For example, volunteers will support the programming provided by the managing partner at each Center of Hope, including mentoring, homework help, and physical activities. DPRCA has redeployed AmeriCorps volunteers to fill service gaps and lead activities at 15-20 recreation centers in the interim.

Progress Toward a Citywide OST System

Coordinating Entity

- The Atlanta Mayoral Board of Service, an advisory body of philanthropic, nonprofit, education, community, and business leaders, was formed at the request of Mayor Reed in 2010. The board meets frequently to share its members' expertise, leverage resources, connect the city to additional collaborations, and shape the city's service initiatives. As it works alongside the mayor's office, the board's primary task is to recommend and guide the vision of Centers of Hope, and the board is currently driving a conversation about OST coordinating structures.
- Currently, the mayor's office is coordinating OST efforts with support from managing partners, but that is not necessarily the long-term plan. The mayor's office is considering whether Boys & Girls Clubs of Metro Atlanta and/or the YMCA will serve as the initial managing partners for this pilot structure. DPRCA is expected to play a significant role working with the Atlanta Mayoral Board of Service and the mayor's office to help manage the pilot locations.
- The city's immediate focus is on shaping the structure of pilot locations and collecting data on the capacity of community-based providers. DPRCA's Centers of Hope project consultant is building relationships and gathering information from area businesses and partners. The main providers for Centers of Hope are DPRCA, Atlanta Public Schools (APS), YMCAs, Boys & Girls Clubs, and Atlanta All-Stars. The city's goal is to connect a majority of providers across the city. The chief service officer will play an integral role in this process by coordinating service and volunteerism.
- A separate network of providers and stakeholders in metro Atlanta meets regularly through the Georgia Afterschool Investment Council (GAIC). Members meet on a bimonthly basis, receive professional development for OST providers and use a peer-to-peer learning community model to foster quality programming.
- The Atlanta Mayoral Board of Service and the chief service officer convene all potential primary providers (e.g., YMCAs, Boys & Girls Clubs, DPRCA, APS and private providers) and engage them in developing a vision for Centers of Hope.

Multi-Year Planning

- The city has not yet developed a youth master plan. The mayor's office and the Atlanta Mayoral Board of Service are leading the current planning efforts around OST programming, specifically related to the Centers of Hope.

- Current efforts are focused on creating a long-term plan to design and financially sustain overall recreational programming. The objective of the pilot initiative is to develop a recreation programming model that will help shape the citywide vision of the mayor's office and DPRCA.
- The city will identify additional investments and funding to support a citywide OST system that meets the same standard as systems in comparable cities.

Reliable Information

- The city mapped the location of recreation centers, schools, YMCAs, and Boys & Girls Clubs several years ago. This work was updated for the Centers of Hope project, in which local partners mapped assets designed to support areas with high-density populations of youth and with negative social indicators such as high levels of child vulnerability risk. The asset map was used primarily to help select the first pilot locations for Centers of Hope, as well as prioritize the remaining centers based on youth population demographics and social indicators. The city's green space planning initiative also highlighted the need for recreation programs in underserved sections of the city. As the city and the Atlanta Mayoral Board of Service continue to discuss OST programming, this asset map will guide decisions on where to invest and leverage city resources. APS and other local partners are also working to address gaps and duplication of services.
- The chief service officer conducted focus groups and held several one-on-one conversations to better understand the status of local youth programming. These conversations helped inform the development of desired youth outcomes. DPRCA also conducted community charrettes prior to reopening the recreation centers to understand what programs are in high demand and surveyed parents and youth about their OST needs.
- DPRCA uses data from a management information system (MIS) provided by the city's metrics department, ATL STAT, to examine customer satisfaction and participation. However, the city plans to transition to a new online registration system through a donation from the Atlanta Hawks basketball team that will enable the city to collect data on young people more systematically. This new system will also enable the city to generate ATL STAT reports that include the following information: enrollment, participation, facility usage, whether a child or youth is involved in extracurricular activities or afterschool programs, demographic information, fee waivers, and payments for programming. This system is still in its developmental stage.
- On an informal basis and with parental consent, recreation center directors receive reports from nearby schools on young people who participate in center programs. YMCAs and Boys and Girls Clubs collect data separately with swipe cards that have membership numbers. Additionally, YMCAs run some school-based programs. Recreation center program partners conduct

their own analysis and evaluation of programming. In the future, the city hopes to track the impact of program participation on school attendance and grades.

Expanding Participation

- Currently, there is a lack of coordination among OST programs for area youth. Of nearly 48,000 students in Atlanta Public Schools, only a couple hundred participate in recreation center OST programs. The YMCA organizes some school-based programs and serves a total of more than 5,000 youth in the Atlanta area. The Boys & Girls Clubs of Metro Atlanta have 26 clubs serving 3,500 youth per day. More than 300 young people in Atlanta participated in the Georgia Afterschool Tennis Education (GATE) initiative, which was supported by a grant from the U.S. Tennis Association, at seven of the city's recreation centers in the summer of 2010. Plans to serve the Centers of Hope are underway for August 2011. A grant from Converse will make additional tennis and basketball instruction available at some of the city's recreation centers.
- By examining the local response to the Centers of Hope pilots, the city plans to increase participation in recreation programming and is determining program capacity. The Centers of Hope pilots are located in less affluent areas of the city. Each recreation center is assigned to a cohort of schools and has a van that picks up students from school. A lack of awareness of these options is a significant issue, which the city will address through a highly visible launch of the Centers of Hope. The city is also planning to revise its fee structure to eliminate unnecessary barriers to its programs.
- The city is also focused on ensuring that programming is available for 13-18 year olds in Title I schools and those who are involved in the juvenile justice system.

Promoting Quality

- The city conducts monthly observations of staff at the recreation centers. Programs are currently meeting 15:1 youth/staff ratio standards, and with the Centers of Hope as a model, will continue a similar youth/staff ratio. Programs at the recreation centers are certified through the Commission for Accreditation of Park and Recreation Agencies (CAPRA), which accredits programs that meet the National Recreation and Park Association (NRPA) guiding principles on programming and volunteers, and have been accredited for two years. The city plans to incorporate content standards on character development, academic support, and recreation. Using a grant from the Governor's Office of Children and Families, the Georgia Afterschool Investment Council (GAIC) will work with city and statewide leaders between May and November 2011 to create and adopt afterschool standards for Georgia.
- DPRCA staff participate in professional development and training provided by NRPA, the Georgia Recreation and Parks Association (GRPA), and the

Georgia Afterschool Institute throughout the year. The Georgia Afterschool Institute, a statewide multi-day afterschool professional development opportunity, is sponsored by GAIC and the Fanning Institute at the University of Georgia for staff at local Boys & Girls Clubs, YMCAs and other community-based providers. In 2011, four Institutes will be offered around the state and one customized Afterschool Institute for all of the Boys & Girls Clubs of Metro Atlanta (BGCMA) will be held during the second week of August. BGCMA mandates this annual training all full-time Boys & Girls Club employees in the Atlanta area.

System Building Priorities for the Future

- The mayor is working to engage the business community through the Atlanta Committee for Progress, a formal group of business leaders, to bring more private sector funders to the table. This funding would allow the city to enhance its OST system planning efforts and serve more children and youth in the Centers for Hope.
- The pilot sites will also provide leaders with an understanding of what is important to measure to make the Centers of Hope more comprehensive. Building and implementing a more robust evaluation and data collection plan will continue to be a priority.
- Decisions about the right strategy for coordinating this effort will also be made in the near future. Given the need to ensure financial sustainability, the city's plans are to start by improving programming at two recreation centers and then build upon the model and improve the rest of the recreation center system. City leaders have expressed a commitment to the sustainability of this work.

City Profile: Baltimore, Maryland

Mayor: Stephanie Rawlings-Blake (took office in February 2010; previously served as city council president between 2007 and 2010; term expires in 2012)

City Population: 631,366

Public School Population: Baltimore City Public Schools – 82,866; Baltimore County Public Schools – 103,825

Free and Reduced Price Meals %: City Schools – 83.6%; County Schools – 39.3%

Committed Leadership

Despite a municipal budget crisis brought on by the national recession, Mayor Stephanie Rawlings-Blake remains committed to funding afterschool programs in Baltimore. In 2010, the mayor dedicated \$4.5 million from the city's general fund to school- and community-based afterschool programs, the same allocation that was provided the previous year, in spite of budget shortfalls. Concerned about public safety and interested in the potential that high-quality afterschool programs have to narrow achievement gaps among area youth, the mayor regularly expresses her support for OST programs during school meetings, stakeholder discussions, and state of the city addresses.

In the summer of 2010, the mayor launched Youth B'More, a citywide initiative designed to provide children and youth with greater access to afterschool programs, employment opportunities, and places to receive nutritious meals through the federal child and adult care food program.

The mayor's office is also leading an effort to maximize resources and increase the reach of summer learning programs in anticipation of future efforts. The 2011 Summer Learning Collaborative includes city schools, parks and recreation, libraries, housing agencies, The After-School Institute, the Family League of Baltimore City, and other nonprofit and private organizations that help coordinate summer programming and increase the number of youth with access to summer learning opportunities.

Progress Toward a Citywide OST System

Coordinating Entity

- The Family League of Baltimore City (FLBC) serves as the coordinating entity for citywide OST efforts, collaborating with the mayor's office, The After-School Institute, Baltimore County Public Schools, the Baltimore City Public School System, the Open Society Foundations, the Maryland Department of Juvenile Services, the police department and the department of recreation and parks. FLBC is uniquely positioned as a quasi-public, nonprofit agency that pools resources from multiple public and private sources and builds collaborations to improve the well-being of children, youth, and families. As a program funder, FLBC has the ability to help shape and define OST policy and align resources with systemic priorities.
- The mission of The After-School Institute (TASI) is to build the capacity of afterschool program providers to deliver quality programming in a caring,

supportive environment that empowers youth to enhance their skills and talents in academics, arts, and athletics. Traditionally, TASI's role has been to provide and support program quality assessment, professional development, and networking opportunities for OST program management and staff. In addition, TASI helps facilitate partnerships, collective efforts for funding, problem solving, learning and networking opportunities, research and resource dissemination, and trainings for OST providers. TASI also regularly offers and advertises funding opportunities on a listserv. Eight provider organizations were successful in obtaining three-year, federal 21st Century Community Learning Center grants in 2010 through TASI's efforts. TASI and FLBC work collaboratively to coordinate professional development and program quality assessment and to monitor overall progress. The two organizations also serve on the OST Steering Committee (mentioned below) to engage in broader discussions related to system building, including strategy development, policy, data gathering, and quality.

- FLBC facilitates the OST Steering Committee, which includes representatives of the mayor's office, TASI, the Baltimore City Public School System, funders such as Open Society Foundations and the Baltimore Community Foundation, the Baltimore Safe and Sound Campaign, the National Summer Learning Association, and Johns Hopkins University. The committee meets monthly to discuss the progress of the OST system.

Multi-Year Planning

- The OST Steering Committee reviews afterschool data to inform strategy and policy. The committee plans to broaden its scope of work to include additional community-based organizations and city agencies as it develops a more comprehensive, multi-year strategy for increasing the quality of and access to afterschool programs in Baltimore City.
- FLBC will regularly review program performance data (e.g., program attendance), city school performance data (e.g., school attendance, school achievement, graduation), and youth survey data to examine attitudes and opportunities for asset development among afterschool program participants.
- Additionally, local partners will continue to examine resource distribution and map youth opportunities and youth risk indicators. An important part of the OST Steering Committee's work will involve expanding and diversifying the funding that supports afterschool programs in Baltimore.

Reliable Information

- Participating afterschool programs collect demographic data and program attendance data using Social Solutions' Efforts to Outcomes (ETO) software. ETO allows FLBC and the OST Steering Committee to analyze OST demographics and link outcomes to participation.

- FLBC is currently developing a memorandum of understanding for data sharing with the Baltimore City Public School System. The MOU will enable the school system to share attendance and school performance data with the city with parental consent. By moving away from an annual data collection system to one in which data is collected and accessed more frequently – and ultimately a system using real-time data – the city will be able to demonstrate program impact, target enrollment efforts, and help shape programs during and after the school year.
- Risk indicator data is also used to prioritize neighborhoods that should receive additional program funding. In past years, a mapping system was used to overlay OST locations with risk indicator data, and FLBC is currently building its capacity to serve areas with the greatest level of need. The organization is also developing strategies to be more inclusive and capture additional OST programs beyond those funded by FLBC.

Expanding Participation

- FLBC uses a results-based accountability framework developed by the Maryland Governor’s Office for Children to establish key outcomes and measure success. This system requires providers to track their progress by addressing three areas:
 1. Services provided: Programs must track the amount of service provided and the number of youth served.
 2. Successes/accomplishments: Established indicators include meeting program attendance goals and improving program quality.
 3. Program results: Decreasing chronic school absenteeism is an outcome measured for all programs. In addition, program-specific outcomes are set by each grantee.
- FLBC now requires funded programs to target students more likely to engage in risky behaviors, particularly those with a history of chronic absenteeism, which is a strong indicator for poor school achievement and higher dropout rates. Data analyses conducted in the last two years show that youth who participate in OST programs are less likely to be chronically absent (missing 20 or more days of school) and more likely to have high attendance rates (missing less than five days of school).
- To further its efforts, FLBC facilitated a series of focus group discussions with youth and afterschool program staff to assess challenges and opportunities for addressing absenteeism. The discussions also focused on the needs of other youth, including those in foster care, with special needs, and linked to the juvenile justice system.
- More than 82,000 children and youth are enrolled in Baltimore City Public Schools. Approximately 7,000 young people are served by programs funded by FLBC. In 2009, FLBC and the Baltimore Safe and Sound Campaign conducted an informal inventory of afterschool providers, including supplemental educational service (SES) programs in Baltimore city

schools, faith-based organizations, and parks and recreation programs. Another 20,000 to 30,000 youth were estimated to participate in these afterschool programs.

- The mayor's office recently launched a comprehensive online database of afterschool programs in Baltimore City, including programs that are publicly and privately funded. While only in its beginning stages, this database would ideally be used as an online searchable directory for parents and youth and will support development of a "gap analysis" for future funding decisions.

Promoting Quality

- The city first developed quality standards for afterschool programs in 1999 and now uses standards developed by the Maryland Out-of-School Time (MOST) network in 2009-10. In addition, the Youth Program Quality Assessment (YPQA) instrument serves as a quality observation tool.
- FLBC also uses a quality improvement system for all OST programs. This system requires relevant program staff to engage in the following activities:
 - Conducting internal assessments using the YPQA;
 - Bringing in assessors certified for reliability by the Weikart Center for Youth Program Quality to conduct external assessments;
 - Receiving facilitated trainings on how to analyze assessment data and plan for improvement; and
 - Participating in YPQA methods training to identify areas in need of improvement.
- Funding is also available for all FLBC-supported programs to enroll staff in the Advancing Youth Development (AYD) training program, an interactive course that introduces frontline youth workers to the principles and best practices of youth development. Grantees are encouraged to use the AYD core competencies in job descriptions, hiring, supervision, promotion, training, staff interaction with youth, youth/adult partnerships, and programming.
- FLBC contracts with TASI to provide professional development services, making TASI the largest professional development grant recipient. In 2010, FLBC grantees also received a \$1,000 professional development discretionary budget to help them identify needs and priorities and help inform decisions about professional development investment.
- FLBC grantees are required to attend several core trainings. FLBC contracts with TASI and other organizations to provide a range of training opportunities, which include several training institutes, network meetings and workshops sponsored by TASI, the YPQA quality improvement work supported by the Weikart Center, and relationship building and youth violence prevention workshops provided by the Daily Rap at the Community Conferencing Center.

System Building Priorities for the Future

- **Strengthening Program Quality:** The city, FLBC, TASI, and other partners have embarked on an aggressive plan for quality improvement. They hope to learn from assessment and outcome data to better analyze the correlation among staff core competencies, program quality and youth outcomes. This work involves continuing professionalization of the OST field.
- **Strengthening Data Collection and Evaluation to Improve School Attendance and Other Key Outcomes:** Programs need data and support in a timely manner so that they can intentionally target and monitor youth who have a history of low school attendance. The city and public school system have both identified improving school attendance as a top priority. In particular, emerging research that identified chronic absenteeism and truancy as indicators for poor school achievement, increased risk of dropping out of school, delinquency, arrest, and unemployment, has prompted a focused effort to reach youth with high absenteeism. Analysis of OST data shows that participation in OST programs is associated with connection to the schools and increased attendance. The city seeks to determine what strategies and programs are most successful in improving attendance. This outcomes-based approach will strengthen the connection between OST and city schools and open the door to additional funding to expand effective practices.
- **Reaching Other High-Risk Youth:** Similar strategies will be put in place to identify and support other high-risk youth, such as youth who have had contact with the juvenile justice system

City Profile: Boise, Idaho

Mayor: David Bieter (elected in 2003 and re-elected in 2007; term expires in 2012)

City Population: 205,671

Public School Population: Boise School District – 25,228

Free and Reduced Price Meals %: 46%

Committed Leadership

Mayor David Bieter created the Mayor's Council on Children and Youth (MCCY) in 2006, following discussions with local leaders, educators and parents on needs and priorities for young people and passage of a city council resolution authorizing the establishment of the MCCY. The creation of the council reflects Mayor Bieter's recognition that the city's future economic, social, and cultural well-being depended on young people's ability to become successful adults by experiencing safe, healthy, and nurturing environments and communities.

MCCY is a coordinated and focused effort, bringing together key stakeholders in the greater Boise community to review current youth-serving programs, advise the mayor and city council on policy and budgetary needs with respect to children and youth, and advocate on behalf young people. MCCY consists of representatives of 12 organizations, six high school students and two civic leaders. Council members include representatives from University of Idaho, Boise State University, the Boise and Meridian school districts, Boise Public Schools Education Foundation, Junior League of Boise, Saint Alphonsus Regional Medical Center, United Way of Treasure Valley, Ada County Juvenile Court Services, Micron Technology, Silver Sage Council of Girl Scouts, and Treasure Valley Family YMCA.

Under the leadership of MCCY, and with assistance from NLC through the 2005-07 City Leaders Engaged in Afterschool Reform (CLEAR) initiative, the City of Boise developed a youth action plan and three committees addressing early learning, afterschool, and youth civic engagement. The action plan identified expanded afterschool options for children and youth as the first priority. To get started, MCCY surveyed existing afterschool program providers to determine their location, affordability, and accessibility. The locations were compared with juvenile crime statistics, socioeconomic data, and school attendance areas. MCCY identified a need for more afterschool program options in three geographic areas and a need for greater public awareness of the importance of engaging youth in safe, affordable, accessible, and high-quality afterschool programs.

Progress Toward a Citywide OST System

Coordinating Entity

- MCCY is recognized as the coordinating entity for afterschool system building in Boise. MCCY is led by the mayor and co-chaired by a member of the mayor's staff and the superintendent of recreation. The mayor appoints MCCY members to two-year terms and chairs quarterly meetings. MCCY has three standing subcommittees on early learning, afterschool, and youth civic engagement chaired by MCCY members and each subcommittee may include non-Council members. Ad hoc committees are created on an

as-needed basis. Annually, MCCY provides a written report to the mayor and city council, with parks and recreation staff providing administrative support. MCCY is funded in the mayor's office budget, while city programs that support MCCY initiatives are housed within the sponsoring department (e.g., library, parks and recreation).

- During the CLEAR initiative, the City of Boise and its partners launched the After3 online program locator (<http://after3.cityofboise.org>), with support provided by the city's information technology and parks and recreation departments. Program coordination, development, and expansion are facilitated by MCCY. The mayor's office funded and an After3 subcommittee implemented a public awareness campaign promoting the importance of engaging Boise's youth in safe, affordable, quality afterschool programs. Members of the After3 subcommittee include representatives of the Girl Scouts, Boise Parks and Recreation, Junior League of Boise, YMCA, and student representatives.
- In addition to establishing the MCCY, the city created an internal organization through the CLEAR initiative known as City Team for Youth (CTY). Partners include the mayor's office and the various departments sponsoring youth programs: arts and history, library, parks and recreation, police and public works. CTY meets quarterly to collaborate on programs, combine marketing efforts through an Activity Guide and create educational and afterschool resources. The Activity Guide highlights events and programs for families and young people sponsored by each city department, and more than 75,000 guides are distributed throughout the community. A city website (www.cityofboise.org/resource/educators) also links educators to curriculum-specific education programs sponsored by various city departments. The tools can be used in the classroom or at city facilities such as Boise WaterShed, Foothills Learning Center, city community recreation centers, and neighborhood libraries.

Multi-Year Planning

- Every two years, the City of Boise contracts with a national firm to conduct a citizen survey. City officials are able to compare current municipal service performance with past years and with regional and national peers. Because many components of the survey analyze customer satisfaction with municipal services as well as quality of life factors, the results are used to help facilitate the city's two-year budget process and planning efforts, including those of MCCY. Other considerations in the planning process include city's comprehensive plan and the parks and recreation comprehensive plan, the state budget's financial impact on local school districts, and the economic climate for businesses and nonprofit program providers.
- The city has also created a Refugee Resettlement Strategic Community Plan, which guides delivery of programs. As a refugee-resettlement community, Boise has welcomed approximately 3,940 refugees representing 28

nationalities in the past five years. Schools and youth program providers must be responsive to refugee families' languages and traditions.

- Changing demographics and economic considerations require the MCCY to update the immediate and long-term goals and objectives in its annual action plan. Each of MCCY's subcommittees also creates an action plan and goals that are revisited annually. Goals are determined based on each MCCY member organization's funding and capacity, and are also set based on capacity-building opportunities if organizations are best positioned to collaborate, rather than sponsor a program.

Reliable Information

- MCCY conducted a survey of 75 program providers to create the After3 network and online tool. The city's information technology department used geographic information systems (GIS) to map youth program locations in relation to data on juvenile crime, areas with high populations of students in the free and reduced school lunch program, and school attendance areas. The parks and recreation department collected the data and currently manages the database. Based on these data, MCCY offered recommendations to the mayor, city council, and city department directors to determine new programming concepts and capital investments. Approved investments include three new, school-based neighborhood community centers and a mobile recreation program. The school-based centers are located in areas identified as those with the highest needs based on the data collected from the GIS mapping process. The city also used data to open a neighborhood library in an area underserved by afterschool programs.
- MCCY partnered with the Idaho Department of Health and Welfare to help residents without computers or Internet access use the After 3 online database through the city's 211 call center. The mayor and city council have also provided approximately \$50,000 to fund an ongoing public awareness campaign, maintain the searchable database, conduct annual program provider surveys, and host a Mayor's Livability Summit on Children and Youth (see the Expanding Participation section for details).
- MCCY's Youth Civic Engagement committee, led by high school students, launched a 12-month pilot transportation program in the spring of 2011 called "MyRide Junior High." The pilot is a direct response to information shared by junior high school students through an informal online survey and focus groups conducted by the committee during the previous academic year. Students identified transportation as the key barrier preventing their involvement in volunteering or afterschool activities. The Boise School District and Valley Regional Transit supported the MyRide Junior High pilot program by allowing junior high students to ride the bus for free. Ridership and satisfaction surveys will be conducted at the conclusion of this effort to determine feasibility for long-term implementation.

Expanding Participation

- In developing and raising awareness of the After3 initiative, the city worked with a local public relations firm that donated its services to assist with branding and marketing. The firm created the After3 brand using feedback from youth and adult focus groups, including input from students visiting city hall, and students selected the After3 brand and logo. The mayor and students kicked off the initiative with a press event at a local school.

The city also produced public service announcements for television and radio, purchased bus signs, and printed thousands of informational fliers, stickers, and bookmarks for distribution to the Boise and Meridian schools, corporations (including Hewlett Packard, Micron Technology and Albertsons/SUPERVALU) and local organizations such as the Chamber of Commerce and United Way of Treasure Valley. Presentations demonstrating the use of the online tool were made to these community partners and school district parent associations. Several of organizations distributed the information using electronic employee and community newsletters and have posted links to the After3 website. Chicago Connection, a local pizza company, helped promote the campaign by placing After3 stickers on take-out boxes.

The Mayor and City Council have provided approximately \$80,000 for the public awareness campaign, creation and maintenance of the online tool, surveys, and other After3 costs that are not for program operation or capital expenses.

- Recommendations from the 2006 GIS mapping project led the city to reallocate funds and create mobile recreation vans that now bring parks and recreation OST programs, staff, and equipment to Title One schools, parks in disinvested areas, and refugee apartment complexes. Boise Parks and Recreation oversees the program and the city's general fund covers operations and maintenance costs. The cost for a specially-equipped van is approximately \$30,000 and the cost to operate it is approximately \$30,000 depending on usage. The city partners with the University of Idaho, Humphreys Diabetes Center, Boise Sunrise Rotary Club, Boise Southwest Rotary Club, and the Idaho Food Bank to help provide the mobile recreation vans.
- In 2006, the city and the Boise School District worked together to secure voter approval of a \$91 million bond, which helped fund the construction of three new elementary schools and remodel several existing schools. Each of the new schools includes a community center operated by the city's parks and recreation department after school, during the summer and on school vacations. Programs include free drop-in activities for students in fourth through sixth grades who receive a free snack, homework assistance, and opportunities to use recreation amenities and age-appropriate computer games. Each site also features a teen room that includes computers for homework and games and various free recreational activities. The centers also offer fee-based programs in visual and performing arts for

student and adult participants. More than 125,000 visits have been made to the three centers since they opened in 2008.

- In December 2008, MCCY hosted a Livability Summit on Children and Youth to discuss issues facing children in the community, assess needs and identify gaps in programs, build awareness of afterschool opportunities, share best practices, identify priorities to collaborate and improve services for children and youth, and join the Mayors' Action Challenge for Children and Families. Approximately 150 elected officials, business leaders, education representatives, service providers, students, civic leaders and other participants attended the summit. Roundtable discussions focused on program cost, transportation, and awareness, with eight recommendations presented to update MCCY's action plan.

Promoting Quality

- Quality standards are set at the organizational level rather than by the city. Because many community providers receive financial support through grants and United Way, outcome-based funding is now standard. MCCY has used information provided by NLC and other cities to compile a list of program or facility standards that demonstrate quality. Questions examining program quality are asked in MCCY's annual survey to afterschool providers. The biennial Citizen Survey also measures customer satisfaction with and performance of city programs. Respondents ranked "being a good place to raise children" as an important priority impacting the quality of life in Boise.
- The parks and recreation department has developed quality standards based on community feedback, customer demand, current population numbers, and projected population growth. Its 2011 comprehensive plan contains a five-year vision of services for the community. As part of the plan, a citizen survey included questions for heads of households and for youth ages 10-18 living in the home. Eighty-seven percent of survey respondents said they were satisfied or very satisfied with the quality of parks and recreation programs.
- Staff training varies depending on the program. For example, day camp counselors must be certified through the city clerk's office. This process involves passing an examination and being CPR/first aid certified. All aquatic staff must also be certified lifeguards who are trained through an accredited program.
- To be included on the After3 website, a provider must complete MCCY's annual survey, which includes a series of basic quality questions. If a provider fails to complete the survey, it is removed from the website.

System Building Priorities for the Future

- The city will continue to monitor indicators of well-being among young people in underserved areas in the community and will be proactive and

collaborative in improving afterschool service delivery and transportation to programs for youth living in high-need neighborhoods.

- The city seeks to increase the availability of safe, affordable, accessible and engaging afterschool programs by maintaining and developing strategically located neighborhood community centers and collaborative partnerships.

City Profile: Bridgeport, Connecticut

Mayor: Bill Finch (elected in November 2007, term expires in 2012)

City Population: 144,229

Public School Population: Bridgeport Public Schools – 20,448

Free and Reduced Price Meals %: 97.6%

Committed Leadership

As a committed advocate for OST programs in Bridgeport, Mayor Bill Finch works with the city council to allocate a substantial amount of the city's general fund to Lighthouse Afterschool, a 10-year citywide initiative supporting children and youth. In 2011, the city spent \$1.4 million from the its health and social services department budget to provide young people with structured programming and activities in the hours before and after school and throughout the summer months.

OST is one of the mayor's top six priority areas and he emphasizes his support during annual state of the city addresses and other public forums. In December 2010, Mayor Finch informally announced his plans to create a Mayor's Office of Education and Youth that is anticipated to launch in the early fall of 2011. Recognizing the role his city can play in addressing gaps in academic achievement, as well as ongoing challenges in the city's public school system, the mayor is seeking guidance from community stakeholders to develop several key initiatives. The new office will improve communication and coordination of youth services and will help increase the number of opportunities for high school youth.

Some of the office's activities will include GIS mapping, professional development to increase program quality and better align programs with the school day, identification of funding to expand and improve community program options, and data collection to determine the educational impact of programs on participating youth.

After receiving input from the community, the city will form an advisory committee that will include parents, youth, members of the business and faith-based communities, city staff, community-based organization representatives, and other community leaders. The committee will meet quarterly, and will provide advice and recommendations to the mayor, his education liaison, and the director of the new office.

Mayor Finch is the successor of Mayor John Fabrizi, also an enthusiastic youth advocate who provided leadership and resources for the creation of the Bridgeport Afterschool Network (BASN) in 2006 with the assistance of the United Way of Coastal Fairfield County and NLC. BASN represents a collection of 35 afterschool providers and funders as well as city and school district employees who seek to improve the quality and number of afterschool programs available to young people. BASN also helps collect afterschool data from providers, develop long- and short-term goals, and build consensus on the use of quality assessment tools, fundraising, and communication plans to strengthen the citywide afterschool system. The superintendent of schools supports the network by ensuring that one of his key administrators actively participates in all BASN meetings.

Progress Toward a Citywide OST System

Coordinating Entity

- The Lighthouse program director reports to the mayor and acts as the intermediary for the local afterschool system, which includes the city's parks and recreation department, Bridgeport Public Schools, community and faith-based organizations, and other local service providers. The Lighthouse Program – also referred to as the Bridgeport Department of Youth Services – offers OST programs in 26 public schools through partnerships with community and faith-based agencies, as well as private organizations, at an estimated overall cost of \$4 million. Lighthouse is funded through a combination of local, state and federal dollars, including congressional earmarks, parental fees collected on a sliding scale, and special revenue generated for supplemental tutoring services. Funding is distributed based on the numbers of children served at each location.
- Programs are monitored by Lighthouse staff and partner agencies are held responsible for daily operations. Operational guidelines provided with each contract ensure continuity of services across all sites. The Lighthouse Advisory Council conducts site visits to help facilitate learning opportunities, make suggestions for improvement, and conduct a quality assessment using a tool developed by BASN members.
- Providers also meet to review policies and procedures, share successes and help each other address challenges and obstacles. The Lighthouse director co-chairs the BASN and is responsible for ensuring that members have access to professional development opportunities, quality guidelines, and funding opportunities.

Multi-Year Planning

- Lighthouse establishes multi-year goals using data collected from a number of sources, including an external evaluation conducted by Dr. Phil Zarlengo of MRM, Inc. Dr. Zarlengo is former director of The LAB, a program of The Education Alliance at Brown University that is one of ten educational laboratories funded by the U.S. Department of Education's Office of Educational Research and Improvement. He has provided guidance and feedback to the Lighthouse Program for more than 15 years. In addition, Lighthouse uses informal feedback from the 26 site coordinators, as well as principals, parents and students, to improve programs.
- The estimated amount of funding available each year and the partnerships developed also drive future program planning. However, much of this planning is completed within six months of the new fiscal year and is not based on a long-term strategic plan that specifically addresses afterschool goals, progress, current successes, and future direction. The Mayor's Office of Education and Youth will make long-term strategic planning for afterschool a top priority.

- The BASN was formed with guidance from the city, Lighthouse staff, the local United Way and NLC. Lighthouse is a member of the network, which is primarily funded through member dues and a \$10,000 grant from the United Way's "Operation Graduation" committee. Original plans for the network included regular networking opportunities to help OST providers exchange information and assist each other.

Since the network's inception in 2006, meetings have been held bimonthly and the network is poised to increase membership, apply for 501(c)(3) status, and continue its outreach and advocacy efforts. The network's three subcommittees focus on sustainability, quality and accountability, and outreach and advocacy. Goals identified during a 2010 summer retreat include board development, finding a permanent location for the organization, legislative outreach, special events and activities, data collection and coordination, quality assessment of member programs and suggestions for improvement and fundraising.

- The mayor and city council determine how much city funding will be allocated to afterschool services provided by Lighthouse and the parks and recreation department. This decision is based solely on how each department completes their progress reports on the previous year's goals during budget season. If progress has been made and goals achieved, the mayor and city council are more likely to fund the department for another year. For the past 17 years, more than \$1 million has been granted to the Lighthouse program and more than \$750,000 for recreation funding.
- The Citizens Union is a collective of approximately 20 concerned Bridgeport residents recognized by the city as an advisory committee. While the Citizens Union meets regularly, its largest responsibility occurs in February when it holds public hearings for those seeking Community Development Block Grant (CDBG) dollars. Once those applying have had a chance to make their case for continued funding, the Citizens Union makes recommendations to the city's grants office.

Many of the BASN members rely on a portion of this funding to operate their afterschool programs. Ultimately, the mayor and city council have final authority, but have relied heavily on recommendations made by the Citizens Union. Any funds distributed for afterschool programs through block grants are in addition to the committed Lighthouse and recreation allocation.

Reliable Information

- The City of Bridgeport, Bridgeport Public Schools, and afterschool providers do not have a central data management system. However, BASN and the mayor's office plan to begin tracking attendance data, test scores, behavior, obesity rates, and other pertinent data through the use of one collection source. Teachers are currently surveyed regularly by Lighthouse site coordinators through informal communication and annually through a formal request by MRM, Inc., to track student's academic progress and

social and emotional well-being. Information gathered through these informal and formal surveys is shared with those operating and managing afterschool programs to support program improvements.

- MRM, Inc., is the Lighthouse program's evaluator, and site coordinators examine student participation, parent involvement, principal input, and general needs to help strengthen the overall program. This information has yet to be analyzed on a larger scale, but it remains a top priority of both BASN and the mayor's office.
- Additional data are collected from BASN members who have had the opportunity to observe other citywide OST programs. Members analyze program management funding sources, evaluation methods, and coordination among local providers. BASN members have found that Bridgeport's afterschool programs are delivering quality programs at a reasonable price, but could maximize capacity by coordinating existing resources among current providers.
- Local partners use fund mapping to avoid duplication of services and better utilize existing funds. BASN members work with Bridgeport Public Schools and non-BASN members providing afterschool services to identify current funding streams for OST. However, BASN has not always had success in determining whether or not funding is being used solely for afterschool. Many resources, including Title I dollars, can be used for activities that may or may not include OST.
- Focus groups with children and youth participants help site coordinators and other BASN members understand young people's perspectives on activities within various afterschool programs. After providers found increasing difficulties serving middle school participants, youth suggested that various sports leagues might be of interest to more students. Youth also noted that more opportunities to discuss issues that affect their daily lives would be appealing. BASN's various stakeholder groups also noted the importance of attaining an updated community needs assessment.
- The City of Bridgeport website includes a youth services section that links to the Lighthouse program office and provides a list of all programs by category and neighborhood. The link was added as a result of numerous community discussions in which residents voiced frustration finding services, programs, and activities for their children. The city is using data collected in March 2010 to highlight relevant programs and services for young people throughout Bridgeport.
- Lighthouse links afterschool involvement data with reductions in crime rates, and also examines the impact of OST programs on reading, writing, and math scores by ethnicity through the annual evaluation conducted by MRM, Inc. The 2010 Lighthouse program evaluation, which included specific demographic data from anonymous parent surveys, revealed that

students participating in Lighthouse OST programs outperformed the district average on standardized test scores. The city also uses evaluation data to analyze programs' impact on students of various ethnicities, helping the Lighthouse program make targeted improvements.

Expanding Participation

- BASN is in the early stages of tracking the estimated number of students attending afterschool programs citywide. The Lighthouse Program and other afterschool providers and BASN members serve an estimated 3,200 young people daily. While Lighthouse serves approximately 2,600-2,800 children on any given day throughout its 26 sites, there is no central data collection source to track both Lighthouse and other BASN members' daily attendance.
- Expanding participation for middle and high school youth remains the city's top priority, especially in neighborhoods plagued with high crime, few afterschool options, and low attendance where afterschool programming is available. This population of older youth was identified as a priority through BASN member feedback, informal youth surveys, and conversations with parents and members of the faith-based community.

Currently, afterschool programs engaging middle and high school youth focus on job readiness skills, access to employment, opportunities for leadership roles in program design, and transition programs. While these programs will remain the city's focus, more needs to be done to engage young people who are less likely to participate. The city has received suggestions that include focus groups to determine future program options and regularly scheduled teen nights offered at various locations throughout the city.

- While the city's Lighthouse program offers programming in 26 of the 36 public school buildings, the Mayor's Office of Education and Youth would seek to expand programming to neighborhood churches, schools, and community centers not currently utilized to support OST efforts. Expansion of such services would span all age groups and grades.

Promoting Quality

- BASN drafted quality program standards based on samples provided through the Connecticut After School Network and Foundations, Inc., and has combined assessment criteria from various survey tools to better assess how it is meeting the needs of stakeholders. BASN members rely heavily on the experience of statewide network staff and feel strongly that their assessment and survey tools could be adapted to fit Bridgeport's needs.
- Lighthouse program staff and other partners would also like to conduct a comprehensive evaluation and program quality self-assessment with the hopes of showing measurable change in afterschool program quality.

- The Lighthouse program, along with the state's afterschool network and the Fairfield County Community Foundation, provides a series of professional development opportunities to support education/board development, fundraising, and program quality. BASN wants to serve as a central resource for providers throughout the community.

System Building Priorities for the Future

- Committed leadership
 - Hire an executive director and full-time administrative assistant to move BASN to the next level.
 - Enhance the participation of elected officials at all afterschool events.
- Coordinating entity
 - Create a seamless working relationship between the work of the Mayor's Office of Education and Youth and BASN.
 - Promote consistency among BASN membership and attendance at meetings.
- Reliable information and data management
 - Enable member agencies to upload data to a city system for mapping purposes.
 - Hire a data collection coordinator.
- Multi-year planning
 - Create a long-term strategic plan.
 - Develop new and relevant partnerships.
- Expanding participation
 - Identify sustainable sources of funding.
 - Create better coordination of existing services among providers.
- Commitment to quality
 - Develop a comprehensive professional development calendar.
 - Provide certificate and degree opportunities to afterschool staff.

City Profile: Charleston, South Carolina

Mayor: Joseph P. Riley, Jr. (first elected December 1975; currently serving ninth term; term expires in 2012)

City Population: 107,845

Public School Population: Charleston County School District – 42,850

Free and Reduced Price Meals %: 50.6%

Committed Leadership

Mayor Riley has been a strong partner of the Charleston County School District (CCSD) in efforts to develop an afterschool system where children have access to a variety of recreational, mentoring, service learning, and academic enrichment activities. One of the mayor's top priorities is to improve outcomes for children and families in Charleston. In 2008, Mayor Riley served as chair of NLC's Council on Youth, Education and Families. Under his leadership, the Council addressed issues related to OST programming.

The city budget includes funding for OST programs through the recreation department budget and also provides grants to providers through the Community Assistance Fund.

Progress Toward a Citywide OST System

Coordinating Entity

- Links to Success, a collaboration facilitated by Trident United Way (TUW), currently serves as a neutral convener and funder for afterschool programs. Links to Success has ties to cities in the tri-county area, which includes Charleston, Berkeley, and Dorchester Counties, and develops strategies to address various concerns related to children and youth.
- The City of Charleston is working with the school district, Charleston County Parks and Recreation, and TUW to develop an OST system. They have formed the Charleston County Extended Learning Alliance, which is now examining best practices to gain a better understanding of how to develop a coordinated system in Charleston.
- Other partnering organizations for Charleston's afterschool network include the City of North Charleston, the Town of Mt. Pleasant, the College of Charleston, Trident Technical College, the Charleston County Parks and Recreation Commission, and the local chambers of commerce.

Multi-Year Planning

- In the past, many partnering organizations focused on their own internal needs. Key stakeholders are now ready and committed to work together on afterschool and believe they have the ability to influence system-wide change rather than focusing solely on individual program providers. The city, schools, TUW and other key stakeholders intend to create a framework that will meet the needs of all partners and sustain their buy-in.

Reliable Information

- T UW uses a Web-based Community Issues Management (CIM) system, but this system has not yet been shared with other partners. CIM is a data repository partnership managed by the Rural Policy Research Institute at the University of Missouri. T UW contracts with state and federal agencies to get regular survey and census data, and the CIM manager partners with the South Carolina Department of Education to get aggregate test scores for local schools.
- The CIM system also has a mapping feature that can be used to analyze data on school attendance and behavior to address the needs of underserved students. In addition, CIM has the capacity to measure program use and needs of youth, and can plot the location of available resources and areas of need in relation to demographic data.
- T UW will connect CIM with a data management system being used for the Charleston Promise Neighborhood work. CIM allows T UW to geocode spreadsheets from providers and upload school district data points.
- At the school district level, the Power School System was recently launched to track student data. CCSD uses the Power School System to track afterschool attendance by youth who attend three days or more and measures the impact of programs. These data can then be compared with other school district data. The system supports a community school model and is integrated with CIM to access relevant data.
- The city, school district, T UW, and other partners hope to improve data collection. However, budget cutbacks have impacted the human resources available to support these efforts.

Expanding Participation

- CCSD has offered afterschool programs to students for more than 25 years and is dedicated to creating partnerships through its Department of Community Education. CCSD has formed a strong partnership with the Charleston County Parks and Recreation Commission to provide afterschool programs and funding for the CCSD Community Education program. The school district is establishing memoranda of understanding with individual providers that can offer afterschool programs in schools, but such plans have not yet been made for the larger citywide collaboration.
- Camp HOPE, a partnership established in 2007 between the city's police department, the school district, and local nonprofit organizations, offers a five-week summer enrichment program between the hours of 6:00-9:00 p.m. for 50 children ages seven to 12 who live in a high-crime neighborhood.
- Charleston has made great strides in providing high-quality afterschool opportunities for young people, but they have also recognized that

opportunities are not distributed evenly across all programs. Funding for enrichment activities is still problematic for underserved neighborhoods where the need is greatest and the funding is the lowest. The partners of the Charleston County Extended Learning Alliance – including the City of Charleston, CCSD, and TUW – are exploring mechanisms to change this trend. These discussions include ideas about expanding municipal services such as recreation and art programs to create more opportunities in targeted areas.

Promoting Quality

- The Charleston County Extended Learning Alliance is currently making progress toward creating common standards of quality. Programs receiving ongoing funding will be required to meet these standards.
- The school district follows the National Afterschool Association standards of quality improvement and assessment. Six programs have received accreditation.
- TUW established standards four years ago that are now being used more broadly. Technical assistance is offered to help OST programs meet quality standards. TUW uses a self-assessment rubric aligned with these standards. Additionally, TUW is working with the Charleston County Extended Learning Alliance to establish universal afterschool program standards for all area schools.
- Trident Technical College is certified to provide school-aged care certification training, and school-based afterschool providers often participate in this training.
- The Charleston County Parks and Recreation Department and CCSD's Community Education Office hold trainings approved for child care development, and often look for other trainings that can be approved as continuing education and offered to providers. For example, WINGS, a local afterschool provider, offers a week of intensive, on-site training, and has strong ties to Charleston Southern University, the College of Charleston, and Trident Technical College.
- The College of Charleston's Center for Partnerships to Improve Education also offers technical assistance to specific schools. As part of the Charles Stewart Mott Foundation's New Day for Learning (NDL) initiative, the College of Charleston has sponsored an institute to offer trainings to 15 of the city's lowest performing schools. TUW has hosted school day learning and afterschool trainings in the past, and recently allocated funding toward NDL training efforts, which engaged 100 participants.

System Building Priorities for the Future

- The City of Charleston, CCSD, and TUW would like to collect data on the following indicators:

- the impact of afterschool program attendance on school attendance and academic progress;
- consistent measures of academic and behavioral progress across all programs;
- the number of children not participating in OST solely due to transportation obstacles;
- the number of children not participating in OST due to child care duties for younger siblings;
- the number of middle school and high school youth who would participate in OST if available; and
- the number of OST programs that could provide additional summer resources for extended learning if funding was available.

City Profile: Charlotte, North Carolina

Mayor: Anthony Foxx (elected in December 2009, term expires in 2012)

City Population: 630,478

Public School Population: Charlotte-Mecklenburg Schools – 133,664

Free and Reduced Price Meals %: 50.9%

Committed Leadership

Mayor Anthony Foxx has expressed a commitment to youth development and OST programs as one of his core priorities. In his 2010 State of the City address, he stated, “the city should fund afterschool programs, and we should ensure that they are reaching as many kids and changing as many lives for the better as possible.” Mayor Foxx is currently working with the city council to reorganize Charlotte’s youth agenda. The mayor would like to move a number of youth development and employment programs into an agency run by the mayor’s office to elevate youth development as a community-wide priority linked to the city’s economic development strategy.

The mayor convened a number of meetings in the fall of 2010 to discuss youth programming. More than 100 youth program providers participated in two facilitated discussions identifying both current programs and gaps in services for youth. Another meeting involved around 50 youth who discussed challenges they and their peers face and suggested opportunities that the community should provide for youth. The mayor is considering launching several major initiatives to enhance the reach and effectiveness of city afterschool and summer programs.

Councilmember James Mitchell, who is serving as president of NLC in 2011, is also a long-time champion for quality OST programming. Councilmember Mitchell currently serves on the city’s Out-of-School Time Task Force formed in the fall of 2010.

Like most cities, Charlotte has faced challenging fiscal constraints in recent years. In 2010, the city cut almost \$500,000 in funding from the police department’s budget that helped the Partnership for Out-of-School Time (POST) provide programming for middle school students. Other OST providers continue to apply for funding from the city’s Department of Neighborhood and Business Services. The department’s OST budget totals \$1.2 million, and funding from this department has supported afterschool for close to 25 years. Part of the budget derives from the city’s general fund and the remainder from Community Development Block Grants (CDBG) funds. As CDBG has decreased, the city has nevertheless maintained a consistent funding level for the Department of Neighborhood and Business Services.

Progress Toward a Citywide OST System

Coordinating Entity

- POST currently serves as the coordinating entity in Charlotte. POST’s mission is to engage, connect and equip the Mecklenburg County community to deliver high-quality afterschool and summer learning

opportunities for all Mecklenburg County K-12 students. The assistant city manager, the assistant county manager, and the chief academic officer of the school system serve on the POST board of directors as representatives of and liaisons to their respective units of government. POST serves more than 50 percent of students in Mecklenburg County and provides professional development opportunities for afterschool providers and educators. Collaborations have been somewhat effective, but many leaders from the city, county, and school district seem to feel that OST is perceived as “someone else’s job.”

- In 2009, the Foundation for the Carolinas convened a group of public and private funders to create the Community Catalyst Fund. They also commissioned the Bridgespan Group to conduct a scan of the nonprofit sector in Charlotte/Mecklenburg County. The Bridgespan report found that for the afterschool and youth development sector, there was no clear definition of “best in class” and funders were pressed to find a solution to this problem.
- In the fall of 2010, the Community Catalyst Fund created the Out-of-School Time Task Force. The task force would make a series of recommendations for a community-wide OST system, which would give funders, youth, and parents the information they need to make wise investments in OST programming. Drawing on research from focus groups, expert interviews, an inventory of more than 500 programs in the community, and lessons from other citywide initiatives, the task force developed a vision for the future of OST in Charlotte-Mecklenburg and identified significant gaps in the current OST system. The task force will present its report to the community in the fall of 2011.

Multi-Year Planning

- The OST Task Force, which includes city, county, school, corporate, and other key stakeholders, has recommended several actions and investments, including:
 - Create an OST program locator with information on availability and quality of afterschool and summer programs in order to empower parents and youth with better information to make informed decisions.
 - Fund additional slots for student in high-quality programs offered 4-5 days per week.
 - Finalize the development of a quality rating improvement system based on a common and clear set of standards with accompanying assessments and funding incentives.
 - Establish a leader or lead organization with clear responsibility for supporting, promoting, and advocating for the OST sector in Charlotte-Mecklenburg.

Reliable Information

- There is currently no central OST data collection system in place. Area nonprofits have come together to form the Afterschool Technology Collaboration Group with POST as the lead agency. Under a grant from the

John S. and James L. Knight Foundation to NPower Charlotte, a nonprofit technology consultancy, this small group of providers has worked to create a web-based OST data collection system, which is a modification of Salesforce. This new system will be used for afterschool and summer program data collection and is currently being tested with two multi-site programs. The collaborative group plans to engage all OST providers in using the data system. Because NPower's charter states that it cannot work directly with government entities, the more than 100 afterschool programs run by the school system are not participating in the piloting phase.

- Charlotte-Mecklenberg Schools' OST programs do not collect data with Web-based technology. All attendance and academic test scores are recorded by hand and in Microsoft Excel. POST serves as the liaison between schools and providers.
- The Community Catalyst Fund has commissioned a comprehensive data collection process to describe the range and scope of OST activities. The data will be used to increase awareness of OST opportunities, assess and identify how to improve the quality of OST programming, and help parents, children, funders, and policymakers make informed decisions about OST enrollment and investment.

Expanding Participation

- There are many afterschool and summer opportunities for elementary school aged youth. However, OST opportunities are insufficient for middle school and high school-aged youth. While there are occasional new programs being created, sustainability is a challenge. The OST Task Force has specifically reviewed opportunities to expand participation for the highest need children and youth.

Promoting Quality

- When POST was created in 2001, OST advocates acknowledged a need to increase program quality so that programs would meet a set of core POST standards similar to the National Afterschool Association's (NAA) standards. Currently, the POST standards are neither applied nor enforced uniformly across the community. Plans are underway to replace these standards based on the work POST is doing with the Community Catalyst Fund.
- The school system requires licensing for its own afterschool programs, but the city, county, local United Way, and the Arts Council do not require it of their grantees.
- Professional development is provided by POST, a local NAA member organization (the Metrolina Alliance of School-Age Professionals, or MASAP) that is managed by POST, various other providers, and the local community college. OST providers also receive professional development at several statewide conferences, including those sponsored by the North Carolina NAA affiliate, the North Carolina Center for Afterschool Programs, 4H, and

21st Century Community Learning Centers. Usually, the cost for these trainings is minimal. POST is in the process of unifying these efforts to form a coordinated professional development system. About half of the city's OST providers participate in these opportunities.

- For the past two years, POST has raised funds from local foundations and corporations to train more than 200 providers in STEM (science, technology, engineering, and math) curricula for afterschool and summer programs. POST also partners with various entities, including the Great Science for Girls project funded by the National Science Foundation.

System Building Priorities for the Future

- The OST Task Force is focused on all system elements, and Community Catalyst funders are considering making multi-year investments in both OST infrastructure and expanded participation by the neediest students.
- Other strategies being developed include creating new methods of marketing OST programs and engaging parents and youth in rating programs.
- With only 70 percent of students in the Charlotte-Mecklenburg Schools graduating with a high school diploma, there is a growing understanding of the importance of expanded afterschool and summer programming in improving academic achievement.

City Profile: Cleveland, Ohio

Mayor: Frank G. Jackson (elected in 2005, reelected in 2009, term expires in 2014)

City Population: 396,815

Public School Population: Cleveland Metropolitan School District – 44,700

Free and Reduced Price Meals %: 100%

Committed Leadership

Since taking office in 2006, Mayor Frank Jackson has worked to align existing OST programs in Cleveland. The mayor collaborates with the superintendent of the Cleveland Metropolitan School District (CMSD), as well as the executive leadership of My Commitment, My Community (MyCom), a \$5.2 million public/private partnership among city, county, school district, and private stakeholders facilitated by the Cleveland Foundation. Early in his first term, Mayor Jackson appointed Dr. Eugene T.W. Sanders as CEO for the CMSD. Both Dr. Sanders and the interim CEO, Peter Raskind, have been supportive of OST programs. Mayor Jackson has created an education advisor position in his office to serve as a liaison to the school district.

Cleveland's OST stakeholders work together to align existing services, make better use of available funding, and use data to inform decision-making. The mayor leads efforts to integrate the city's afterschool initiatives with a larger, community-wide initiative to create one seamless OST system in the Cleveland metropolitan area. Mayor Jackson convenes members of his cabinet whose departments impact the lives of youth. This group, called the Youth Development Committee, meets weekly and includes staff from the mayor's office, the director and commissioner of parks and recreation, division of water staff, representatives of MyCom and the Cleveland Foundation, health department commissioner, director of health, community relations director, chief of public affairs, police commander, and workforce development staff.

This group discusses each department's activities related to youth and makes decisions about how best to provide services throughout the city. For example, Cleveland Goes to College is an afterschool activity designed to help college-bound students prepare for the Ohio Graduation Test (OGT), SAT, and ACT. The program also provides financial aid seminars in the eight neighborhoods served by MyCom. These workshops are sponsored by MyCom, the Cleveland Public Library, CollegeNow (formerly the Cleveland Scholarship Program), and Boys & Girls Clubs of Greater Cleveland.

Progress Toward a Citywide OST System

Coordinating Entity

- MyCom was launched in 2007 and is considered the coordinating entity in Cleveland. MyCom supports the goals and objectives in the Cuyahoga County Family & Children First Council's Child Well-Being Plan. The plan is designed to promote a system of care to ensure the well-being of every child and strengthen families in Cuyahoga County. The components of MyCom include advocacy, helping children through developmental

transitions, afterschool, neighborhood capacity, youth engagement, and youth employment.

The Cuyahoga County Commission has dedicated more than \$5.4 million in human services levy dollars to this effort for the past three years through its Family and Children First Council. The commission also manages MyCom's daily operations. In 2008, Mayor Jackson was present to support the initial unveiling of the MyCom program.

- Starting Point, an independent nonprofit organization, has been identified by MyCom as the agency to lead Cleveland's OST work. Starting Point's main activities include outreach to youth and families (e.g., through bus signs, radio PSAs, and an online program locator), providing more than \$800,000 in funding for summer and year-round activities coordinated by nonprofit providers, and offering and managing professional development for youth workers and others who work with young people.
- Six other agencies guide different aspects of MyCom's work in Cleveland. These agencies have expertise in youth and community development. Neighborhood Leadership Institute is responsible for supporting the neighborhood lead agencies in accomplishing their youth development and engagement work plans, navigating MyCom systems and resources, and acting as a fiscal agent. The Cleveland Public Library, Partnership for a Safer Cleveland, Voices for Ohio's Children, and Youth Opportunities Unlimited provide services such as youth employment, neighborhood development, and youth engagement and advocacy. Case Western Reserve University measures the impact youth development efforts have on MyCom communities and develops strategies for tracking results in each focus area of the MyCom initiative.

Multi-Year Planning

- MyCom helps coordinate an OST work plan, and quarterly reports are issued to monitor progress. The goals for OST in Cleveland include:
 - OST programs are fully accessible to families and youth;
 - OST programs are accountable to achieving clear, measurable outcomes aligned to youth development outcomes;
 - OST programs offer families and youth a broad array of developmentally appropriate offerings; and
 - The OST system receives adequate and sustained system-level support.
- Goals are set and assessed for the OST system on an annual basis using data collected through surveys of providers, parents and youth, program data, site visits, and stories and newsletters from OST programs. The Cleveland Foundation, the City of Cleveland, and the Family and Children First Council are engaged in this process, with input from a joint project team that includes all six MyCom agencies and eight participating communities. All goals are defined by MyCom's theory of change, which features three components for out-of school-time: youth organizations are engaged in networks to improve access and program quality; introduction

and implementation of best practices; and program expansion. The effort is designed to engage larger numbers of youth in quality OST programs over time.

- Progress on Cleveland's afterschool work is shared through the MyCom website, annual "scorecard" reports, evaluation reports, and stories shared with media (including newspapers, radio and vignettes shared on television with OST champions such as Fox Sports Ohio).

Reliable Information

- Starting Point collects data from OST programs, including parental consent forms, demographic information on youth and parents, and attendance data.
- Starting Point also gathers data for MyCom, and funding is tied to reporting and data collection. Grantees must report data on the number of young people served, age range, and purpose of programs. The programs must also adhere to youth development principles and practices. Youth participating in programs are surveyed before and after participating to gauge impact. These data are housed within Starting Point.
- CMSD gives MyCom access to their student survey data in an aggregate format. Data are used to assess school climate, the number of students participating in afterschool activities, students' perception of safety at school and in their neighborhoods, and adults that students feel they can talk to in school and after school. CMSD is determining the value of creating a data management system to better facilitate data sharing among OST programs, schools, and job training providers. The process has stalled as the group works to address privacy issues related to identifying students using their social security numbers and gaining parental consent to share data.
- The city and MyCom are also addressing other challenges in data collection. For example, youth development measures have not yet been determined and MyCom partners, including the city, county, school district, and Case Western Reserve University have experienced challenges identifying relevant data points and methods for collection from various systems and nonprofit agencies.
- MyCom and Starting Point allocate funding based on the needs identified by the eight communities participating in the initiative and an inventory of afterschool programs. The mayor, community stakeholders, foundations, and the county all play a role in this decision-making process and staff teams evaluate grant proposals.
- There are 23 neighborhoods within the city of Cleveland and 56 municipalities within Cuyahoga County. MyCom surveyed eight neighborhoods – six in Cleveland and two in the city's first-ring suburbs – and identified their assets, services, and opportunities. Using this

information, MyCom developed more specific programs based on the needs of the population, including art programs and activities serving middle school youth. MyCom hopes to bring this work to scale and conduct a similar asset identification process throughout the city.

Expanding Participation

- A public awareness campaign was designed to help parents understand the importance of connecting their children with summer and year-round programming in an effort to keep young people safe and enhance their skills. Starting Point staff maintain a referral database to help parents and youth identify specific types of programs available in their neighborhoods. Since June 2008, more than 500 providers have registered their afterschool programs with Starting Point. The database now holds close to 2,000 licensed and unlicensed programs and more than 1,800 parents and youth have accessed this database.
- Fight Crime-Invest in Kids and MyCom have also collaborated to sponsor high-profile events educating the public about the importance of afterschool programming between 3:00 and 6:00 p.m. School buildings are kept open during after school hours so that community providers can offer services. Radio spots, bus placards, brochures, flyers, websites, speeches and presentations are used to advertise these programs.
- On the city's website, a "Kids and Teens" link (www.city.cleveland.oh.us/CityofCleveland/Home/KidsTeens) provides information on youth events throughout Cleveland. A local cable channel, TV20, airs and promotes these community events and educational opportunities.
- In March 2010, MyCom issued a request for proposals to broaden existing OST opportunities for Cuyahoga County youth ages 5-18 during the summer of 2010. Approximately \$400,000 was allotted from the human services levy budget and each organization was eligible to receive up to \$21,000. On average, the cost to provide one youth with summer programming is \$150. OST funding priorities for 2010 included tutoring, career exploration, visual and performing arts, physical education and recreation, stipends for service learning, programming for youth ages 12-14 and programming for youth in kinship care or foster care. Proposals also had to have three of the four following characteristics:
 - Increased numbers of youth served, increased services to a current population, or services to a new population
 - Existing programs operating extended hours or additional days of the week
 - Formal collaborations with systems or community-based organizations
 - Evidence of youth engagement in program design

The same organizations had the opportunity to provide afterschool programming during the 2010-11 school year with \$450,000 of human

services levy funding and foundation dollars. A total of 9,693 young people were served in afterschool activities during this time period.

Promoting Quality

- Currently, multiple quality tools and standards are being used by OST providers. Sustainable Ohio recently developed administrative guidelines and standards for engaging youth, using the data collected, and making needed changes to improve program quality. These standards are endorsed by the Ohio Afterschool Network.
- Starting Point currently manages and offers professional development opportunities for afterschool providers and school educators with funding from the Cleveland Foundation and the Family and Children First Council. Twenty percent of program providers now participate in these activities, an increase from previous years. Starting Point is at the beginning stages of development and implementation of the state's Core Competencies for After-School/Out-of-School Time for professionals within the statewide network.
- Professional development training is offered to OST providers – often alongside school personnel – throughout the community. In most instances, this training is available free of charge or at very low cost. MyCom grants are awarded to summer and year-round programs and targeted toward providers who integrate youth development practices into their curricula. MyCom is also working with United Way Services of Greater Cleveland, which awards additional points to proposals submitted by potential grantees that have participated in MyCom's professional development trainings. The city, county, United Way, and the Cleveland Foundation all encourage providers to align programs with youth development principles.
- Afterschool professionals are encouraged to participate in Cuyahoga County Youth Work Institute courses at Case Western Reserve University. Through this professional development series, youth workers receive training in youth development, youth resiliency, and program delivery structures. Continuing education credit is offered to providers for social work continuing education units.

System Building Priorities for the Future

- The city's priorities are to improve data collection and collaboration, establish MOUs, and develop a community-wide vision. The development of a data management is the top priority.

City Profile: Denver, Colorado

Mayor: Michael Hancock (elected in June 2011, term expires in 2015; former Mayor John Hickenlooper served as mayor from 2003-10 and was elected governor of Colorado in November 2010)

City Population: 566,974

Public School Population: Denver Public Schools – 79,423

Free and Reduced Price Meals %: 72.5%

Committed Leadership

When former Mayor John Hickenlooper was elected in 2003, he contributed \$300,000 in funds raised for his inauguration festivities to the Denver Public Schools Foundation to invest in afterschool programs. Shortly thereafter, the Mayor's Office for Education and Children, Denver Public Schools Foundation, and Mile High United Way partnered to form the Lights On After School (LOAS) initiative. This initiative funds programs in nearly all public elementary and middle schools (totaling 60-90 schools depending on the available budget) and provides professional development for all Denver afterschool providers.

The City of Denver contributes \$250,000 annually as a line item from the general fund to the LOAS partnership, which, when leveraged with contributions from the other partners, including Denver Public Schools Foundation and Mile High United Way, provides local programs with a total of \$1.6 million in annual funding through a competitive grant process. One part of the grant competition awards smaller funding amounts to a large number of schools. A second, invitation-only grant competition offers larger awards to comprehensive sites (e.g., Beacons and neighborhood centers).

While the general fund amount dedicated to OST programming has declined in the past couple of years due to budget cuts, the city supplements this funding with Community Development Block Grant (CDBG) dollars from its economic development office. The city also invests more than \$1 million from its general fund to support center- and school-based afterschool programs through the parks and recreation department. After the 2011 budget was finalized, Mayor Hickenlooper announced that libraries and recreation centers would also be provided with sufficient funding to maintain their regular hours of operation.

The Denver Public Schools (DPS) Office of Extended Learning and Community Schools. works closely with the Mayor's Office of Education and Children, which has made out-of-school time a top priority. The mayor's office has been very intentional about branding OST system-building efforts to instill a sense of ownership within the community, ensuring a long-term commitment and staying power for this work.

The city council has also shown support for afterschool. Recognizing the impact of budget cuts on the Mayor's Office for Education and Children, the council lent its support to leveraging other resources, including CDBG grant funding administered by the Office of Economic Development, for OST programs. Councilmembers have also used their "bully pulpit" to advocate for OST funding.

Progress Toward a Citywide OST System

Coordinating Entity

- In 2003, with the support of former Mayor Hickenlooper and former DPS Superintendent Jerry Wartgow, the Mayor's Office for Education and Children, Denver Public Schools Foundation and Mile High United Way formed the LOAS Partnership. The partnership leverages resources to sustain and expand high-quality, school-based afterschool programs. The partnership's vision is to provide asset-based afterschool and enrichment programs at every DPS elementary and middle school. LOAS seeks to make efficient use of resources, promote high quality, and train OST program staff.
- Other roles of LOAS include funding, evaluation, and advocacy. LOAS also creates marketing videos on afterschool and funds competitive grants for local programs.

Multi-Year Planning

- City officials recognize that they need to be more intentional about planning for sustainability. In partnership with other stakeholders, city leaders have developed Denver's Youth Agenda to connect various system-wide initiatives throughout the city, including afterschool, around a broad set of goals for youth success.
- Since 2008, the city has participated in a Community Schools Planning Group, which includes providers, DPS, and other partners. The group's goals are to make programs more effective and to expand the number of community school sites. The vision is for each region area in the city to have one community school hub with satellite schools serving other parts of the community. There are currently five hub sites throughout Denver. The city is divided into 11 regions, and local officials have identified six optimal starting points for new community schools. LOAS has invested \$30,000 in capacity building, which is divided among the city, DPS Foundation, and Mile High United Way. The OST components of these community school initiatives have many aspects in common with the Providence After School Alliance (PASA) in Providence, R.I.

Reliable Information

- A seven-year longitudinal evaluation of DPS school-based afterschool programs revealed that middle school students who participated in any of the variety of programs offered had statistically significant, higher rates of school attendance than peers who did not attend OST programs; increased duration and breadth of program participation were associated with higher rates of school attendance for elementary and middle school students; and regular participation in OST programs was associated with higher rates of attendance for middle school students. This study also found that OST attendance was linked with higher standardized test scores, and students participating regularly in programs have reported improvement in pro-social

attitudes and skills. Notably, the dropout rate for elementary and middle school students who participated in afterschool programs and reached ninth grade or higher by the 2007-08 school year was five percentage points lower than the rate for nonparticipants.

- Currently, the city and school district have an agreement to share data on students who participate in OST programs. Data collection and evaluation of the programs in 12 school-based afterschool program sites funded by the 21st Century Community Learning Center grant program and supported by LOAS has taken place for almost nine years using a data collection tool called Cayen. The majority of providers use their own systems to track data. The city and school district are looking to identify a way to track wraparound services and student behavior. Until now, the city has not found a way to track this information consistently across sites.
- Youth outcomes are linked to the Denver Youth Agenda. Afterschool impacts all of the objectives found in the agenda, including those related to health, education, and safety.

Expanding Participation

- The city maintains a searchable online database of afterschool opportunities to inform parents about the availability of programming.
- The city, school district and other key stakeholders are trying to determine how afterschool programs can improve transitions from middle to high school. Local officials would like to ensure that comprehensive afterschool opportunities support in-school learning.
- The Community Schools Planning Group is piloting a leadership training program for students. The program brings high school students to middle schools as volunteer youth workers, allowing middle school students to see older youth contributing to the community and developing new youth leaders through alumni connections.

Promoting Quality

- The Denver Quality Afterschool Connection (DQUAC) is a coalition of youth-serving organizations working together to promote high-quality OST programming for youth. The Mayor's Office for Education and Children participates in this group's leadership team, which also includes DPS' Office of Extended Learning and Community Schools, the Boys & Girls Club, and Catholic Charities. DQUAC meets monthly to network and support quality programming by sharing best practices and creating professional development opportunities. One prominent example of DQUAC's collaborative spirit is Denver CAMP, an enriching summer camp program that offers a variety of high-quality activities at two sites free of charge to 400 students. The program leverages financial support from LOAS with in-kind support from nearly 30 youth service providers. DQUAC members

include nearly 50 organizations, including the Boys and Girls Club, YMCA, Girl Scouts, and Boy Scouts.

- LOAS supports staff development by providing free training and technical assistance to all Denver afterschool providers. Spotlight on Youth Development trainings focus on positive youth development and are designed to give providers practical tools for working with youth. The LOAS Partnership provides funding for these programs.
- While DQUAC's trainings are separate, many of the organizations in DQUAC also participate in the LOAS trainings.
- All LOAS-funded programs must meet minimum quality standards developed by LOAS partners. Programs must focus on positive youth development principles, offer developmentally age-appropriate activities, consistently move toward cultural competence, be aligned with school day strategies and curriculum, and have a low staff-to-student ratio. The city also plans to use the YPQA quality assessment tool to increase and validate uniformity and quality across comprehensive community school sites.
- Ongoing staff development and technical assistance from LOAS has been infused into programs through a partnership with Creating Capacity Consultants –formerly known as Assets for Colorado Youth, a statewide Healthy Communities Healthy Youth Initiative facilitated by the national nonprofit Search Institute. Programs must exhibit a high degree of coordination with the school district and involvement of community partners. LOAS-funded programs must report the number of students served, number of program hours, and student academic and developmental outcomes.
- LOAS is partnering with the DPS Office of Extended Learning and Community Schools to develop a quality improvement system using technical assistance and tools from the Weikart Center for Youth Program Quality. Twenty-nine sites have used these tools to conduct a self-assessment and develop quality improvement plans. The LOAS Partnership will help support programs with implementation and expansion to additional sites.

System Building Priorities for the Future

- The current priority is on funding and strengthening the programs that clearly demonstrate a positive impact on student engagement and achievement for low-income youth, specifically the comprehensive community school sites.
- Denver would benefit from a strategic planning process that engages new city leadership in establishing a vision and goals for its OST system.

- Local partners are interested in developing a more formal coordinating entity and have looked at other city models that may fit Denver's needs. The partners are focused on how to fund and govern such an entity and ensure that it has clearly defined roles and adequate staffing.

City Profile: Fort Worth, Texas

Mayor: Betsy Price (elected in June 2011, term expires in 2013; former Mayor Mike Moncrief served four terms between 2003 and 2011)

City Population: 653,320

Public School Population: Fort Worth Independent School District (FWISD) – 79,114; Castleberry – 3,422; Eagle-Mountain Saginaw – 14,165; Northwest – 11,898

Free and Reduced Price Meals %: FWISD - 68.8%; Castleberry – 70.7%; Eagle-Mountain Saginaw – 28.1%; Northwest – 20.5%

Committed Leadership

In May 2009, former Mayor Mike Moncrief spoke to elected officials, school board members and parents at the Fort Worth After School (FWAS) Showcase of Stars, pledging his continued support for FWAS – a school-based afterschool enrichment program – and stating that it would be worthwhile to allocate more funding. The Fort Worth City Council has also been very supportive, and meets with school board members to discuss jointly funded initiatives such as FWAS after evaluations are completed. The mayor, city council and county commissioners have also issued proclamations for Lights On! Afterschool to show their support for OST programming and will do so again in 2011.

In 1995, the citizens of Fort Worth approved an initiative to increase the sales tax by a half-cent to fund a Crime Control and Prevention District (CCPD). The CCPD, established by state legislation, authorized Fort Worth to use this special tax levy to enhance the city's police force, crime-fighting tools, and strategies for crime prevention. A team of stakeholders, including senior leaders from the city manager's office and the school superintendent, ensured that OST programming was also incorporated into the CCPD strategic plan.

As a result, approximately four percent of CCPD revenue is allocated for afterschool programs annually. This tax was renewed by 92 percent of voters in 2005. In fiscal year 2006, the CCPD generated \$1.6 million to increase the number of afterschool programs in four school districts within the city. Each program is a collaborative effort among the city, school district, and participating community-based organizations.

The city also provides afterschool programs that are financed by the Parks and Community Services Department. These programs are offered at 19 community centers located throughout Fort Worth and are operated under state-mandated standards of care. Each site provides a stand-alone program and serves approximately 1,200 youth. The city general fund provides about \$3,000 in funding per site for supplies and materials. The sites maintain a standard ratio of at least one staff person to every 15 participants.

Progress Toward a Citywide OST System

Coordinating Entity

- Fort Worth After School (FWAS), a collaboration of the City of Fort Worth and FWISD, currently serves as the coordinating entity for local OST

programming. Six FWAS coordinators oversee OST program development and implementation at participating schools. FWAS is incorporated into the FWISD, and each school has a site-based management team that discusses OST issues. A supervisor at each site is responsible for program development and works with the school principal and site-based teams to determine programs' focus for the new school year. They also determine the number of support staff needed for programming based on available funds.

- FWAS receives approximately \$1.3 million from the CCPD, \$1.1 million in school district funding and \$4.2 million in federal 21st Century Community Learning Centers grant funding. FWAS has also forged strong partnerships with city departments and frequently utilizes volunteers from public health, police, and fire departments to enhance programming. Members of numerous other community-based organizations and business organizations volunteer and provide unique learning experiences for FWAS participants.
- Developed through the recommendations of a task force created in 1999, the FWAS Coordinating Board includes the assistant city manager, police chief, parks and community services director, and city community relations director, the FWISD chief of schools, chief of operations, and executive director of school safety, and representatives of Tarrant County Juvenile Services, the Fort Worth Safe City Commission, United Way of Tarrant County, the local chamber of commerce and Workforce Solutions for Tarrant County.
- The role of the FWAS Coordinating Board includes serving as fiscal agent, recommending types of programming, creating policies, recommending schools that will participate in FWAS programming, and continuous program management to ensure program quality. FWAS staff work with an external evaluator to assess programs. Additionally, FWAS meets with school district staff, parents, and community partners to ensure there is a high level of public will and that the community provides input on program design. With the FWAS director acting as a liaison, the coordinating board reports to and influences policy, funding and program decisions of the CCPD, city council and FWISD school board.

Multi-Year Planning

- FWAS and the City of Fort Worth (represented by the assistant city manager and the school superintendent) sign a formal memorandum of understanding each year that includes the roles and responsibilities of each participating organization and funding allocations. Local community-based organizations sign annual contracts to provide services at selected sites.
- The FWAS Coordinating Board has been intimately involved with programmatic and fiscal policy since the inception of the program in the fall of 2000.

- FWAS has established a contract with Texas A&M University to serve as an external evaluator to identify the correlation between program participation and school outcomes. The evaluator presents results to the coordinating board, which discusses results with the director, makes suggestions for program enhancement, and ratifies new program policies and standards recommended by FWAS central staff based on consultation with program staff and community-based organizations.

Reliable Information

- As noted above, FWAS works with Texas A&M University to conduct an annual, comprehensive program evaluation. Evaluation tools have been developed to measure the effectiveness of OST programs, encourage continuous improvement, and improve administrative processes. Data is collected from participants and their parents, service providers and staff, school principals, and FWAS leadership. By conducting similar evaluations each year, Fort Worth has seen continuous improvement in program processes, but more importantly, they have a multi-year data set to help determine whether the programming is having an impact.
- FWISD has a Web-based MIS that tracks FWAS attendance. All program sites can participate and add attendance information to the system, which also contains data from the public education information managements system (PEIMS) on school attendance and behavior. FWAS also tracks test scores for students who have received tutoring, parent volunteer hours, and organizations' in-kind donations. Placing the FWAS data system within the school district has facilitated data sharing. However, parks programs only track aggregate attendance data, and do not currently share data with the school district.
- To avoid duplication, FWAS makes an intentional effort to place sites where they will address the greatest needs. If an existing program is operating near a school, they do not create a new site. Initially, FWAS used GIS mapping to identify underserved areas.

Expanding Participation

- FWAS serves 9,000 students on a daily basis out of a total population of 81,000 young people. More than 14,000 students participated in FWAS in 2009-10, representing an increase over the last three years. A United Way study conducted in 2000 found that 18,000 additional children and youth would benefit from access to programs.
- For the city's Parks and Community Services Department, participation has declined slightly, from 1,318 in 2009 to 1,199 in 2010. This decline was attributed to two site closings: one center had no staff to provide OST programs, and the other was in an area already saturated with programs.
- Expanding programming options is an objective at this time. Plans are being developed for programming for teens at priority schools with high

levels of juvenile crime and large proportions of students receiving free or reduced price lunches.

- FWAS is currently providing programs in 85 schools sites (elementary, middle, and high schools). With 144 schools in FWISD, they are not sure it is realistic to have one organization in charge of all OST programs. FWAS programs are free but there are waiting lists for particular schools. There is a small fee for some parks and community center programs operated by the city, but many of the programs are free.
- One challenge that Fort Worth faces is the fragmentation resulting from having 17 different school systems within the city, which causes coordination challenges.
- Transportation is also a barrier where community centers are not adjacent to schools. At five community centers, parks department staff walk students from schools to the centers. Four sites that are managed by the City of Fort Worth have been able to transport students in city-owned vans.
- There is no searchable city afterschool program locator, but the Tarrant County Youth Collaboration offers basic information on OST resources for community and program providers.

Promoting Quality

- FWISD and community organizations helped create FWAS quality standards, an observation form and a guide to explain quality scores. These standards are mandatory and tied to funding. FWAS staff monitor quality at each of their sites, ensuring that goals are being met by the planned lessons. Information from observation forms is communicated back to community organization directors and site managers.
- FWAS also sponsors mandatory trainings on quality programming for site supervisors, and hosts feedback sessions for site staff to discuss metrics and training needs. FWAS works with FWISD to develop a curriculum framework that is appropriate for each grade level based on what students are learning in school. Feeder schools throughout the city provide similar activities for their respective students before they enter their next school.
- Parks and community services staff can voluntarily participate in FWAS training at no cost. The city also offers in-service training to staff at community centers three times per year. Recreation program providers participate in quarterly trainings.

System Building Priorities for the Future

- One priority is to bring all providers together, regardless of their funding sources, to create a robust community of afterschool providers and to create citywide quality standards. FWAS and the City of Fort Worth would also

like to collect more reliable data on afterschool needs and to show the impact of programs.

- FWAS would like to expand the types of opportunities available and partner with community-based organizations that have received state and federal grants and need to find children and youth to serve in these programs.

City Profile: Grand Rapids, Michigan

Mayor: George Heartwell (elected in November 2003 and reelected in November 2007, term expires in 2012)

City Population: 193,083

Public School Population: Grand Rapids Public Schools – 19,364

Free and Reduced Price Meals %: 85%

Committed Leadership

Mayor George Heartwell is a longtime supporter of OST initiatives and a former co-chair of the city's Expanded Learning Opportunities (ELO) Network. The ELO network was developed during an NLC technical assistance initiative that began in 2001. The purpose of the network is to enhance system-wide collaboration, coordination, and program quality among OST programs throughout the city. During his tenure as ELO chair, Mayor Heartwell successfully placed quality afterschool programs in every public school using a community school-based model. To date, Mayor Heartwell continues to be an advocate for youth and proudly supports Our Community's Children (OCC), a liaison office created to help foster ongoing partnerships between the City of Grand Rapids and Grand Rapids Public Schools.

While the city's current financial situation has created ongoing challenges, Mayor Heartwell remains committed to youth programs, including the Mayor's Youth Council, and has called for ambitious community goals addressing education, employment, and other investments in youth during his state of the city addresses and televised reports. Our Community's Children and the parks and recreation department are supported by city grants totaling more than \$2.5 million, which helps them serve more than 5,000 area youth with afterschool and summer programs.

Progress Toward a Citywide OST System

Coordinating Entity

- Our Community's Children seeks to improve the lives of children and youth in Grand Rapids through public policy changes, community partnerships, and innovative programs. The office also serves as an intermediary and fiduciary for the ELO Network. The executive director, Lynn Heemstra, chairs the ELO executive committee, is the organization's primary fundraiser, provides staff support to the chair of the ELO network's leadership council, and supervises the ELO network coordinator. The ELO network includes more than 45 organizations and individual stakeholders from area municipalities, school districts, law enforcement, public health agencies, community services, libraries, colleges and universities, nonprofit organizations, and local businesses. All members support the network through membership fees and other in-kind resources.

Multi-Year Planning

- Members of the ELO network leadership council have determined that to strengthen sustainability and broaden the scope of system-wide change, the

city's OST network must work with county officials to create more opportunities for children and youth beyond the city's limits. The ELO network is currently expanding beyond Grand Rapids into surrounding municipalities and, consistent with Mayor Heartwell's vision, considering how to enhance professional training, implement best practices, and promote effective policies for OST on a regional level.

- With the help of a consultant, the ELO network developed a three-year strategic plan aligned with the city's youth master plan to ensure quality programming and accountability. The effort, approved by the leadership council in April 2010 and facilitated by an ELO network committee, includes four key goals: 1) sustainability measures for long-term growth; 2) a system of professional development and quality accountability; 3) access and availability of quality programs for youth; and 4) a data monitoring system on access and outcomes.
- The city is a committed ELO network member and supports high-quality, innovative programs for youth provided by the parks and recreation department, police department, and Our Community's Children. The city also engages local youth as leaders who help facilitate the community's "Green Grand Rapids" initiative, a citywide effort designed to improve the quality of life and the physical development of community infrastructure as it relates to the environment, outdoor recreation, and public health. City departments including forestry, public works, and water provide expertise for this program and involve youth in green projects.
- Network providers will make recommendations as the efforts to expand the OST framework progress, and city offices will take responsibility for making some of these improvements and changes.

Reliable Information

- The ELO Network has a process to evaluate OST need and demand, and has aligned its indicators for success in afterschool programs. These indicators were incorporated into the Grand Rapids youth master plan indicator dashboard, and plans are underway to centralize data from multiple collaborations for children into an online repository for child-related outcomes. The Community Research Institute at Grand Valley State University's Dorothy A. Johnson Center for Philanthropy serves as lead facilitator of this effort. The ELO network is also interested in collectively tracking outcomes for children in OST as part of an annual report card to the community addressing education, school attendance, youth leadership, and community service.
- OST providers in schools track participation using the Grand Rapids Public School and Michigan Department of Education's Youth Program Quality Assessment (YPQA) data.

- The police department also shares data with the ELO network through its partnership with Grand Valley State University's Community Research Institute. The Institute conducted a four-year, longitudinal study examining the impact of OST programs on juvenile crime and collaborated with law enforcement officials to create the Grand Rapids Juvenile Offense Index Report. The report revealed that youth who are engaged in OST programs between the hours of 3:00 and 6:00 p.m. are substantially less likely to participate in risky behaviors.

Expanding Participation

- The city estimates that 25-49 percent of young people in Grand Rapids participate in OST programs. However, the city lacks more accurate numbers and a better understanding of funds required to sustain and expand current levels.
- A needs assessment and funding analysis was completed in 2003, which identified a need for better program capacity to extend the network's reach to a larger population of young people. Within three years, the ELO network closed the participation gap with a public awareness campaign, which included a city website that identified where programs existed in each neighborhood and promoted OST programs adhering to quality standards of care.

Several community partners launched a Ready by 21™ landscape map to indicate what services were available in the county for children. Ready by 21™ is an innovative set of strategies developed by the Forum for Youth Investment to help communities improve the odds that all children and youth will be ready for college, work, and life. These local mapping efforts were so successful that at many sites, public interest in OST programs generated a waiting list. In the near future, the ELO network will examine its capacity to expand participation levels and update the landscape map.

- In response to a recommendation in the Grand Rapids Youth Master Plan, the ELO Network hopes to provide more leadership opportunities to young people in middle school and high school. The city seeks to increase the availability of employment and civic engagement opportunities, promote school attendance, increase educational access and attainment, and provide quality programs. The Grand Rapids' youth master planning process also includes a map of which agencies are serving what age group and where. The ELO network, the City of Grand Rapids, Heart of West Michigan United Way, Kent County and the Community Research Institute are working to develop an online searchable tool that is user-friendly for city residents.

Promoting Quality

- The ELO network received a \$150,000 Ready by 21™ grant from the Forum for Youth Investment to align community efforts toward defined outcomes for youth through the youth master plan, develop a citywide analysis of afterschool outcomes and resources, implement the Youth Program Quality Assessment (YPQA) process for all ELO network providers, United Way

agencies and the public schools, and implement a system of professional development and workforce analysis. This grant helped fund a system of YPQA trainers, an analysis of program quality, and a survey report on current youth development workers and their needs.

- ELO network quality standards of care have been in place since 2001. The network endorsed using the YPQA to evaluate programs in 2008 and the Forum for Youth Investment offers trainings to ELO network providers. All 27 providers are currently trained and have signed an agreement to participate in the training and evaluate two of their organizations' programs. Staff members are also trained to use YPQA and the Advancing Youth Development curriculum through a train-the-trainer model. To become an ELO member, individuals must agree to use the ELO network's standards.
- The Youth Development Network (YDN) provides youth development and standards training to the ELO network. Assessors are contracted by the network to evaluate the strengths and weakness of constituent agencies. These evaluators also identify areas in need of improvement for the entire network (e.g., policy, leadership, program landscape, program quality, and workforce capacity). While YDN charges a fee for their trainings, some events are offered by the network at a reduced price.
- An ELO committee examines quality issues and ensures that a system is in place for training providers. YDN serves on the quality committee. The ELO network is now working to develop workforce capacity, with the impetus of a new credentialing system offered by the Michigan Department of Education.

System Building Priorities for the Future

- Expanding OST Efforts to the Countywide Level: Local leaders hope to have greater opportunities for promoting sustainability of system-wide change throughout the county and to find additional revenue for a coordinator position. The ELO network has established a firm foundation and members are committed to this work.
- Collecting Reliable Information: The ELO network wants to conduct an OST capacity/needs assessment. The last needs assessment was completed in 2003 and 21st Century Community Learning Centers funding covers only 20 percent of the school population.
- The ELO network wants to develop a comprehensive, user-friendly database of all OST programs and make it accessible to the public. Network members also want to track child outcomes more comprehensively among OST providers.

City Profile: Jacksonville, Florida

Mayor: Alvin Brown (elected in June 2011, term expires in 2015; former Mayor John Peyton served two terms from 2003-11)

City Population: 794,555

Public School Population: Duval County Public Schools – 123,040

Free and Reduced Price Meals %: 52.7%

Committed Leadership

Recently-elected Mayor Alvin Brown has pledged continued support for the development of a citywide OST system, building on the work undertaken by the Jacksonville Children’s Commission and other local partners to date.

In doing so, Mayor Brown seeks to sustain efforts made under the leadership former Mayor John Peyton, who served as a strong champion for enhancing the safety and well-being of children and youth in Jacksonville. In 2007, Mayor Peyton convened business and community leaders, violence prevention experts, and residents to “take a step” toward reducing violent crime through a comprehensive anti-crime initiative called the Jacksonville Journey. Mayor Peyton subsequently established five action groups charged with developing strategies around law enforcement and deterrence, neighborhood safety and stability, education, youth development, and intervention and rehabilitation.

To fund the Jacksonville Journey, Mayor Peyton and the Jacksonville City Council reallocated more than \$40 million in reserve funds, federal earmarks, and other department cost savings in the 2009 budget, including \$3.8 million to fund 15 new afterschool programs created by the Jacksonville Children’s Commission at seven middle schools and eight elementary schools. By adding these programs, 2,850 additional children were enrolled in high-quality, academically enriching afterschool care, bringing the number of locations with commission programs to a total of 62 sites serving almost 10,000 children daily.

Progress Toward a Citywide OST System

Coordinating Entity

- The Jacksonville Children’s Commission is currently viewed as the coordinating entity for OST services. The commission is one of eight “children’s services councils” that are responsible for funding prevention and early intervention programs for children in eight Florida counties. While the commission is responsible for a wide range of services and delivery systems in Jacksonville, including home visiting for infants, quality improvement initiatives in early learning centers, mental health services, juvenile crime prevention, and mentoring programs, the afterschool programs are considered the flagship service. Grants administration and evaluation staff manage the proposal and contracting process and evaluate quality and child outcomes, while the training institute staff provide training for youth workers and supervisors. Many consider the unique, long-lasting partnership among the commission, Duval County Public Schools and

community-based nonprofit organizations to be the key to the quality and sustainability of the city's OST system.

Multi-Year Planning

- In the spring of 2010, the commission convened school district leaders, afterschool providers, representatives from the United Way of Northeast Florida and the Jacksonville Public Education Fund, as well as education experts from the University of North Florida and Jacksonville University to initiate an Afterschool Redesign Project. With additional consultation from The After School Corporation, the project identified five objectives for the project's first phase:
 1. All school-based programs will incorporate at least one research-based practice promoting social/emotional development.
 2. School-based programs will provide at least four weeks of summer camp linked to the quality, extended learning time, and programming themes of OST programs offered during the school year.
 3. All programs will use the quality standards outlined by the Florida After School Network, the statewide afterschool network funded by the Charles Stewart Mott Foundation.
 4. Reimbursement will shift from a flat contract amount to a per child/per day rate.
 5. The school principal, lead teacher and program manager will develop a more formal, shared leadership structure.

Reliable Information

- The commission, the school district, and OST providers have a memorandum of understanding for data sharing, and the University of Florida recently completed a two-year review of the commission's evaluation processes. Information about program utilization, costs, quality and outcomes is shared with the general public.
- The commission uses a web-based management information system called SAMIS to track various data, including child demographics, household income, family structure, and neighborhood of residence. Commission staff and the evaluation consultant also access the school district's Genesis student database, making it possible to evaluate program outcomes by comparing participants' school attendance, GPA, grade promotion, and FCAT scores and with children of similar demographic backgrounds who do not attend the programs. This evaluation strategy, used since 2001, was recently reviewed by the University of Florida for its continued relevance and appropriateness.

Expanding Participation

- The City of Jacksonville, like other cities across the country, has experienced diminished property tax and sales tax receipts since the economic downturn, and it is unlikely that city funding for afterschool programs will expand in the next two or three years. However, commission staff will submit proposals to the federal 21st Century Community Learning

Center grant program, as well as other grant sources as they are identified. High on the list of needs will be afterschool programs for two new middle/high schools in Jacksonville that will offer alternative programs for students who are at least two years behind grade level or significantly behind in credits.

- The commission's 62 afterschool programs serve 30 percent of Jacksonville's elementary and middle school children who are eligible for the free and reduced price lunch program, providing them with free, academically enriched, and full-time afterschool care. The commission uses the number of elementary and middle school children who qualify for free or reduced price lunch as a proxy for the number of children in need of these services. The percentage of children served increased significantly when the Jacksonville Journey funding was added to the program.

Promoting Quality

- The commission's recent After School Redesign Project is a comprehensive, three-year quality improvement initiative. Phase 1 identified four improvements that could be made in the 2011-12 school year, which will apply to the 42 programs offered at public school sites. Phase 2 will identify quality improvements in the remaining 20 sites that are hosted in community locations, as well as the possible relocation of sites. Phase 3, which will occur at the same time as Phase 2, will involve the continued development of the commission's training program for afterschool youth development providers, which addresses core competencies, best practices in program leadership, and supervisory skill building.
- The commission is also working with Florida State College at Jacksonville to adopt an articulated system of credit courses in youth development that can lead to an associate's degree and ultimately a bachelor's degree in applied science. This program was piloted at Palm Beach State College in South Florida.
- In addition, the commission formally adopted the Florida Afterschool Network's standards, which are based on the 21st Century Community Learning Centers and National School Age Care Alliance models.
- The city's department of parks and recreation is also working with the commission to make improvements in the quality of summer programs provided.
- Recently, the commission's grants administration and evaluation staff redesigned a program monitoring tool, incorporating elements from tools used by exemplary programs around the country.
- The commission's Training Institute traditionally provides the Advanced Youth Development certificate, as well as training in the 40 Developmental Assets for workers in afterschool programs. Last year, school principals and other school district leaders requested this training for their teachers, which

was considered a significant step toward creating a positive, youth-focused environment for children and youth.

- Commission staff also consulted with Dr. Wayne Parker of the Virginia Piper Trust to determine the most appropriate method for assessing the social/emotional needs area youth. Dr. Parker recommended several approved youth surveys, which will be incorporated into future programs. This strategy will give program managers more real-time, formative evaluation data to use in promoting continuous quality improvement.

System Building Priorities for the Future

Jacksonville's After School Redesign Project incorporates all elements of system building as the city works to take its programs to the next level of effectiveness.

- **Committed Leadership:** The Commission's board members met with Mayor Brown and other candidates prior to the mayoral elections, and members of the nonprofit community were present at candidate forums to build support for existing OST structures.
- **Coordinating Entity:** The commission will continue to improve services provided to nonprofit organizations through more constructive and helpful monitoring, as well as redesigned training support. The commission's role as a convener has brought partners together for frank and constructive deliberations and increased a sense of ownership and community pride in this system of afterschool care.
- **Reliable Information:** Using a unified, web-based data system and frequently disseminated child surveys, the commission will continue to assess the effectiveness of participating programs. The commission will also use data gathered through a partnership with the Kirwan Institute at Ohio State University to develop a mapping project designed to identify relative levels of "child opportunity" in neighborhoods across the county. These data will inform decisions on the expansion and relocation of programs, particularly as the commission works to identify neighborhoods with the greatest needs.
- **Multi-Year Planning and Expanded Participation:** The commission hopes to launch the After School Redesign Project in the next two to three years. While Jacksonville's budget shortfalls make it difficult to predict any city-funded expansion in the next few years, commission staff will continue to seek grant funding for new projects, especially programs for students with high needs.
- **Commitment to Quality:** The After School Redesign Project will focus on improving quality in all aspects of local OST programs.

City Profile: Louisville, Kentucky

Mayor: Greg Fischer (elected in November 2010, term expires in 2015; former Mayor Jerry E. Abramson served three terms as mayor of the City of Louisville from 1986-99 and two terms as mayor of Louisville Metro Government from 2003-11)

City Population: 707,402

Public School Population: Jefferson County Public Schools – 99,794

Free and Reduced Price Meals %: 62%

Committed Leadership

In August 2009, former Mayor Jerry E. Abramson, former Jefferson County Public Schools (JCPS) Superintendent Dr. Sheldon Berman, and Metro United Way (MUW) President and CEO Joe Tolan co-convened the YouthPrint Leadership Team to explore the current state of OST programming in Louisville and develop a comprehensive blueprint to create a coordinated OST system. The recommendation for convening this group had emerged from a Graduate! Greater Louisville: High School Dropout Solutions Summit held the previous summer in partnership with America's Promise Alliance. In December 2010, Mayor-Elect Greg Fischer approved the recommendations of YouthPrint. Mayor Fischer has continued the city's legacy for youth advocacy on other fronts, including support of the 55,000 Degrees initiative to increase the number of Louisville youth who complete postsecondary education.

JCPS leaders strongly support OST as well, allowing school facilities to be used after hours through arrangements with the Boys & Girls Club, YMCA, and parks and recreation department. City and school district funds support eight community schools (one elementary, five middle and two high schools), with programs offered after regular school hours. At each community school, a site coordinator funded jointly by the city and school district coordinates OST programs and other services for children and youth. The JCPS superintendent supports data collection through the KidTrax partnership (see below under "Reliable Information").

City funds also support an Arts Collaborative that provides arts programming for young people. These efforts are funded through general revenue for Metro External Agency Funds, which are distributed through a competitive process each year to nonprofit organizations that provide programming and services in four categories: arts and culture, human services, housing and youth. Several city councilmembers serve on a panel with Louisville Metro employees and citizens to review grant applications from the numerous nonprofits that apply. External agency funding has declined from nearly \$6.3 million in fiscal year 2007 to around \$3.8 million in fiscal year 2011 due to declining city revenues and rising costs for employee benefits and essential city services. In 2011, Louisville Metro Government will provide \$740,200 in external agency funding for 38 OST programs run by 34 local organizations. The city council also funds youth programs through the city's Neighborhood Project reserve funds.

Progress Toward a Citywide OST System

Coordinating Entity

- Currently, the mayor's office, including the Office of Youth Development, serves as the OST system-building leader in collaboration with Metro United Way and JCPS. The city, United Way, and JCPS take turns leading in different areas, depending on the issue. Much of this collaboration is attributed to mayoral leadership and Neighborhood Place, a 15-year old collaborative that demonstrates the three entities' ability to work together.
- The partners are engaged in creating a more formal intermediary through the YouthPrint planning process with support and commitment from top leaders, including the mayor and superintendent. The YouthPrint final report describes the roles of a proposed intermediary, including: quality assistance, data sharing (which would possibly include United Way in addition to the city and JCPS), guidance in funding, and serving as a funding collaborative. The partners, who also serve on a Youth Coordinating Council, are developing a memorandum of understanding to outline roles and responsibilities.

Multi-Year Planning

- Mayor Abramson launched YouthPrint in response to declining youth service budgets at the local and state levels. The final report emerging from the YouthPrint planning process seeks to improve coordination of existing resources and includes information on Louisville's program landscape, fund mapping, OST data, program standards, and governance and sustainability.
- Market Street Research, a marketing research company interviewed 400 randomly selected parents of JCPS middle school students and 200 students. The firm also held four focus groups with parents and middle school youth, including those who do and do not participate in OST programs.
- The YouthPrint report offers a set of policy recommendations and ideas for eliminating barriers to participation, revolving around four strategies:
 1. Coordinate youth services and funding using an upgraded KidTrax system to ensure that the right services are where they are most needed, resources coming to the community are maximized, individual providers are accountable for program results, and the system as a whole measures and tracks outcomes.
 2. Make sure services are high quality, appeal to young people and meet the needs of students and their parents.
 3. Involve young people, their parents and caregivers, and the community in making sure young people get the support they need to succeed.
 4. Converge YouthPrint efforts around a community-wide vision for youth, high school graduation and dropout solutions, and the 55,000 Degrees initiative.

- A \$30,000 line item in the mayor's budget was used to hire a consultant to help develop a citywide vision for youth in 2010. This year, the mayor dedicated \$50,000 to implement recommendations from the YouthPrint report, specifically instituting the KidTrax system in more youth-serving sites, including community centers operated by Metro Parks. This funding will provide KidTrax for programs at 20 sites in certain underrepresented parts of the community, including 12 city and housing authority community centers.

Reliable Information

- Since 2001, Louisville Metro's Office of Youth Development has partnered with JCPS, Metro United Way and other community-based organizations in using nFocus' KidTrax software to share data and measure the impact of OST programs. Now known as TraxSolutions, this system allows schools and more than 50 community-based providers to share aggregate and individual data on the youth they serve. Students scan bar-coded KidTrax cards, which also serve as library cards and bus passes, at OST programs in which they participate. The city requires providers supported with external agency funding to implement KidTrax, share data with JCPS, and report quarterly program outcomes, and offers training on how to use the software.
- The JCPS research and accountability office assesses the connection between OST program participation and school success using KidTrax. Their research indicates positive gains in school attendance, lower suspension rates, and improved academic performance for regular OST program attendees. In 2008, the youth-serving organizations that participated in KidTrax and the citywide Every 1 Reads literacy initiative served 11,590 students, of which 87 percent were reading at or above grade level. Links for several reports and white papers on this work are posted on the nFocus website at <http://nfocus.com/newsCase.aspx>.
- As part of the YouthPrint process, the city has completed a fiscal mapping project to identify OST funds from the city general fund, parks and recreation department, community schools, youth centers, external agency funds, and arts grants. A program landscape map was also completed in an attempt to identify available services and gaps by location.
- JCPS is in the process of installing a new SmartEd system developed by Adaptive Technologies, Inc., which will use predictive modeling to identify children at risk of dropping out as early as fourth grade. SmartEd alerts school staff of warning signs that could lead a student to drop out, and recommends several proven interventions. With the help of JCPS' Grad Nation coordinator, funded through a grant from America's Promise Alliance to increase high school graduation rates, the school district will create a feedback loop between the early warning and KidTrax systems. JCPS will be able to evaluate the success of its recommended interventions for students with specific problems, and adjust the interventions based on

that knowledge. This information will be used to shape funding for youth-serving organizations.

Expanding Participation

- Two of the desired outcomes from YouthPrint are to increase participation and help more youth graduate from high school and go to college. Currently, the city, school district, and other partners believe they are impacting about 55 percent of programs, including the 60 KidTrax partners, 35-40 programs supported by United Way and the city, and other, smaller community organizations that take advantage of training and/or apply for grants. Local partners have identified underserved areas and populations and will expand programming in areas of need. The new capabilities of KidTrax will allow the city to pinpoint programming gaps in underserved neighborhoods.
- The city would like to expand programming for older teens. This group was identified through KidTrax, focus groups, and the JCPS comprehensive survey as underserved. The YouthPrint team identified 60 non-city, youth-serving agencies offering 312 different programs, but few of those programs were offered to high school-aged youth. Twenty-two of the agencies have at least one program for youth ages 15 and older, serving a total of close to 900 teens, approximately 86 percent of whom are African American and most of whom live in low-income neighborhoods. Most programs focus on leadership development with some emphasis on career exploration and life skills. Conducting market research, with an emphasis on determining the needs of these youth and their parents, will help the city develop additional programming that the youth will attend regularly.
- The 40212 zip code was identified as the target area for a Promise Neighborhoods planning grant application. In the process of preparing the application and choosing the target area, partners looked at a wide variety of school district and other data, including poverty rates, participation in the free and reduced price meal program, percent of students reading at low levels of proficiency, and dropout and crime rates. While the application was not funded, the University of Louisville, as lead partner, still plans to pursue collaborative programming for that area. OST programs will be part of that planning effort.

Promoting Quality

- Quality standards have been developed for afterschool programs, and the YouthPrint leadership team is in the process of gathering input from providers. The planning team also plans to ask for a city council resolution in support of the quality standards. A system of internal and external monitoring and a quality assessment tool will be used to assist OST providers in complying with the standards. Either the city or a new intermediary partnership between the city, JCPS and Metro United Way will play this monitoring role.

- The YouthPrint team is working with other local funders and anticipates making implementation of the standards a requirement for funding, but understands that quality programs are more expensive, which could affect implementation. The YouthPrint team also plans to use the standards to help guide program enrollment decisions of families and youth.
- OST providers will receive training and technical assistance to improve program quality. The Louisville Metro Office of Youth Development and the Center for Non-Profit Excellence both offer year-round trainings. The Office of Youth Development also works one-on-one with youth-serving organizations on the Advancing Youth Development curriculum and the HighScope Youth Program Quality Assessment. As part of Louisville's Investing in Innovations (i3) grant, JCPS will cross-train teachers and youth service providers on building a college-going culture for students, including knowledge about summer and afterschool content and college awareness and access. With several entities providing training and professional development to OST providers, this role may be coordinated by a new intermediary partnership developed under YouthPrint.
- Louisville was the recipient of a U.S. Department of Health and Human Services grant that funds YES YOU CAN (YYC), a partnership of the University of Louisville, the Louisville Health Department's Center for Health Equity and the Annie E. Casey Foundation's Making Connections Network. YYC supports emerging youth-serving, community- and faith-based organizations in West and South Central Louisville. The partnership provides free capacity-building training and grants to strengthen organizational effectiveness, efficiency and stability, enhance provision of social services, diversify funding sources, and improve collaborations to better serve those in need.

System Building Priorities for the Future

- Create a Coordinating Council composed of representatives from Louisville Metro Government, Metro United Way and JCPS to serve as a decision-making body/intermediary and a Community Advisory Coalition that includes youth service providers to advise the Coordinating Council.
- Leverage and maximize existing financial resources.
- Promote use of quality standards across OST programs and high-quality training opportunities for youth development professionals.
- Maintain a directory of services and create a system-wide means of collecting program results and outcome data by upgrading KidTrax.
- Gather data to develop an initial implementation plan.
- Provide opportunities for community input on priorities, strategies, services and policies and ensure effective communication and community engagement.
- In consultation with Ready by 21TM, develop a 10-year strategic plan that engages youth service providers, youth and community members in accomplishing desired outcomes for youth.

City Profile: Nashville, Tennessee

Mayor: Karl Dean (elected in 2007, reelected in 2011, term expires in 2015)

Consolidated City/County Population: 552,120

Public School Population: Metro Nashville Public Schools – 76,329

Free and Reduced Price Meals %: 75.9%

Committed Leadership

In December 2007, Mayor Dean convened a 40-member Project for Student Success task force to reduce the number of students dropping out of Nashville's public schools. One of the key recommendations from this task force was to provide more youth, particularly middle school youth, with access to high-quality OST opportunities. In November 2008, Mayor Dean created a new position for a planning director for afterschool initiatives. He also unveiled plans for a public/private partnership, the Nashville Afterschool Zone Alliance (NAZA), in the spring of 2009. The mayor formed a NAZA Leadership Council, which he chairs and Metro Nashville Public Schools (MNPS) Director of Schools Dr. Jesse Register vice chairs. The Leadership Council, which meets at least quarterly, adopted a charter, a framework of geographically-based zones of coordinated OST programming modeled on the Providence, R.I., AfterZones initiative, an administrative structure, and a timeline calling for the launch of 6-7 zones to cover the county, at a rate of one new zone per year.

In June 2009, the Metro Council appropriated \$400,000, the mayor's only new initiative in that year's budget, for the first zone, which opened in January 2010. The second zone was launched in January 2011 with \$600,000 appropriated by the Metro Council and \$250,000 in additional funds from a local private foundation. NAZA's Anchor Partners and Enhancement Partners have leveraged an additional \$100,000 in funding and in-kind support each semester to make NAZA not only high quality but cost effective.

NAZA has evolved as a growing partnership among public and private entities. Through a formal memorandum of understanding, the school district makes its facilities at seven middle schools available at no cost to NAZA, leverages transportation where possible, and provides staff support for a wide variety of NAZA-related activities from data entry to translation to professional development. Metro Parks and Recreation provides facility and staff for one NAZA program and the Metro Health Department and Metro Public Libraries each provide enhancement programming for NAZA sites. The Metro Arts Commission has created a new grants category starting in fiscal year 2012 to fund afterschool arts projects for middle school students.

In addition, NAZA sites can apply for supplemental funding to the Community Enhancement Fund, Nashville Metro's grantmaking process for nonprofits, which has narrowed its funding categories but still includes structured afterschool programs. Private partners include universities, nonprofits, and local churches. Universities provide volunteers, researchers, and professional development for NAZA site staff. More than 20 nonprofits and individuals, from Big Brothers Big Sisters to puppetry teams to hip hop instructors, are offering their services and

skills as Enhancement Partners at no or low cost to NAZA programs. Two churches are donating space they own or lease to NAZA programs.

Progress Toward a Citywide OST System

Coordinating Entity

- Currently, the Mayor's Office of Children and Youth is seen as the coordinating entity. NAZA is a relatively new collaboration among city, school, and other key stakeholders. Those involved see the partnership becoming stronger over the next five years, and there are plans to convert NAZA into a 501(c)(3) entity during that time.
- NAZA has focused most of its energy on building an infrastructure to support expanded high-quality programming across the county. It uses a competitive request for proposal (RFP) process to identify a coordinating agency for each zone. The coordinating agency hires a full-time zone director, who in turn releases an annual RFP for anchor partners to run NAZA-supported sites within the zone. Both community-based and school-based anchor partners are selected through a NAZA-developed process, in consultation with principals of the middle schools within the zone.
- NAZA has developed a set of core processes and documents used by all zones to communicate with a wide distribution of youth-serving providers, school district stakeholders, families and students. Coordinated scheduling, marketing, recruitment, transportation, and tracking of student data within each zone and across NAZA increases access for students and enhances efficiency for providers.
- The NAZA Leadership Council has five standing workgroups. The communications group developed the NAZA brand and the media relations protocol, conducted focus groups with middle school students, and creates brochures and other promotional materials and events for use in all zones. The policy and program quality group led the development of NAZA's standards and indicators of program quality, along with an ongoing program quality assessment and improvement process for anchor partners. Chaired by the director of Nashville Metro's informational technology department, the data group is implementing strategies to collect timely data to promote accountability and quality improvement. The transportation group identifies and leverages existing transportation options – a particularly difficult task given that the city/county and its school district cover 533 square miles. Finally, the resource development group has begun developing and implementing a sustainability plan.

Multi-Year Planning

- The NAZA Leadership Council adopted a plan to establish a network of 6-7 zones covering the entire county and school district, launched at a rate of one zone per year. This plan also includes a budget for expanding the system to all zones over the next five years. The school district, which is well represented on the Leadership Council, provides leadership and insight to this discussion.

The Leadership Council is clear that it must develop and implement a sustainability plan.

Reliable Information

- NAZA’s communications workgroup initially conducted surveys and focus groups with middle school students, parents and neighborhood groups to understand what they desired from afterschool opportunities. These conversations guided planning and implementation of a “zone” model that would appeal to middle school youth and meet the needs and expectations of their families. The Leadership Council has looked at participation and demographic data (such as free and reduced price meals eligibility and English learner designation), school mobility rates, and school No Child Left Behind status when selecting its initial zones.
- As it establishes new afterschool zones, NAZA targets students for whom available programs are not accessible due to cost or transportation issues. School district data has helped NAZA leaders think strategically about where community-based program are most needed. The district uses Edulog software to track bus riders and create bus routes for its fleet. The data help NAZA ensure that students can take their regular school bus home and walk to programs in their neighborhoods with minimal safety concerns. NAZA has already facilitated arrangements to deliver a program in donated space in an apartment complex for new refugee families.
- The school district and the city partner in the development of a system designed to collect program attendance information. A memorandum of understanding enables sharing of district data for student “directory” information and program enrollment. This information is exported to an application developed and maintained by Nashville Metro government that provides different levels of access based on the user’s security permissions. OST providers enter daily student participation data in the online system, which is then sent back to the school district data warehouse and merged with data on academic achievement, discipline, and school attendance for analysis and reporting purposes. While this system is being implemented for NAZA programs, Dr. Register hopes that all schools and afterschool providers will eventually use it to assess the effectiveness of OST programming.

Expanding Participation

- Every year since the end of 2008, NAZA has identified and surveyed afterschool providers to better understand Nashville’s afterschool landscape. NAZA calculates how many public middle school students are participating in structured afterschool programs by program and by school. Initially, fewer than 10 percent of students could be accounted for in these programs countywide, but participation rates vary greatly from school to school.
- NAZA serves as an infrastructure to expand access to OST programming for middle school students; it is not itself a provider. NAZA depends on OST providers who choose to work with this age group in underserved areas. Initially, that structure was a major barrier. In 2008, only eight percent of

afterschool providers in the Nashville's 211 database served middle school students. The city has found it crucial to identify and nurture providers willing to increase their capacity, move into new locations, and improve their programs to make them appealing and age-appropriate for young adolescents.

- Given the limited culture of afterschool participation in large areas of Nashville, NAZA has focused not only on building supply but also on generating demand. NAZA uses a multi-tiered communications strategy in its zones to raise awareness of the benefit and availability of programs. It sends flyers to families in multiple languages and raises awareness at faith community, school and neighborhood events. NAZA representatives work with a local Spanish-language radio station and have been accompanied by a translator when knocking on doors in targeted apartment complexes. NAZA is building a youth-friendly "Z." brand on t-shirts, stickers, and bag tags for students, but recognizes that appealing programs and positive buzz is the most effective way to attract and retain students.
- Because NAZA programs are free, cost is not a barrier for families, but transportation is. NAZA is trying to address this barrier in three ways. First, NAZA will leverage late school buses paid for with federal dollars to transport students participating in supplemental education services to their homes. It is not easy to coordinate schedules and logistics to get NAZA students in empty seats on those buses, but where it works it has increased access dramatically. Second, the school district has begun developing MOUs with providers to drop the students off at afterschool sites, rather than at their regular drop-off near home. A pilot agreement has successfully brought 40-50 students from two middle schools to one of Metro Parks' community centers for three semesters. The school district is now open to using this MOU to make transportation accessible to other providers. The third strategy involves opening programs in new sites near where underserved children live. Three new sites have opened NAZA programming to 45 participants, but more opportunities are needed.
- In spite of these barriers, NAZA has been able to increase access dramatically. The Northeast zone, the first zone launched, filled all of the available 250 slots from among 330 applicants in early 2010. It has maintained that participation level during the second year of programming, effectively doubling the number of students in structured afterschool programs in this area. The South Central Zone programs, one month post-launch, are already at capacity, with 250 students beginning to participate in programs in January 2011.

Promoting Quality

- During the planning phase, NAZA staff met with more than 25 youth-serving agencies and city departments to develop NAZA's Standards and Indicators of Program Quality, since Tennessee does not have a statewide afterschool network and Tennessee Department of Human Services licensure standards are more age-appropriate for younger children. All NAZA partners must commit to continuous progress in aligning their programs with the standards/indicators by implementing High/Scope's validated Youth Program Quality Intervention.

- All NAZA partners must commit to a continuous improvement process to align with the standards and indicators of High/Scope's Youth Program Quality Intervention. This process includes annual cycles of assessment, planning for improvement, professional development and technical assistance. Partners also get feedback from students annually through the YMCA of the USA Youth Assets Survey developed with Search Institute. Professional development, which aligns with the standards and assessment strategies, is offered several times per month by High/Scope and Search Institute certified trainers. Additionally, the school district provides math and English Language Arts content workshops to NAZA site staff.
- High/Scope's Weikart Center for Youth Program Quality conducted an evaluation of NAZA's program assessment/improvement process during the spring of 2010. The evaluators found that the quality of instructional supports and opportunities improved substantially; the greatest area of improvement was in youth engagement, including youth planning, goal-setting, youth voice, and reflection; program managers became more effective change leaders; and youth reported high levels of satisfaction with programs according to the Youth Assets Survey.
- When surveyed by High/Scope, site staff reported improvements in students' self-motivation, consistent attendance, respect for adults and peers, eagerness to assist peers, homework completion, sense of belonging and sense of ownership of the program. These results were reflected in student participation rates. Average daily attendance – the percentage of all enrollees attending averaged across all program days – was 78 percent that semester, exceeding the 70 percent target. The fall 2010 Average Daily Attendance rate was 75 percent.
- Finally, No Child Left Behind high-priority schools reported increased participation in their federally-mandated afterschool tutoring when it was braided with NAZA programming. At one site, 30 of 32 NAZA participants raised their reading levels by at least 6 months and most had 1-1.5 years of growth.

System Building Priorities for the Future

- Nashville's strategic, multi-year plan includes work to create NAZA as an independent coordinating entity with committed leadership that can sustain and grow the network.
- To expand participation, NAZA will identify more effective strategies to address barriers related to family awareness and support; transportation, especially for students who live in areas with few OST programs; and building commitment and capacity of enough providers to meet the need for programs.

City Profile: New Orleans, Louisiana

Mayor: Mitchell J. Landrieu (elected in 2010, term expires in 2014)

City Population: 343,829

Public School Population: Louisiana Recovery School District (RSD) – 38,000 in New Orleans; Orleans Parrish Schools – 9,601

Free and Reduced Price Meals %: RSD – 90%; Orleans Parrish – 70.1%

Committed Leadership

In the first six months of his administration, Mayor Mitch Landrieu developed a strategic framework to redirect New Orleans' focus on six priority areas (listed in order of importance): public safety, children and families, economic development, open and effective government, innovation, and sustainable communities. Mayor Landrieu's placement of children and families near the top of his priority list – and specifically strategies to improve the health and education of youth – represents a shift in New Orleans municipal government, which historically had few points of entry and few bureaucratic structures dedicated to children and families. The mayor's office has never had formal channels to interact with public education.

Social service delivery to youth and families is administered primarily by state agencies. The city handles some juvenile justice remediation, including truancy, but these services have not been comprehensive or based on positive youth development concepts. In response, the mayor – who has a professional background in juvenile justice and a longstanding commitment to prevention as opposed to punitive models of youth service – has advocated that city government use a youth development approach.

Mayor Landrieu's priorities include establishing more coordinated summer enrichment programs for youth and reorganizing the New Orleans Recreation Department (NORD) and the Job 1 Summer Youth Development Program to better serve children and youth. In the fall of 2010, residents voted to amend the city's charter to implement public/private partnerships as a strategy for providing more coordinated public services to youth and adults. The measure to reform NORD passed with nearly 75 percent of voters supporting the creation of the NORD Commission. All commissioners have been appointed and the commission has held its first two public meetings. The commission will work through existing city structures until a new executive director is identified to lead the agency's reorganization by the fall of 2011.

Mayor Landrieu has also continued supporting the New Orleans Children and Youth Planning Board established as part of a juvenile justice reform act in 2005. The board is composed of 25 stakeholders who examine issues related to children and youth services.

Progress Toward a Citywide OST System

Coordinating Entity

- Currently, the mayor's office is considered the coordinating entity. However, the planning board, which includes representatives from the

mayor's office, parks and recreation, law enforcement, school districts, juvenile courts, and community organizations, also plays a significant role in facilitating the city's youth agenda. The planning board recently completed a capacity and leadership audit and is embarking on a strategic planning process to better administer some of the more time-consuming responsibilities assumed by the mayor's office.

- The city is also revising bylaws for the planning board that will allow for co-chairs. The Partnership for Youth, formerly called the Greater New Orleans After School Partnership (GNOAS), provides staffing for this board, and expects to identify co-chairs by the end of 2011.

Multi-Year Planning

- The Partnership for Youth (TPY) and other partners are examining a funding map that was created in 2007. The funding map tracks how federal, state, and local dollars have been spent on children and youth. TPY sees federal workforce development and U.S. Department of Justice resources as their best opportunity to obtain sustainable funding. The organization is working with a consultant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to provide technical assistance to help providers and courts improve services for youth in detention facilities.
- The planning board is seeking a facilitator for a strategic planning process, including the initial work of securing buy-in of various local stakeholders.

Reliable Information

- The city has completed a map of activities for young people throughout the majority of the city (<http://neworleans.ilivehere.info>). This site was created and is maintained by New Orleans youth, including those employed by TPY, to help youth and other residents find resources in their neighborhoods. Local officials are now analyzing the results of this mapping project, which was conducted prior to the most recent mayoral elections. City agencies such as NORD use the map internally when making decisions about resource allocation. For example, the map served as a point of reference in identifying locations for summer camps and sites that offer nutritious meals and snacks as part of the federal summer food program.
- The planning board hopes to take more intentional steps toward collecting data at a broader level. These efforts would include monitoring participation in OST programs and public facilities through a swipe card system.
- OST programs track participation when required by funders. For example, the Louisiana Department of Education requires agencies to share participation information in order to be reimbursed. OST providers are using two data systems for these purposes, including youthservices.net. There have been conversations between the mayor's office and funders about looking at the outcome of investments, though nothing has been formalized.

Expanding Participation

- The planning board sees the number of youth served and level of service that they receive as two of the most critical areas to address within the NORD system. There has been a significant decrease in participation due to a rise in population combined with a lack of adequate resources. Approximately 15 percent of youth participate in OST programs, down from a high of 25 percent in previous years.

Promoting Quality

- Overshadowed by the city's recovery efforts, the quality of service was not a key goal until recently. Instead, the city focused on rebuilding programs. The planning board intends to put a system of standards in place to be used by NORD, other providers, and private funders.
- Professional development opportunities are available through the city's OST provider network, which offers certification for Advancing Youth Development to law enforcement officials, juvenile justice workers, and workforce development providers. The planning team hopes to make this course a requirement for funding.

System Building Priorities for the Future

- Training and Professional Development Opportunities: Additional training would be helpful to OST providers, who are stretched thin as they attempt to meet the needs of the community. Turnover rates among OST program staff are significant.
- Strategy for Measuring Impact: Local partners seek to improve data collection and begin budgeting based on outcomes.
- Multi-Year Planning: The city will design a plan that would encompass communications, public relations, and measuring impact and outcomes.
- Quality of Service Delivery: Quality still varies widely across providers. Increasing the capacity of intermediary and professional development organizations would allow them to offer more effective technical assistance delivery and more regular training.
- Data Sharing: A mechanism for sharing data across programs and with other key stakeholders and decision-makers is needed.
- Tailored Approach to Serving Different Youth: A majority of New Orleans public schools are operating on extended-day/extended-year schedules, which reduce the hours available for enrichment and exploration to those who most need it, including children who attend the least-resourced schools, live in the lowest-income neighborhoods, struggle with traditional classroom-based instructional strategies, and have SPED and ELL classifications.

City Profile: Newark, New Jersey

Mayor: Cory Booker (elected in May 2006, reelected in May 2010, term expires in 2014)

City Population: 281,402

Public School Population: Newark City Schools – 40,507

Free and Reduced Price Meals %: 69.9%

Committed Leadership

Mayor Cory Booker has been an outspoken advocate for OST programs and other strategies that promote positive youth development. In 2010, when funding was eliminated for New Jersey After3 (NJAfter3), a statewide, public/private partnership designed to improve afterschool opportunities for children and youth, the mayor appealed to state legislators and the business community to help reinstate public dollars. State funding was partially restored to \$3 million, down from the previous year's \$10 million. Mayor Booker continues to take an aggressive approach toward issues affecting the daily lives of all young people. His priorities include truancy reduction and increasing the graduation rate, working with lesbian, gay, bisexual, and transgender youth, and combating childhood obesity.

The mayor exerts leadership in promoting collaboration among the city, schools, community, and foundations. Early in his second term, the mayor worked with the Council of New Jersey Grantmakers to form a new Office of the Philanthropic Liaison to collaborate with local and national foundations and coordinate funding supporting city initiatives. In 2010, recognizing the value of such strategic partnerships, Mayor Booker joined other community stakeholders in creating the Newark Funders Group. Members meet regularly and are briefed by the mayor, the commissioner of the New Jersey Department of Education, school district personnel and representatives from Startup: Education, the charitable organization formed by Facebook creator Mark Zuckerberg.

Progress Toward a Citywide OST System

Coordinating Entity

- There is currently no formal OST intermediary in Newark. NJAfter3, a 501(c)(3) nonprofit organization, plays a limited intermediary role by coordinating city, state and federal funding and providing grants to local nonprofits. NJAfter3 also provides some monitoring and training for 22 school-based programs operated by community-based organizations.
- The Newark Youth Policy Board is a consortium of 30 youth service providers from the public and private sectors, including the city, dedicated to coordinating city policy and resources to address the needs of Newark's youth. The co-chairs for this board are Deputy Mayor Margarita Muñiz and Dr. Robert Johnson, president of the University of Medicine and Dentistry of New Jersey (UMDNJ), and other mayoral staff serve on the board. The board promotes a prevention-based youth development model and extended-day programs.

Multi-Year Planning

- The Newark Children's Bill of Rights was developed by Advocates for Children of New Jersey, a data and advocacy organization. However, the Children's Bill of Rights is an aspirational document, not a planning tool. It will help guide future planning processes.
- The mayor has publicly affirmed his desire to expand student learning time as a top priority in his school reform agenda. Mayor Booker's office is facilitating a strategic planning and research effort with local organizations, the school district, and the philanthropic community to accomplish this goal.

Reliable Information

- For the past five years, Advocates of Children of New Jersey has developed an OST program guide that includes all city, school, and community-based providers. Newark Now, a nonprofit organization founded by Mayor Booker prior to his election, also collaborates with the city to develop an annual OST directory.
- Programs funded by NJAfter3 are required to track average daily attendance to help manage and monitor the quality of services provided. Ongoing funding for these programs is contingent upon meeting specific average daily attendance benchmarks. NJAfter3 has contracted with an evaluation firm, but has not been able to obtain grades or test scores to include in the evaluation. The city, school and community partners do not yet have a data sharing agreement. However, in 2009, the city partnered with the school district and philanthropies to form a Newark Education Research Consortium. Housed at Rutgers University, the consortium conducts research on district and charter schools and afterschool programs.
- In addition to NJ After3 programs, other programs in Newark track their own attendance. Newark's Boys & Girls Clubs use a data collection system at area club locations. The city plans to replicate this system at local recreation centers in an effort sponsored by the Victoria Foundation, one of New Jersey's largest charitable organizations, which focuses much of its resources on improving education and outcomes for children and families. The Victoria Foundation supports NJAfter3 and many other OST efforts throughout Newark.
- In 2010, the Victoria Foundation and the Prudential Foundation jointly awarded a two-year, \$200,000 grant to the National Summer Learning Association (NSLA) to help city leaders and other partners conduct a resource scan identifying all afterschool stakeholders in Newark, determine what group would best serve as an intermediary organization, and identify strategies for facilitating long-term OST planning. The resource scan is expected to be completed by early 2012.

Expanding Participation

- Shortly after taking office, Mayor Booker partnered with NJAfter3 and the Victoria Foundation to determine how to expand access to OST programs for more young people in Newark. The mayor led efforts to maximize city, state, and foundation dollars and eventually serve 1,400 more young people. This effort leveraged \$100,000 in city funds, \$150,000-300,000 per year from the Victoria Foundation, and a total of \$900,000 from NJAfter3. While more program slots were created, the plan did not look at the specific locations of the slots throughout the city. NJAfter3 managed the request for proposal process related to this work.

Promoting Quality

- Since 2009, the Victoria Foundation and Prudential Foundation, in partnership with NSLA, have sponsored a professional learning community for approximately 60 summer grantees addressing capacity building and quality. Additional capacity building work will engage 10 summer OST providers in 2011 and 2012.
- All NJAfter3 programs must meet program model goals in five content areas: academic and homework assistance, arts and culture, civic engagement and leadership, life and career skills, and sports, health and fitness.
- While the primary measure for program success is average daily attendance, NJAfter3 monitors programs to ensure diverse and high-quality content, monitor compliance with various state licensing regulations, and provide professional development opportunities.

System Building Priorities for the Future

- Developing a Coordinating Entity: To move this work forward, the city has identified a need for an organization to take responsibility for OST system building on a daily basis.
- Identifying Funding: In addition to conducting a scan of existing programs, the city hopes to bring stakeholders together to identify all of the funding streams available to support OST. The city also envisions a process for sharing information and developing quality standards.

City Profile: Oakland, California

Mayor: Jean Quan (elected in November 2010, term expires in 2015, previously served two terms as a city councilmember)

City Population: 397,826

Public School Population: Oakland Unified School District – 38,826

Free and Reduced Price Meals %: 66.9%

Committed Leadership

On her first day in office, Mayor Jean Quan launched the 2000 Volunteer Mentoring Project. The purpose the citywide initiative is to encourage all adult residents to consider volunteering in schools and in afterschool and other youth-serving programs in an effort to impact the lives of the 2,000 Oakland youth who are most at risk. The mayor specifically identified young people aging out of foster care, those involved in the juvenile justice system, and youth with low school attendance rates as the populations in need of the most support. “If Oakland can wrap its arms around these 2,000 youth each year, we can increase the school graduation rate and reduce crime in our city,” wrote the mayor in a call to action on the city’s website.

Soon after, the mayor formed an Education Cabinet in partnership with Oakland Unified School District (OUSD) Superintendent Anthony Smith, local colleges, community partners, parents, and employers to align city, school, and community resources to promote academic success among children and youth. Understanding the value of OST, the mayor also plans to give the parks and library departments a larger role in afterschool.

The mayor and superintendent also support full-service community schools that serve as centers of community in local neighborhoods. The superintendent, currently in his second year, unveiled a strategic direction for OUSD to serve as a community schools district in partnership with the city, community-based organizations, the county health department, and other agencies. As part of this community schools vision, both the mayor and superintendent seek to expand the existing afterschool network of community organizations serving elementary, middle, and high schools. Most of the OUSD central office resources dedicated to afterschool are designed to strengthen the quality of programs. Afterschool providers are invited to participate in the district’s strategic planning process.

The Oakland Fund for Children and Youth (OFCY), an office within Oakland’s Department of Human Services, was established in November 1996 when voters passed Measure K to support the Kids First! Initiative. Measure K amended the city charter, setting aside 2.5 percent of the city’s unrestricted general purpose fund to support direct services to youth under 21 years of age for a 12-year period. Measure K also established the Kids First Planning and Oversight Committee, a group of youth and adults responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives. Through a special election held in July 2009, Oakland voters reauthorized funding for OFCY for another 12 years (2010-22). The revised provisions for Kids First, passed as “Measure D,” set aside of three percent of the city’s unrestricted general purpose fund for services

to children and youth. The fund requires a three-year strategic investment plan to guide its allocation of resources. The Oakland City Council makes funding decisions based on the recommendations of the planning and oversight committee.

Afterschool programs represent an investment of approximately \$5.6 million in OFCY funds, \$13.4 million in state and federal funds through OUSD, and an additional \$3.97 million in grant and in-kind funds leveraged by lead agencies. OFCY's grantmaking strategy is to match OUSD's afterschool funding at the elementary and middle school levels. The city-school district partnership allows these programs to meet their mandated match requirements and provide a broader array of services to youth. In addition, some high school programs leverage OFCY funding to support school-based, afterschool efforts directly.

Progress Toward a Citywide OST System

Coordinating Entity

- OFCY, other city agencies, and the school district all work together to lead the afterschool effort largely because of the funding structure, which includes OFCY funding for programs, school district matching, and private match funding provided through the community-based organizations that deliver school-based afterschool programs. The parks and recreation and library departments also work with the school district, and have their own partnerships and other sources of funding. The strongest coordinated efforts in Oakland support school-based afterschool programs.
- The Oakland Community After School Alliance (OCASA) is a group of community-based organizations funded by the city and school district to provide afterschool and youth development services. The group was formed in 2002 to collaborate on a common vision: a citywide network of high-quality youth development programs that engage all elementary, middle, and high school-aged youth.

Multi-Year Planning

- The City of Oakland has prioritized afterschool services since 2004, after the city council resolved to achieve universal afterschool program availability by 2010. Guided by this policy, OFCY strategic planning processes prioritize afterschool programs. OFCY's 2006-10 strategic plan allocated approximately 50 percent of Kids' First funding for OST. Most recently, OFCY's 2010-13 Strategic Plan was developed over a nine-month period by consultants who worked with city staff and community stakeholders. The plan reflects authentic community input, as well as the priorities of the City of Oakland. OUSD's dedicated efforts to match city resources with state afterschool funding and provide high-quality afterschool programs are an important component of the city's plan.
- High priority strategies for afterschool in fiscal years 2010-2013 include: a focus on applied learning and skill building in education, the arts, and leadership in schools and in communities year-round, including the summer

months to promote academic learning and resiliency; activities promoting health and well-being, including school-based garden and fitness programs promoting healthy eating choices and active living; and family engagement in OST activities linked with the school day.

Reliable Information

- OFCY programs are evaluated by an independent external evaluator as mandated by the Kids First legislation. In past years, the city used data shared by the school district to evaluate school-based afterschool programs. In 2009, the city used the online database management and reporting system, Cityspan, and conducted a joint evaluation of afterschool programs with the school district with the firm Public Profit. These efforts greatly improved reporting methods and the city's capacity to assess the OST system. The evaluation analyzes grades, test scores, attendance, and other school indicators, as well as surveys from youth, parents, and teachers to report outcomes. The reports are shared with program providers, an oversight committee, the school board, and the city council.
- Evaluation results inform grant funding decisions by OFCY and the city council. The city uses data to report afterschool participation rates, demographic information, the number of young people served, how each site is progressing on quality (according to the HighScope Youth Program Quality Assessment tool) and outcomes, and parental feedback. OFCY reports these data to the city council for the next year's grant cycle.
- The joint city-school evaluation incorporated the Youth Program Quality Assessment (YPQA) tool in 2010-11 for the first time. The school district uses data on quality to inform professional development and site development work. Data also help guide conversations between school district officials and other local leaders and enable the district to emphasize the importance of afterschool in supporting student achievement.
- Community-based providers use data for their fundraising efforts, and access to more data will be a cornerstone of efforts to advocate for afterschool programs. Program providers throughout Oakland would like to be able to show how investments in afterschool help leverage other funding streams. For example, a recent donor from the East Bay community provided \$60,000 in mini-grants to 24 afterschool programs for school gardens, nutrition education, and activities promoting active lifestyles. In addition, five area middle schools leveraged a private foundation and county investment to develop the Oakland School-Based Health Services initiative, which integrates health services, family resources, and extended-day learning at each campus.

Expanding Participation

- The 2009-10 Oakland After School Program Evaluation Findings Report produced by Public Profit for the OFCY and the OUSD After School Programs Office found that afterschool programs served 20,329 participants, approximately one in three school-aged youth in Oakland. School-based

programs served 51 percent of OUSD students at the school sites. The report also found that, in 2009, 95 percent of programs met or exceeded their target number of youth served.

Promoting Quality

- The OUSD After School Programs Office is designed to provide oversight on quality. Four program managers provide coaching and technical assistance to school-based and community-based programs throughout the district.
- OFCY developed rudimentary standards in 2004 for After School Education and Safety programs, but they have not been actively used. Before adoption of YPQA in 2010, school-based programs used a site observation tool that included a list of 12 standards and expectations.
- OFCY and school-based programs currently use the YPQA assessment tool. An evaluator performs the external assessment using the tool for all city and school-based afterschool programs. Additionally, 15 afterschool programs are piloting the full use of the tool with accompanying training and coaching on the YPQA system. This rubric-based system makes it easier to describe program quality and will help guide professional development.
- The city's school-based afterschool providers are evaluated by Public Profit and supported by the OUSD After School Programs Office. Additional professional development opportunities are available to help OST providers improve program quality.
- In addition to the school-based afterschool network, OFCY-funded OST programs also incorporate the YPQA framework through the work of the external evaluation firm, See Change. OFCY's funding is structured so that 90 percent must be granted for programs, leaving little room for technical assistance after administration and evaluation costs. Support for programs' professional development, coaching, and training is needed to build the quality of all OFCY youth-serving programs.

System Building Priorities for the Future

- There has been an intense focus on school-based programs, and Oakland would like to bring more types of OST providers to the table to focus on capacity building among youth-serving organizations.
- Local partners are exploring funding options for professional development and technical assistance for youth service providers, as well as how to build peer networks with few resources and minimal staff time.
- Longitudinal data would help inform development of a coordinated system and communicate the value of OST programs to policymakers, other stakeholders, and families. Local partners are searching for ways to make better use of the data being collected and assess impact over time in terms

of youth outcomes, system change and community impact (as opposed to a programmatic focus).

- System building in Oakland is moving toward a more integrated, place-based approach (i.e., a Promise Neighborhood initiative). Afterschool and community organizations are developing a full-service community schools concept, aligning with school site and community goals, linking to families with parent education and engagement along the age continuum, connecting with health and other system providers, offering opportunities for older youth, and building community to support better outcomes for children and youth.

City Profile: Omaha, Nebraska

Mayor: Jim Suttle (elected in 2009, term expires in 2013)

City Population: 408,954

Public School Population: Omaha Public Schools (OPS) – 47,763; Elkhorn Public Schools (EPS) – 4,614; Westside Public Schools (WPS) – 6,126; Millard Public Schools (MPS) – 22,027

Free and Reduced Price Meals %: OPS – 61.9%; EPS – 6.4%; WPS – 20.5%; MPS – 10.9%

Committed Leadership

The Greater Omaha After School Alliance (GOASA) and the Middle School Learning Center Initiative (MSLCI) are mayor-supported initiatives that began during former Mayor Mike Fahey's administration and have been developed and sustained by Mayor Jim Suttle. Afterschool programs are among Mayor Suttle's top priorities, and he has demonstrated his commitment by making public announcements, investing city resources, and working to eliminate barriers to participation. Shortly after taking office, he issued a mayoral proclamation recognizing afterschool as a city priority as part of the Lights On Afterschool celebration.

The mayor's original 2011 budget proposal to city council included \$1.5 million in funding allocated from general fund dollars for truancy prevention programs, mentoring, afterschool programs, and student attendance incentives. Due to budget shortfalls, the available funding was cut to \$365,000. Despite the cut, this funding still represents a significant increase in the city's commitment to youth, as city dollars were never allocated for these programs under previous administrations.

An education initiatives director within the mayor's office leads GOASA and serves as a co-coordinator of MSLCI. The primary focus of this position is afterschool system building. The position is funded by discretionary earmarks from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education. Beginning in 2012, the position will be funded through the general city budget. The Sherwood Foundation has been an important supporter of Omaha's afterschool efforts since it began providing funding in 2006 and has committed to continuing its contributions to this effort.

The superintendent of Omaha Public Schools has also demonstrated a commitment to afterschool, funding one middle school learning center coordinator position through the school district budget. Afterschool programs take place on site at schools, but are run by community-based agencies such as the Boys & Girls Club and YMCA.

Progress Toward a Citywide OST System

Coordinating Entity

- In collaboration with other MSLCI partners, an intermediary organization called Collective for Youth has been established to lead further

development of the citywide afterschool system. Board representation includes the mayor and OPS superintendent or their designees, the Sherwood Foundation, Building Bright Futures and the Nebraska Community Learning Center Network. Collective for Youth was created to combine the strengths of GOASA and MSLCI.

- The Collective for Youth mission is to lead the community in a partnership that builds and sustains quality afterschool programs and systems for youth. Establishing cohesive quality standards and developing a data-sharing system throughout Omaha will be primary objectives. GOASA provides professional development for afterschool providers and facilitates networking and information sharing.

Multi-Year Planning

- The establishment of a citywide structure for strengthening Omaha's OST system will facilitate multi-year planning and development.

Reliable Information

- In 2006, the Mayor's After School Initiative and the University of Nebraska at Omaha's Center for Organizational Research and Evaluation (CORE) conducted a needs assessment consisting of an afterschool provider inventory to identify services and capacity; a parent survey to identify the use of afterschool programs; maps developed to identify afterschool needs; and a comprehensive review of afterschool best practices. The assessment found that students in grades 5-8 are underserved and that 40 percent of children in late elementary and middle school grades are home without adult supervision at some times during the week. The needs assessment also identified barriers to participation, such as lack of transportation. Based on these findings, the mayor's office, Sherwood Foundation and OPS created the MSLCI.
- The city is constantly looking for federal and local resources, and is undergoing a fund mapping process to identify potential afterschool dollars and ways to use of resources more efficiently. The Collective for Youth will use this tool to initiate discussion about collaborative funding opportunities.
- The city revises an online program guide regularly to reflect the most current information (omahaafterschool.org). The guide has a recently-enhanced afterschool location search feature. GOASA also received a small portion of a Centers for Disease Control grant to the Douglas County Health Department to help afterschool programs increase physical activity and decrease sugar-sweetened beverage consumption. Work is underway to map afterschool locations in areas with high childhood obesity rates.
- Information on afterschool attendance and other student information are currently tracked through Microsoft Excel. Data collected include information on OST program and school attendance, demographic data, grades, and disciplinary action.

- Some afterschool sites have more sophisticated systems for tracking frequency of participation. There has not been much of an effort to coordinate data collection across different entities, but part of the city's developing partnership with Building Bright Futures (BBF) has involved looking at shared data management systems. BBF will implement a pilot project this year that will provide data management software licenses to MSLCI agencies.
- Aggregate school district data is accessible, but gaining access to student-level data requires extensive paperwork. The school district has worked with MSLCI to navigate legal issues related to data sharing, and principals no longer question requests for information. The school district and legal experts worked for more than a year to remedy this problem. Their success can be attributed to the participation of a long-time OPS employee in MSLCI. Because of his experience, the city was able to follow the policies and procedures necessary to access information and better navigate the system.

Expanding Participation

- MSLCI's free, high-quality afterschool programs for OPS middle school students are tied to the school day curriculum and focus on recreation, academic enrichment, nutrition and cultural activities. Serving more low-income youth has also been a priority. MSLCI emphasizes shared resources and collaborative leadership. Schools provide site directors with office space at each of the MSLCI sites, and the site director is treated as a valued member of the school leadership team. MSLCI receives support from GOASA, 21st Century Community Learning Center funding through the state department of education, funding from local foundations, and funding from community-based agencies and providers at each site.
- Transportation is a major barrier to expanding participation. There are not many transportation options, and schools are sometimes located in high-crime areas, meaning students might not have a safe way to get to and from schools. The city and its partners are currently working with the Metropolitan Area Planning Agency on potential transportation options and partnering with the school district to align late buses with afterschool transportation needs.
- The city has been working with Building Bright Futures (BBF), a group whose mission is to improve academic performance, raise graduation rates, increase civic and community responsibility, and ensure that all students are prepared for postsecondary education. OST programs provide referrals to different services within the BBF network of community-based supports. For example, MSLCI sites refer students and families to school-based health centers and work directly with the BBF Attendance Collaborative to address individual school attendance problems. The OST partnerships have not yet been fully developed, but BBF has allocated funding for a shared data

management system and to improve OST program capacity, quality, and standards.

Promoting Quality

- Core competencies are in place for youth workers, and 21st Century Community Learning Center standards are used for programs that receive this funding.
- In striving to raise the quality of the staff working with Omaha's youth, GOASA provides regular professional development opportunities free of charge to all interested local OST and youth development providers. Trainings focus on a variety of topics of interest. GOASA is currently funded by congressional earmarks secured by U.S. Senator Ben Nelson.
- Based on informal surveys of providers who took part in professional development trainings, more skill-building opportunities are needed, specifically ones that address topics such as behavior management, positive youth development, developmental asset training, and working with African American youth. Efforts are being made to meet the needs identified by providers. However, opportunities are limited based on available funding.
- The city would also like to work with OPS to identify areas of the curriculum for which additional afterschool programming would be beneficial, including alignment of teacher and afterschool training. School district staff are invited regularly to participate in GOASA professional development opportunities.

System Building Priorities for the Future

- Promote acceptance of uniform quality standards within the two-county area. A two-county Learning Community jurisdiction was established by the Nebraska Legislature to improve academic achievement for disadvantaged youth. The goal is to alter enrollment in every school to reflect the overall balance of affluent and poor students within the Learning Community.
- Determine an appropriate tool for measurement of quality standards through self-assessment or external assessment.
- Build consensus and develop a data management system that meets the needs of all partners and provides regular feedback to providers on outcomes of their programs to allow for continuous improvement. Establish agreements for appropriate release of information in compliance with FERPA regulations since Omaha's data system will need to communicate with each of the school district's student information systems. Determine what types of OST data need to be collected, who collects data and where gaps are to ensure a coordinated effort.

- Once a data system is developed, quality standards are defined, and an evaluation tool is selected, local partners will examine how professional development opportunities can address identified weaknesses.
- Support a state-level policy focus on afterschool through participation in an upcoming statewide mayoral summit on afterschool and expanded learning.

City Profile: Philadelphia, Pennsylvania

Mayor: Michael A. Nutter (elected in 2007; term expires in 2012)

City Population: 1,547,297

Public School Population: The School District of Philadelphia – 172,704

Free and Reduced Price Meals %: 68.4%

Committed Leadership

In his first year in office, Mayor Michael Nutter embarked on an ambitious plan to raise high school graduation and postsecondary completion rates. In various speeches, Mayor Nutter firmly established OST programs as a key strategy for achieving these goals. The city supports the use of state dollars for OST, including Act 148 (abuse and neglect prevention) resources, and has maintained the city's general fund matching requirement despite overall cuts to the city budget. The mayor has also created an OST advisory committee, which was instrumental in creating a vision statement for Philadelphia's children and youth. OST is linked to the region's 211 information service, which keeps residents informed about various city services.

The city's OST service delivery system evolved as a set of overlapping networks of public, nonprofit and private entities, which provide a myriad of age-appropriate, non-school day activities. Programs include Philadelphia Department of Human Services programs, sites subsidized by the federal Child Care and Development Block Grant, 21st Community Learning Centers, parks and recreation department programs, programs of the Free Library, Police Athletic Centers and programs serving older youth offered by the Philadelphia Youth Network. Many of these programs are under the administrative control of the mayor.

While under the supervision of the state, the School District of Philadelphia has emerged as a key stakeholder in supporting the mayor's citywide educational and OST goals. The strategic plan for the school district, *Imagine 2014*, articulates the importance of partnering with external agencies to expand student access to a variety of enrichment opportunities. The district offers many combinations of extended day learning and enrichment programming, expanded intramural sports, and credit recovery. OST providers are viewed as key partners in making progress toward the city's graduation goal. A memorandum of understanding guides the relationship between OST programs and individual school facilities in providing services to students after the school day ends.

Other key stakeholders include the Mayor's Office of Education, the United Way of Southeastern Pennsylvania, After School Activities Partnership, Out-of-School-Time Resource Center, Public/Private Ventures, the Education Office of the Archdiocese, Public Health Management Corporation, and the providers whose staff deliver quality afterschool programs. At the outset of his administration, Mayor Nutter designated a staff person to oversee the transition from the former local entity responsible for afterschool and embraced the continuation of quality programming supported by the city's network of organizational partners.

Progress Toward a Citywide OST System

Coordinating Entity

- Currently, the OST system in Philadelphia consists of a set of overlapping networks that informally coordinate their respective activities. The Philadelphia Department of Human Services (DHS) makes the largest financial commitment (\$28 million) for OST from its state funding. The Deputy Mayor's Office for Health and Opportunity has responsibility for overseeing programs funded by DHS and because of its resources and comprehensive approach has pursued a myriad of activity that supports programs throughout the city. In May 2008, the Public Health Management Corporation (PHMC) was selected through an open solicitation process to serve as the OST administrative intermediary for the subgroup of the city's OST system funded through DHS.
- PHMC contracts with more than 70 nonprofit providers which operate 204 programs serving 21,000 participants annually, awards payments, handles data collection, and trains providers to use the Provider Contract, Attendance, Performance and Payment System (PCAPS), a centralized, online database owned by the city. With DHS resources, the Deputy Mayor's Office for Health and Opportunity has made an innovative set of professional development opportunities available to all city youth development program staff, provided technical assistance to help providers obtain state licensing, infused literacy training into most of the DHS-funded programs, incorporated the assistance of After School Activities Partnership (ASAP) and its successful club model, and endorsed PHMC's implementation of the Project-Based-Learning approach in all of its programs.
- ASAP draws on the collective efforts among all parties, including the parks and recreation department, Police Athletic League (PAL) Centers, Free Library and the city's Mural Arts Program to produce a newspaper supplement every September with an accompanying website listing all city afterschool programs, a summer directory of youth programs, and a summer program in which many of these groups partner with the school district.

Multi-Year Planning

- Throughout 2008, the city's OST advisory committee worked on a mission and vision, proposed a governance structure, and presented a final plan to the mayor. The plan may need to be revised due to city and state fiscal challenges. Reduced state funding will have an impact on DHS, parks and recreation and library programs.

Reliable Information

- DHS-funded OST program data are maintained in a management information system known as PCAPS (see above). This system has the capacity to generate data on clients, agency providers, financing, attendance, requests for proposals, and the intermediary's monitoring efforts. Individual youth attendance and slot utilization help determine payment in the performance-based system. Provider, intermediary and city staff have access to the data. Individual providers can currently use PCAPS for multiple purposes, including client evaluation.

Discussions are underway to form a data agreement with the school district in which PCAPS data could be matched for purposes of tracking attendance and academic progress (along with the potential of a unique city database, known as CARES, that permits a matching of all services via a data warehouse.) Also, as the Free Library makes changes to its well-known afterschool drop-in program, it is beginning to utilize PCAPS concurrently with the related DHS Community-Based Prevention Services (CBPS) management information system. An internal workgroup had begun assessing how best to integrate or streamline PCAPS and CBPS.

- Philadelphia is working with the Pennsylvania Statewide Afterschool/Youth Development Network as part of a four-state Chronic Absenteeism Reduction Project funded by the Charles Stewart Mott Foundation in which data-sharing will be essential to its success.
- A number of separate data systems currently exist across OST partners. The United Way uses Social Solutions' Efforts to Outcomes (ETO) software and PYN has its own youth workforce database. PYN also uses ETO for the Youth Development Initiative (YDI) database. The parks and recreation department enters afterschool client data through a distinct DHS system, and the public, charter and parochial schools have their own unique data systems.
- The location of DHS-funded OST programs are generally far more "mobile" than the city's programs at recreation centers and library branches. Multiple criteria come into play in determining program locations, such as areas of the city with growing numbers of families who are becoming involved with DHS, and areas with "Empowerment Schools" marked by low youth achievement, as measured by test scores. Using various data sources and indicators, the city conducts mapping projects to help analyze and make decisions about program locations.

Expanding Participation

- There are 245,287 students in grades 1-12 in Philadelphia, according to a recent study by a local group on how private, supplemental funds can help students graduate. These numbers include: 162,670 in district schools, 36,938 in charter schools, 29,884 in parochial schools, and 15,795 in private schools.
- An estimated 25-50 percent of the city's school-age population participates in OST activities, with numbers served remaining consistent over the past three years. There is no formal data collection process, only an informal aggregate of known programs. There have been some decreases associated with the 2008 elimination of Beacon programs, restructuring of programs by age-specific cohort and pricing levels that support quality programming.
- The transition of DHS-funded programming to age-appropriate program models has revealed provider strength in serving youth in grades K-5. There has, however, been recent moderate success in attracting older youth. For

example, participating high school students can receive a stipend if they meet established goals, and middle school program enrollment has stabilized.

- If funding permits, the city intends to expand participation of DHS-involved youth by locating programs in areas where a high proportion of DHS cases originate and in schools with low attendance rates. The city would also like to incorporate a literacy-based approach into its programming. More than 50 percent of high school age youth enrolled in DHS-funded OST programs or their families have been involved with DHS at some point in their lives (i.e., through either the juvenile justice or child welfare divisions). Overall enrollment of DHS-involved students in DHS-funded OST programs is 35 percent and the percentage increases by age cohort.
- A major, citywide, collaborative approach developed by the school district and PYN last summer helped increase participation in school district summer programming. Collaborative efforts with PYN continue to increase participation of older youth in school year programming.

Promoting Quality

- The Philadelphia Core Standards for Youth were developed 10 years ago and serve as a guide for assessing program quality. Areas of assessment for DHS-funded programs managed by PHMC were determined by elements of the Core Standards and an After School Program Assessment System. PHMC uses a site visit form to capture quantitative and qualitative data that helps it assess program quality and performance. Previously, programs serving youth ages 12 and younger received a School Age Care Environmental Rating Scale assessment. Many DHS-funded OST programs for elementary and middle schools are licensed and there is a concerted effort to license the remainder.
- Between 100 and 125 organizations funded by United Way are piloting the Older Youth Program Quality Rubric (PQR), which was informed by the Core Standards. The tool is being tested in partnership with the National Institute on Out-of-School Time (NIOST). PQR is considered by many to be more manageable than the standards as a program quality rating tool.
- The Deputy Mayor's Office for Health and Opportunity views the city's professional development strategy as a major coordinating element across the various networks. The Center for Youth Development at the United Way of Southeastern Pennsylvania and the Out-of-School Time Resource Center at the University of Pennsylvania administer the project. The project is being shaped by needs assessments, workgroup meetings, and stakeholder feedback.

Activities and products to date include: a common set of staff competencies anchoring professional development; regular professional development provider workgroup meetings and OST provider meetings; an inventory of existing professional development offerings and up to 70 new professional development opportunities; online professional development and networking opportunities; a web-based resource library and training calendar available at www.phillyostpd.org; increased credential opportunities for OST workshops,

including higher education credits; and an OST Writing Project targeted toward young professionals.

- Based on an Advancing Youth Development curriculum, the Community College of Philadelphia and Eastern University offer a Youth Worker Certificate Program and degree credits. Arcadia University offers an After School Education Certificate Program created by Foundations, Inc. The Pennsylvania Child Care Association offers scholarships to youth workers.
- PHMC has conducted 30 project-based learning model workshops for OST staff and administrators. Program monitoring staff are continuously involved in assessing and assisting providers. Similar efforts are underway at other city-funded afterschool programs, most notably those of the recreation department and the Free Library.

System Building Priorities for the Future

- **Create a Workable Coordinating Team:** A priority is to create a citywide organizational mechanism that would knit together each OST network and their data, streamline and reduce duplication of efforts, and bring in additional funding. All organizations and youth would have a voice in the growth of the system.
- **Develop a Citywide Database:** The city would like to transition to a comprehensive database that includes every OST opportunity. Universal agreement would need to be reached, but with a uniform system, considerable progress could be attained with evaluation, tracking, and program citing decisions.
- **Reconciling Different Standards and Outcomes:** The city wants to further break down silos and reconcile different standards, outcomes and agendas among OST partners. The city hopes to understand whether youth are being served with quality programs and what kinds of outcome measurements are being used. There is wide recognition that different outcomes that will be measured will be reflective of the diversity of programming in a city of Philadelphia's size. However, the city intends to use its knowledge base to direct youth and their families to desirable programming.
- **Diversify and Expand the OST Funding Base:** The city seeks to expand its funding sources beyond the current mix of state child welfare (80 percent) and city matching (20 percent) dollars. Because these state resources are somewhat discretionary and can be used for multiple purposes, the OST funding base is vulnerable.
- **Coordinated Message:** The city wants to send a consistent message on OST to the public and to private and philanthropic sectors. One component might be a "branding" of programs. Another might be to adopt a citywide protocol whereby program staff would attend a core set of professional development workshops on youth development, safety and quality.

- Continue to expand upon the Professional Development Project: This project holds promise for all adults working or volunteering with youth regardless of whether their program is funded by DHS. The effort should be comprehensive and responsive to the training needs of individuals and nonprofits. It should reflect a diversity in offerings, gain sustainable finances beyond its current sources, and “push the envelope” in making high-quality professional development opportunities available to all youth development workers in the city.

City Profile: Portland, Oregon

Mayor: Sam Adams (elected in 2008, term expires in 2013)

City Population: 537,081

Public School Population: Portland Public Schools (PPS) – 46,785; Riverdale School District (RSD) – 526; Parkrose School District (PSD) – 3,531; Centennial School District – 6,600

Free and Reduced Price Meals %: PPS – 45%; RSD – 2.5%; PSD – 59.9%; CSD – 54.6%

Committed Leadership

In state of the city addresses and other public venues, Mayor Sam Adams has expressed support for OST programs as part of his ambitious education platform. These programs help advance two of the mayor's top priorities: cutting the city's dropout rate in half and doubling the number of youth completing postsecondary education. The mayor meets with school superintendents regularly and has appointed three full-time staff to manage the city's education agenda, which builds on the progress of Portland's SUN Service System of community schools.

Portland's cradle-to-career education strategy applies the Strive framework used in Cincinnati to align programs and policy in an effort to connect all students to school, work, and the community. The strategy is informed by the Connected by 25 research conducted in 2003 by the Portland Schools Foundation, which spearheads the work of a Cradle to Career partnership in collaboration with the mayor, county chair, SUN Coordinating Council, school district officials and many other stakeholders.

Mayor Adams, former County Chair Ted Wheeler and current County Chair Jeff Cogen have worked together closely to strengthen political will, accountability, strategic alignment, and system capacity around critical transition points for students. For instance, the mayor's office has invested in a continuum of summer learning and employment programs called Summer Youth Connect and encouraged local businesses to provide summer job and job-shadow opportunities along with service-learning and academic support for students transitioning between grades. Local leaders also initiated the YouthPass program, offering free transit passes to increase access to OST programs, schools and jobs. For many young people, YouthPass has eliminated cost as a barrier to participation in OST programs.

A dedicated local revenue stream plays an important role in supporting local OST initiatives. The voter-approved Portland Children's Levy raises about \$12.5 million per year from property taxes. A five-member allocation committee meets publicly to make funding decisions. One Portland city commissioner and one Multnomah County commissioner are members of the committee, and the city, county and Portland Business Alliance each appoint one additional member. There has also been a realignment of city funds in which the city has examined local funding for services that support youth, including the children's levy and outside funding. This realignment affected areas such as gang prevention, parks and recreation, and workforce investment as part of an effort to better coordinate youth services.

Progress Toward a Citywide OST System

Coordinating Entity

- The SUN Coordinating Council provides system governance and guidance to the SUN Service System of community schools, which connect students with a range of social and academic support services and OST programs. The council brings together leaders of the city, county, school districts, nonprofit organizations, communities of color, and the business community. These leaders are working to align the community schools and service delivery model with other systems (e.g., youth workforce development) and overcome challenges to expanding into every school in the county. Currently, the SUN Service System comprises 64 community schools out of the 150 public schools and eight school districts in Multnomah County; four of these school districts are in the city of Portland.
- The Portland Schools Foundation coordinates the city's P-20 Cradle to Career effort to develop a continuum of services for children and youth. The foundation works with Portland State University to identify indicators of success, baseline measures, and gaps in services.

Multi-Year Planning

- In 2008, an Education Cabinet convened by the mayor and former county chair developed a plan focused on helping more youth graduate from high school and attain postsecondary degrees through four primary strategies linked to goals, outcomes and evaluation metrics. OST programs were the explicit focus of the strategy on building capacity at the high school level and connecting youth with career service opportunities after school and during the summer. The education plan has informed a larger city planning process called the "Portland Plan." The mayor's passion around education led city planners to think about schools as centers of the community. This work is in the process of transitioning to the larger Cradle to Career framework that has been established to expand the level of input from and alignment to the larger system of schools and service providers.

Reliable Information

- The SUN Service System has intergovernmental agreements with six school districts and partners to share data on student demographics, service delivery, and outcomes. The data are reported to funders, elected officials and school district leaders in a report that describes the impact of OST programming and that is used for program and contract monitoring and compliance. Among students participating in SUN Community School OST programs for 30 days or more, 75 percent improved their state reading test scores, and 77 percent improved their math scores. Elementary school students met or exceeded the state-defined average point gains in math and reading and their average daily attendance was 94.3 percent.
- Through student and teacher surveys, the city also knows that students participating in SUN programs develop strong protective factors and

developmental assets. Programs funded by the children's levy undergo an additional review by the levy's oversight board.

- Connected by 25, a coalition led by the Portland Schools Foundation, conducted research on students who leave high school without graduating. This comprehensive study tracked every student in Portland Public Schools' class of 2004 to determine the key indicators for and outcomes of student attrition. This research found that academic indicators – including eighth grade benchmark scores, ninth grade core course failure and high school credit deficiency – proved the most accurate predictors of which youth are most at risk for disconnecting from or dropping out of school. The research also found that students were most likely to leave during the summer months when making transitions from year to year, most notably between eighth and ninth grade. In response, Connected by 25 launched Ninth Grade Counts to provide targeted activities during the summer between eighth and ninth grade.

Expanding Participation

- SUN Community Schools provided OST programming to more than 17,000 children and youth in fiscal year 2010. Of those students, more than 7,500 participated for 30 days or more and 70 percent of the students served were children of color or from a culturally specific community. Nearly three-quarters qualified for free or reduced price lunches.
- City officials have identified the need for more service learning opportunities in middle and high school, as well as more work and college exploration opportunities for high school students. In response, the mayor worked with Portland Public Schools to develop more service learning opportunities for high school youth and made service learning a key component of the tenth grade summer transition program.
- There is significant interest from both Portland's youth enterprise program, which is run by the Portland Development Commission and overseen by the mayor's office, and the workforce investment board youth programs to more strategically align with the SUN Service System. This alignment would expand OST workforce training and service learning options for high school aged youth. The built-in wraparound supports that the SUN Service System offers would in turn enhance the career services and microenterprise opportunities offered by the other two systems that target disadvantaged youth.
- Additional city dollars have been budgeted to support culturally-specific programming at secondary schools such as the Black Parent Initiative, Native American Youth and Family Center, Latino Network, and El Programa Hispano. These programs provide wraparound supports for at-risk youth and are key partners in the local OST system.

- Local leaders have discussed a vision to make every school in Portland a SUN community school. To support this expansion, the SUN Coordinating Council convened three “think tank” sessions, which brought together city planners, the housing authority, United Way, private foundations, community college representatives, and others to determine how to make this vision a reality.

Promoting Quality

- The SUN Service System has programmatic expectations, which are used to monitor programs and serve as a quality assessment tool. These expectations are described in a request for proposal process conducted by the county to select nonprofit organizations to operate programs in community schools. As contracts are developed, the expectations are written into a contract document.
- There is not one coordinated effort to provide professional development across the city. Each initiative (e.g., SUN, the Children’s Levy, and other nonprofits) provides training and professional development for their staff or contractors.

System Building Priorities for the Future

- There is a growing desire to improve program quality and provide support for professional development. The Cradle to Career effort has led to the formation of an intermediary that will focus on improving quality through networking, professional development and technical assistance.
- Current challenges include the capacity to develop programs, review outcomes, and scale up the reach and scope of the community schools model at more high schools.
- The city would like to create a marketing strategy and brand as part of an “expansion and replication campaign” that the city would use as part of a larger public effort to increase awareness and investment in OST activities.
- To promote development of a multi-year plan, financial investments could support a facilitator/coach, who would work with community stakeholders to discover barriers to participation, what opportunities currently exist, and ways to expand the community schools model. The city estimates that development of a multi-year plan would take six months to one year.

City Profile: Rochester, New York

Mayor: Thomas S. Richards (elected in April 2011, term expires in 2015; R. Carlos Carballada served as acting mayor between January and April 2011 after Robert J. Duffy, who served as mayor from 2006-10, was elected lieutenant governor of New York)

City Population: 208,123

Public School Population: Rochester City School District – 32,924

Free and Reduced Price Meals %: 84%

Committed Leadership

In 2008, after Rochester had experienced a significant loss of federal 21st Century Community Learning Centers funding and in reaction to proposed cuts to city-funded recreation programs, then-Mayor Robert Duffy and then-Rochester City School District (RCSD) Superintendent Jean-Claude Brizard formed a task force to develop a citywide plan for providing afterschool programs for all young people in grades K-12. The plan described a Rochester Afterschool Model and next steps for increasing access and participation. Both the Rochester Area Community Foundation and the United Way embraced this research-based model and have integrated it into their request for proposal processes as a requirement for grantees. The Greater Rochester Health Foundation has further augmented OST efforts by funding afterschool programs that promote healthy eating habits and physical activity.

In 2010, city, county, school district and foundation leaders worked with the Rochester-based Children’s Agenda and Center for Governmental Research (CGR) to establish OST programming as one of three priorities for improving child and youth well-being. The mayor and county executive joined youth, parents, OST advocates and members of the Community Coalition – a group convened by the Rochester Business Alliance – in lobbying for additional state funding for the Rochester After-School Plan. Later that year, the city restored some funding for local recreation centers by reallocating funds from the mayor’s and city council offices and committed funding to an evidence-based youth violence program with an afterschool component. These actions helped preserve afterschool programs, even as major cuts were made to other city agencies.

Other city involvement in OST programming includes the city library system’s Safe to be Smart program in which youth workers teach teens how to use library resources, and the city-funded, fee-based Afterschool in the Parks Program (ASIPP) offered by the Recreation Bureau. In the 2010-11 city budget, Mayor Duffy supported the creation of Recreation on the Move, a program to increase access to recreation services and serve as a mobile gateway to other city’s services. Rochester City Council members have also supported preventive services for youth.

RCSD sets aside funds for transportation to support afterschool programs and provides staffing, space, and resources to nonprofit organizations operating programs within schools. Each school has a “pencil partner” – a business or foundation that brings mentors and resources into the schools. A youth and

families director coordinates programs at each school. The city and school district have also negotiated joint use agreements, including a facilities modernization project that will add a library and recreation center to the city's largest school, the Ryan Center.

Progress Toward a Citywide OST System

Coordinating Entity

- Modeled after the longstanding Early Childhood Development Initiative, the Greater Rochester After School Alliance (GRASA) has worked since 2001 to improve the quality, quantity, and accessibility of afterschool programs. GRASA conducts research and assessment, convenes partners to set priorities, and advocates for and pursues state and federal funding. The Rochester Area Community Foundation convenes GRASA. Other members include the United Way, the Monroe County District Attorney's Office, Rochester Police Department, Children's Institute, the community-based Healthy Kids coalition, the Children's Agenda, Monroe County Youth Bureau, Rochester Recreation and Youth Services Department, local researchers and several local afterschool providers. GRASA is a regional affiliate of the New York Statewide Afterschool Network (NYSAN).
- GRASA's accomplishments over the last five years include implementing a volunteer-led operational model, working with CGR to initiate the first-ever inventory of OST programs in Rochester, and gathering input from youth and parents on program needs.
- More than 65 youth-serving organizations in Rochester formed the Youth Services Quality Council, which works to improve the delivery of services.

Multi-Year Planning

- GRASA has hired a consultant to assist with strategic planning and the development of a new five-year work plan.
- The Children's Agenda analyzes the city budget to assess the impact that each city department has on children, youth, and families. This analysis fosters dialogue and helps local officials compare efforts across departments.
- A funders group meets regularly to discuss OST system building. The United Way, the Community Foundation, and the Children's Institute have also partnered to implement the evidence-based Coping Power afterschool program in three elementary schools. The program focuses on children who are struggling with aggressive behaviors and are prone to violence..

Reliable Information

- The city conducts market research by surveying parents and other residents at recreation centers and holding town hall meetings every other year.

- Six years ago, the city's technology department developed a participant registration system. Every youth who registers at a city recreation center receives a key tag/swipe card that helps the city track attendance and demographic data. The key tags were first used for parks and recreation sites, and are now used at libraries and as school ID cards. The new Ryan School uses the cards to track afterschool attendance.
- United Way requires providers to use a new, web-based tool called COMET, a comprehensive data analysis system created by the Rochester-based Children's Institute to support data sharing and tracking of student outcomes. United Way will convene funded providers to identify a common set of outcomes to measure.
- GRASA will conduct its third afterschool inventory in the spring of 2011 to examine the number of young people served and assess program quality.

Expanding Participation

- Rochester serves approximately 11 percent of youth with high-quality afterschool programming. The Children's Agenda, a children's advocacy organization, set a goal to increase participation to 25 percent by 2015.
- Transportation and safety pose barriers to program participation. High school students use bus passes to get to various programs offered around the city. GRASA hopes to engage the city's public transportation agency in a partnership to increase access to programs. The cost of paying for transportation is prohibitive for many providers and parents, who deem many areas unsafe and do not allow their children to walk or bike to and from programs. Single, working parents face additional challenges in picking up their children on time.
- The Recreation on the Move program addresses transportation barriers by using fully-equipped vans to set up outdoor recreation centers for children during afterschool hours. This is a less costly alternative since the city cannot afford to build recreation centers in all neighborhoods. The program registered 500 new youth ages 6-14 in the recreation system within a two-week period. The recreation department hopes to secure four additional vehicles to serve each quadrant of the city using foundation and government funds. The Greater Rochester Health Foundation awarded the city a grant for one vehicle and one season of staffing. This new vehicle will be deployed along with the first vehicle in eastern and western quadrants of the city to maximize exposure and access.
- GRASA recently asked the Children's Agenda to conduct a third inventory (the first two were in 2001 and 2007) examining the number of youth served and organizations providing services.

Promoting Quality

- Despite stresses on its operating budget, the city has allocated capital improvement dollars toward rehabilitating local basketball and tennis courts and building a spray park.
- Afterschool programs are licensed by the state. Local leaders are pushing to centralize program quality standards among local providers.
- GRASA has identified a number of standards and is in the process of deciding which of these to endorse. The community foundation will eventually connect funding with adherence to GRASA standards.
- Using funding from the community foundation, GRASA commissioned the Children's Institute to assess the quality of afterschool programs using High/Scope's Youth Program Quality Assessment (YPQA) tool. More than 50 afterschool providers participated in the YPQA work between 2008 and 2011.
- The community foundation and United Way require grant applicants to be closely aligned or working toward alignment with the Rochester Afterschool Model, which includes guidelines for the number of hours and days per week that programming is offered, continuous participation by youth, a youth development philosophy and a minimum number of youth served at each site.
- The Rochester/Monroe County Youth Bureau's Advancing Youth Development program is funded by the community foundation to offer professional development and capacity-building opportunities to local providers.
- GRASA has worked with the Forum for Youth Investment to offer a train-the-trainer sessions to 19 individuals. Trainers meet monthly in a support network and offer trainings to youth workers throughout the year.
- There are also efforts underway to align program standards with in-school curricula. Recreation program coordinators work with teachers to connect afterschool programs activities with in-school learning. These partners plan to use a Teacher-Child Rating Scale to assess children's social-emotional adjustment, and a READY Tool (Rochester Evaluation of Assets Development for Youth) to help OST providers evaluate the impact of their programs on youth development outcomes.

System Building Priorities for the Future

- Expanding Access and Participation: The Children's Agenda set an initial goal to increase participation to 25 percent of local youth by 2015.

- A Multi-Pronged Marketing/Branding Strategy: The city will work to raise awareness among parents, funders, and policymakers of the benefits of afterschool programs and the need for quality standards and funding.
- Support and Increase Quality: The city will promote further adoption of the Rochester Afterschool Model by private and public funders in their giving requirements, expanded data collection and use of evaluation tools by programs.
- Funding: A key priority is to generate sustainable funding for system building and expansion of the number of program slots.

City Profile: San Francisco, California

Mayor: Edwin Lee (selected by the Board of Supervisors to serve as interim mayor for the remainder of Gavin Newsom's term until mayoral elections in November 2011; Mayor Newsom was first elected November 2003 and reelected in 2007 and was then elected as lieutenant governor of California in November 2010)

City Population: 744,041

Public School Population: San Francisco Unified School District – 55,272

Free and Reduced Price Meals %: 54%

Committed Leadership

In late 2006, former Mayor Gavin Newsom and former San Francisco Unified School District (SFUSD) Superintendent Gwen Chan pledged that the city and SFUSD would work together to provide “afterschool for all” elementary and middle school children by 2010. Current SFUSD Superintendent Carlos Garcia and Mayor Edwin Lee have continued the momentum toward this goal, working with private funders, parents, afterschool providers, and community partners on the Afterschool for All initiative. The city's Department of Children, Youth, and Their Families (DCYF) and SFUSD jointly lead this effort to enhance access to and quality of afterschool programs.

San Francisco's Children's Fund helps support the Afterschool for All initiative. In 1991, San Francisco became the first city in the country to guarantee funding in the city budget for youth programs. The Children's Amendment set aside a portion of property taxes each year for a new Children's Fund. DCYF administers and is funded by The Children's Fund. The Children's Amendment mandates a three-year planning cycle that involves assessing community needs, determining what types of services will be supported, and using a competitive process to select nonprofit organizations that will receive funding. The Fund supports child care, afterschool, youth employment and other programs serving children and youth.

Afterschool programs are among the department's largest investments, with more than 210 programs funded at about \$16 million in 2010-11. DCYF also leads a citywide effort to foster collaboration among other city departments, the school district, private funders, parents, and community organizations. When the school district's boundaries were redrawn, afterschool providers were at the table to discuss how this would impact transportation to and from programs.

DCYF receives separate funding from the city's general fund each year, and historically both the mayor and Board of Supervisors have been champions for children, youth and family services, even in tough budget times. In 2010-11, about \$28 million of DCYF's budget came from general funds.

Progress Toward a Citywide OST System

Coordinating Entity

- The Afterschool for All Advisory Council (AFA Council) oversees San Francisco's afterschool system-level work. DCYF and the school district jointly lead this voluntary advisory entity, which is composed of the major

stakeholder groups involved in afterschool. The council does not oversee any joint funds nor can it direct any of the stakeholders to take specific actions. It focuses on policy changes and makes recommendations to stakeholders on issues related to access and program quality. A memorandum of understanding outlines members' roles and responsibilities and who is represented on the council. SFUSD and DCYF devote some staff time to the coordination of the AFA Council, and all of the members on the Council serve on a voluntary basis.

Multi-Year Planning

- The two goals of the AFA Council are to improve access and quality. The council has adopted a three-year planning cycle and is in the process of finalizing its three-year plan. Each year, the council identifies annual objectives to accomplish that are linked to the broader three-year goals. Work groups with AFA Council members and other interested stakeholders are created to focus more deeply on these annual objectives. The objectives for 2010-11 include:
 - Define a vision for OST in San Francisco and a tool for programs to report their progress in adhering to that vision (such as a year-end report template aligned with the quality tools and 11 elements adopted by AFA);
 - Explore how to help SFUSD align its ExCEL K-8 programs and its Child Development School Age (K-5) programs in the areas of educational philosophy, materials, training for staff, assessment, evaluation, access (including exploration of a new, family-friendly fee structure), and sustainable blended funding;
 - Contribute to the development of a program quality self-assessment tool for summer programs, which would complement the school-based and community-based afterschool quality self-assessment tools developed for AFA;
 - Identify strategies to spread the core competencies in the field;
 - Explore systemic data sharing systems and practices that could enhance the quality of OST services (such as School Loop); and
 - Recommend systems and supports to enhance OST and school integration and coordination.
- Many of the council's work groups meet for several, consecutive years, although work group membership changes from year to year. These work groups enable broad and diverse participation from a range of stakeholders beyond those on the AFA Council to participate in system building and share their expertise on specific topic areas. At the end of the school year, work groups present recommendations to the AFA Council for adoption. Approved recommendations become the focus of implementation work for the next year. Reflection on the past year and planning for the upcoming school year occurs during a year-end retreat.
- An AFA Council financing work group has mapped public funding streams, created cost estimates for the various types of afterschool programs in San Francisco, and conducted extensive research on the feasibility of creating

fee structures for school-based afterschool programs that are more equitable and foster program sustainability and quality. Recently, DCYF implemented a work group recommendation that it should match state and federal afterschool funds managed by the school district. DCYF also used the cost estimate work of this group to inform the grant-making approach in its current funding cycle. Other work groups focus on program quality and professional development.

Reliable Information

- In 2008, DCYF created a centralized, online database with information on local afterschool programs, including those supported by schools, parks and recreation, DCYF, licensed programs, and resource and referral agencies. Data for about 300 afterschool programs and other extracurricular activities are now accessible at www.SFKids.org. DCYF has held workshops and distributed information about the database to parents at school enrollment fairs and other events.
- While DCYF uses Cityspan technology to collect data on program participants, the school district has its own data system and is exploring ways to share data with the city. The AFA Council has attempted to align and integrate afterschool programs with the school day and develop mechanisms for school district and afterschool staff to share real-time data about students' progress, needs, and assignments so that programs can be tailored accordingly. The council has convened school district and afterschool staff and parents to discuss integration at the site and system levels, published a document on best practices in San Francisco, and is exploring a pilot effort to allow afterschool providers to access real-time student-level information using an SFUSD email communication system that keeps parents informed about their children's progress.
- A 2009 multilingual phone survey asked a sample of 1,096 randomly selected San Francisco parents of children enrolled in grades K-8 in San Francisco public schools about needs and concerns regarding the availability, accessibility, and quality of afterschool programming. The study was funded by DCYF and completed in collaboration with the AFA Council.
- DCYF monitors its grantees' attendance rates and "dosage" through an online information management system designed by Cityspan. Grantees must enter in the system each youth's daily attendance and meet benchmarks for overall program attendance that are linked to monthly grant payments.

Expanding Participation

- To measure how close the city is to achieving Afterschool for All, DCYF staff use a slot tracker to assess the number of program slots available throughout the city. Data are collected from schools, the city's human services and parks and recreation departments, private schools, licensed programs, and DCYF. This information is then compiled to create an estimate of the number of afterschool slots available and presented to the

AFA Council. While the information helps determine how close the city is to universal access, it does not measure the quality of programming.

- Since 2006, the Afterschool for All initiative has worked to increase the number of elementary and middle school youth served in afterschool programs. By 2009-10, slots were available for 94 percent of youth (38,298 individuals) who wanted to participate in an afterschool program. Although estimates show the demand for afterschool programs has increased over the last four years, San Francisco has almost reached its Afterschool for All goal through better estimates of private school afterschool participation, increases in state and federally funded afterschool programs, and new strategies to utilize city funds.
- DCYF uses an index of need to identify the neighborhoods (defined by zip codes) where children and youth are likely to have the greatest level of need for services. The index contains five measures: median family income, percent of children in poverty, participation in CalWORKS (the state's welfare program), involvement in the juvenile justice system, and high school graduation rates.

Promoting Quality

- The AFA Council approved citywide elements of program quality based on work by the California After School Network. DCYF has developed school-based and community-based quality self-assessment tools as well as core competencies for afterschool staff, and would like to focus on training providers to use the tools, offer incentives to programs that use them, and develop a citywide quality improvement system based on the tools. The self-assessment and reporting tools help parents make decisions and give administrators the ability to foster continuous quality improvement.
- DCYF has had program quality standards for its afterschool program grantees since 2005. It is currently working to create versions of the AFA Council's self-assessment tools that align with tools used by DCYF program officers to monitor program quality and track compliance.

System Building Priorities for the Future

- Commitment to Quality: Continue to build a system of support that will enhance the quality of afterschool programs citywide. San Francisco has faced difficult budget cuts and increasing pressure to devote resources toward direct services instead of capacity building and technical assistance.
- Coordinating Entity: The city continues to find value in the AFA Council, but requires more resources and infrastructure to maximize the impact of the council and its partners' willingness to collaboratively plan and invest in afterschool.

City Profile: Seattle, Washington

Mayor: Michael McGinn (elected in November 2009, term expires in 2014)

City population: 602,560

Public School Population: Seattle Public Schools – 46,440

Free and Reduced Price Meals %: 42%

Committed Leadership

In 2010, Mayor Michael McGinn launched the Seattle Youth and Families Initiative to identify challenges that youth and families face and collectively mobilize toward solutions. More than 2,800 Seattle residents participated in public meetings and surveys had opportunities to speak directly with the mayor. Residents identified the need for OST programs as a top priority. City departments reviewed these recommendations and developed strategies through a cross-departmental team chaired by the director of the human services department (HSD). Other participating agencies include the department of neighborhoods, the office for education (OFE), parks and recreation department, police department, office for economic development, library department, office for civil rights, arts commission and the mayor's office.

The Youth and Families Initiative is shaping renewal of the Seattle Families and Education Levy, a dedicated source of revenue managed by OFE that supports early education, community learning centers, family support, summer “bridge” learning programs for transitioning ninth graders and other efforts to help children, youth and families succeed. Seattle voters have backed the levy three times since 1990. Mayor McGinn and city councilmembers recently approved a citizens advisory committee proposal to increase investment in students at risk of academic failure and double the current funding level to \$234 million. New programs funded by the levy would include extended learning time and OST programs in elementary schools serving at-risk students and summer learning activities. The proposal will be on the ballot in November 2011.

In 2011, the city is investing approximately \$90 million in programs for children, youth and families, with 80 percent of this funding routed through HSD, parks and recreation, and OFE. Funding sources include the city's general fund, the levy, fee revenues, state and federal grants, and donations. The city estimates that it spent \$22 million on high-quality OST learning activities in 2010. The city uses a Seattle Road Map to Success adapted from Strive Cincinnati to track young people's achievement of critical milestones related to education and family and community support and to review city investments.

HSD's role in supporting OST opportunities involves funding tutoring, youth development, and culturally-specific afterschool programs for at-risk students. It has also provided child care subsidies for low-income working parents of children ages birth to 12 since the mid-1970s through its Comprehensive Child Care Program (CCCP). Contracted programs must meet a higher quality standard of care than is required to receive a state license. The parks and recreation department partners with the nonprofit Associated Recreation Council to provide licensed afterschool care and fund scholarships in a model similar to CCCP. The

department also provides OST programs for middle and high school students, including school-based and summer community learning centers.

The parks and recreation department has a longstanding partnership with Seattle Public Schools (SPS), including an agreement for shared access to city and school facilities. Nonprofit agencies provide licensed before and afterschool, summer and other OST programs at 59 (or 94 percent) SPS elementary schools. Through the Seattle Public Schools Community Alignment Initiative, school principals and OST program directors develop collaborative strategies that support student learning and family engagement. This collaboration also involves HSD, parks and recreation, and School's Out Washington and was launched in 2001 as a result of a pilot project funded by The Wallace Foundation's Making the Most of Out-of-School Time initiative. Other key OST supporters include United Way of King County, which provides nearly \$4 million in annual funding for OST programs; the Bill & Melinda Gates Foundation, which has provided grants to local education collaborations; the Alliance for Education, which works with Seattle Public Schools to design sustainable school-community partnerships; and the Raikes Foundation, which has provided funding to strengthen program quality.

Progress Toward a Citywide OST System

Coordinating Entity

- Due to its history of successful collaboration to establish a comprehensive youth agenda, the city has not identified a single coordinating entity for OST programs. Instead, various coordinating bodies exist at the municipal level and the practitioner/community level. For instance, the Youth and Families Initiative cross-departmental team and the Families and Education Levy oversight committee staffed by OFE coordinate policy initiatives focused on children and youth. At the program level, the SPS Community Alignment Initiative learning partners group works collaboratively with the district on OST efforts.
- School's Out Washington – a community-based intermediary organization that supports quality afterschool programs for young people ages 5-18 through training, advocacy and leadership – often serves as a convener for the OST provider community.
- The Community Center for Education Results is a regional planning effort focused on policies and practices from early learning through college, including afterschool programming.

Multi-Year Planning

- If approved, the proposed levy expansion would double the levy's funding and secure these resources for children and youth for the next seven years.
- The Seattle Road Map to Success will serve as a framework for how city funds will be directed toward services for children and youth.

- HSD will continue to facilitate staffing for leadership positions to ensure that public services for children and youth are of high quality.

Reliable Information

- There is not a comprehensive, citywide management information system in place that includes all afterschool programs. However, OFE has a data-sharing agreement in place with SPS for levy-funded elementary and middle school community learning centers. Through this agreement, programs provide student ID numbers and the district provides student outcome data on state standardized test scores, the district's Measures of Academic Progress (MAP) tests, and school attendance. Parents sign agreements authorizing program staff to access students' electronic records through the district's online student records system. Levy-funded programs use student data to plan curriculum, including individualized and small group learning strategies based on student needs.
- HSD collects information from funded programs on demographics of children and families served, program participation rates and activities, and evidence that students are making academic progress. Program outcomes are reported to the mayor and city council as outlined in HSD's Strategic Investment Plan.
- The SPS Community Alignment Initiative requires OST providers to complete an annual online survey documenting the number and demographics of children and youth served, as well as program activities that promote academic support, family engagement, and volunteer support in the schools.
- SPS has implemented school and district "report cards" demonstrating schools' results on standardized tests, as well as the results of family and school climate surveys. Each school develops an annual continuous school improvement plan (CSIP) to increase student achievement and family engagement. School-based providers receive training in the district's report card, MAP and CSIP systems to understand and align afterschool activities with school goals.
- The city's planning processes over the years have included geographic mapping of residents' characteristics and available services. In addition, the levy citizens advisory committee reviewed academic data by school site and school feeder patterns and used this data to recommend funding allocation strategies.

Expanding Participation

- In the 2009-10 school year, 15,595 students were served in 93 school-based early learning, afterschool, community learning centers, and health center programs in 79 schools. The district does not charge rent to OST providers and dedicates staff time to its alignment initiative through three staff roles: the district's early learning director, the manager of school and community

partnerships, and the alignment coordinator, who facilitates coordination and contractual agreements between schools and school-based programs.

- The program participation rate for elementary students enrolled in licensed school-age care programs is typically very high, consistent with working parents' need for care and supervision during out-of-school hours. The elementary and middle school community learning centers have explicit goals and funding outcomes for program participation and school attendance, which has resulted in joint school and program communications to families regarding the importance of attending both school and afterschool programs.
- During the 2009-10 school year, approximately 6,800 SPS middle school (grades 6-8) students attended an afterschool program funded by the city's Families and Education Levy, which represents 70 percent of students in those grades.

Program Quality

- The HSD Comprehensive Child Care Program (CCCP) established afterschool quality guidelines based on the National Afterschool Association criteria that exceed state minimum licensing quality standards. HSD education specialists monitor programs for quality. HSD also contracts with School's Out Washington to provide on-site training and technical assistance to CCCP sites, parks/Associated Research Council programs, culturally specific afterschool programs, and elementary and middle school community learning centers using HighScope's Youth Program Quality Assessment (YPQA) system.
- School's Out Washington coordinates math, reading and writing workshops conducted by SPS coaches for elementary school community learning center staff. In 2010, School's Out Washington developed "Washington State Core Competencies for Child and Youth Development Professionals" in collaboration with city staff and OST providers.

System Building Priorities for the Future

- Making the Case for Public Funding: Federal and state budget cuts have resulted in the loss of community learning center dollars for SPS, as well as the loss of state child care subsidies for the lowest-income families. Some children and families with the highest level of need have lost access to OST services.
- Integrating Out-of-School Time and School Strategies to Support Student Success: The proposed renewal of the Families and Education Levy that will be presented to voters includes funds for school-day academic strategies, as well as afterschool and summer programs in all 23 of the district's Title I schools. If the levy is approved, these resources will promote academic achievement by underserved students through school-OST partnerships.

- **Establishing Child Outcomes and Management Information Systems:** Finding common methods of tracking and reporting children and youth outcomes is also a goal. Seattle could benefit from a comprehensive management information system similar to the ones used by Providence, Chicago and other cities.
- **Improving Program Quality:** The city seeks resources to implement YPQA at additional child care and youth program sites, with technical assistance from School's Out Washington. Another goal is to provide literacy and math training and curriculum resources to licensed school-based care programs in Title I elementary schools in coordination with the Pre-K to Grade Three Action Plan and the SPS Community Alignment Initiative.
- **Expanding Out-of-School Time Services for Seattle's Immigrant and Refugee Children and Families:** The city is home to many new immigrant and refugee communities, with more than 100 languages represented in SPS. Through the Youth and Families Initiative, Seattle's immigrant and refugee communities have documented the need for culturally and linguistically appropriate programs that help young people and their parents learn English and achieve academic success, honor family cultures and languages, and navigate the multiple public services and systems (e.g., schools, work, and housing) in Seattle.

City Profile: Spokane, Washington

Mayor: Mary Verner (elected in 2007, term expires in 2012).

City Population: 198,081

Public School Population: Spokane Public Schools – 28,881

Free and Reduced Price Meals %: 50.7%

Committed Leadership

Mayor Mary Verner is currently spearheading the city's effort to form a network of community-based partners addressing college access for low-income students. Mayor Verner and the city council have also issued Lights On After School proclamations to promote quality afterschool programming. The mayor meets with the Spokane Public Schools (SPS) superintendent regularly to discuss a systemic approach to OST. SPS has faced significant challenges in a difficult economy, losing \$8 million in federal and state subsidies over the past eight years, much of which was No Child Left Behind funding.

Unfortunately, difficult financial circumstances continue to serve as a barrier to community-wide OST systems in Spokane. In November, 2010, the Spokane Children's Investment Fund, an effort endorsed by the mayor to create a staff position to manage the city's youth agenda and establish a city fund providing \$5 million to children and youth programs annually over six years was not approved by voters.

Progress Toward a Citywide OST System

Coordinating Entity

- The Youth Empowerment and Support (YES) Network plays a coordinating role in Spokane, but is not strictly focused on OST. The YES Network seeks to connect youth with caring adults, support the resiliency of the Inland Northwest and promote positive youth development. It is an open coalition of mentoring and youth service providers who meet monthly to share resources and information.
- The city coordinates the steering committee for the YES Network, the main activities of which include communication, networking and professional development for youth program providers. YES activities are built on the "Five Promises" that young people need to succeed in life – caring adults, safe places, a healthy start, an effective education, and opportunities to help others – promoted by the America's Promise Alliance. Spokane has worked with America's Promise since 1997, which named the Greater Spokane Community as one of the 100 Best Communities for Young People four years in a row.

Multi-Year Planning

- There is no sustained planning effort in part due to leadership turnover, which has made long-term planning difficult. City officials intend to set clear goals for Spokane's youth.

Reliable Information

- Gonzaga University worked with city leaders to complete a study supported by the Bill & Melinda Gates Foundation on the needs of middle school youth and the impact of OST programs on academic performance. Eastern Washington University is surveying middle school service providers about program delivery and outcome measures currently in place.
- The city has developed an online program locator called YouthLink (www.youthlinkspokane.com) that serves as a resource for parents, youth, and OST providers.
- The school district shares youth data with Communities in Schools (CIS) and the Boys and Girls Clubs of Spokane County. There is also a memorandum of understanding between the school district and juvenile court to share data.
- Participation tracking is currently driven by funders. There is no cohesive plan for how providers measure attendance or monitor other data collection.

Expanding Participation

- The city has paid for vans that provide transportation to a youth center in the northeast neighborhood in Spokane, also known as Hillyard. The youth center serves some of the city's neediest families.
- There are two Boys and Girls Clubs in the city. One is located in a former school building and the other at a community site on the northeast side of the city. Both clubs coordinate with the school district to provide programs that enhance learning for the communities' children.
- Neighborhood-based initiatives focus on improving health, academic outcomes, and organizational collaborations to expand afterschool and summer programming. CIS is a key coordinator of services between the schools and service providers in the northeast section of the city.
- The YMCA has built new facilities over the past several years that have expanded access to activities and programs throughout the region.
- A recent citizen investment in new pools and sports facilities is helping expand participation in activities that keep children and youth active and healthy.

Promoting Quality

- The Raikes Foundation helped create a quality improvement initiative by offering grants to organizations willing to complete YPQA training and assessments. Programs also receive training and coaching from School's Out Washington. In addition, providers are trained on program cultural competency through Pathways to Excellence.

- The Washington Regional Afterschool Project (WRAP) offers regional training to address program quality and professional development.
- The Washington Afterschool Network (WAN), which is the action arm of School's Out Washington, has been working with colleges to create core competencies for afterschool providers.
- Several representatives of Spokane community-based programs actively participated in the school-aged licensing rewrite project. The Washington Department of Early Learning contracted with School's Out Washington to lead the process.
- Washington State University provides training to school and afterschool staff to help them recognize and learn strategies for responding to children who have experienced trauma. The initiative is funded by the state, which provides small stipends to regional community networks, including the Spokane Community Network, a policy council tasked with improving conditions for at-risk children and youth.

System Building Priorities for the Future

- Priorities for the next three years include increasing available resources, building infrastructure, and creating a vision for Spokane's OST and youth agenda. This vision will be discussed at an upcoming statewide mayoral summit on afterschool and expanded learning that will be held in the spring of 2012.
- The city hopes to centralize data to help drive decision making. The city also intends to designate a lead agency with formal authority and the resources to facilitate multi-year planning, as city and nonprofit funding allow.

City Profile: St. Louis, Missouri

Mayor: Francis Slay (elected in April 2001, reelected in 2005 and 2009, term expires in 2013)

City Population: 319,294

Public School Population: St. Louis Public Schools – 25,833

Free and Reduced Price Meals %: 83.8%

Committed Leadership

At a press conference in 2003, Mayor Slay released findings from research conducted by St. Louis for Kids on the number of children enrolled in quality afterschool programs. The core finding of this research was that only 10 percent of children ages 5-13 in St. Louis had regular access to afterschool programs, well below the national average of 22 percent. In response, Mayor Slay formed a task force to recommend solutions, which the mayor presented at an After School for All Summit held in 2005. The mayor asked two organizations, Area Resources for Community and Human Services (ARCHS) and St. Louis for Kids (SL4K), to work together to develop a strategic plan. The final plan, facilitated by the National Institute for Out-of-School Time (NIOST) in 2006, called for the creation of the St. Louis After School for All Partnership (ASAP), with ARCHS and SL4K serving as strategic intermediaries.

ASAP began receiving public and private funding in January 2007. Since that time, ASAP and its partners have created 3,200 new OST program slots for children and youth throughout the city. During his third term, Mayor Slay created television and radio public service announcements about afterschool and one-third of the mayor's campaign advertising focused on ASAP's success in expanding afterschool programming.

St. Louis Public Schools (SLPS) is a significant partner in this work. Superintendent Kelvin Adams is supportive of OST and interested in an extended school day. The superintendent has also increased support for OST by adding afterschool liaisons within the district and funding transportation to ASAP programs. The liaisons at each site coordinate information exchange between teachers and afterschool providers. The superintendent also invites ASAP to hold provider meetings at a local school and endorses all school-based OST programming coordinated by ASAP.

Progress Toward a Citywide OST System

Coordinating Entity

- In 2007, the creation of ASAP combined resources from ARCHS and SL4K to support OST opportunities. ASAP plays a large role in coordinating the citywide system by providing resources, measuring performance, and implementing the joint plan designed in collaboration with ARCHS and SL4K. The 21st Century Community Learning Center programs in SLPS are also linked to ASAP and receive technical assistance. Efforts are underway to integrate SLPS providers to make ASAP the dominant program provider in schools.

- The unique relationship between SL4K and ARCHS as ASAP's two intermediaries entails a complex organizational structure, culture, and capacity. Both organizations serve different, yet complementary functions. For example, ARCHS provides in-depth grant management services (e.g., fiscal agent, contract management and oversight) and it supports many initiatives within and beyond youth services, while SL4K focuses on technical assistance and professional development for youth service providers. ARCHS and SL4K also collaborate to manage and facilitate the ASAP advisory council.
- One of ARCHS' roles is to help secure public and private funding. For the past three years, the Missouri Department of Social Services has committed \$400,000 that require a dollar-for-dollar match. The city and businesses such as Anheuser Busch and Monsanto that have headquarters in St. Louis raise an additional \$400,000 each year. The St. Louis Mental Health Board also commits \$700,000 annually to support the ASAP effort beyond the state's match.
- ARCHS monitors how providers use funds, and conducts monthly site visits and assessments to measure contract compliance. The oversight that ARCHS provides can potentially impact funding decisions, with a system in place to deal with ongoing issues and challenges in real time.

Multi-Year Planning

- ASAP is near the end of its first five-year planning effort. The ASAP partnership and its advisory board recognize the value of multi-year planning and have identified it as a top priority for future work. They will conduct an updated "needs analysis" to address a number of recent school closings by the St. Louis Public Schools and the growth of private and charter schools in the city.

Reliable Information

- In 2010, an afterschool program locator was developed for ASAP's website and Facebook account (stlasap.org). ASAP also shares printed communications with providers and parents who do not have access to the Internet. The new online tool will soon be linked to the SLPS website to increase visibility.
- ASAP surveyed parents of K-8 students to learn more about their perspectives on before and afterschool programming. A total of 536 surveys were completed in October 2006. In addition, ASAP conducted student focus groups in October and November 2006 at six public elementary schools. Eighty percent of parents reported that they would enroll their child in a daily before or afterschool program if one was available at their school or in their neighborhood. ASAP hopes to conduct a follow-up survey to ensure that this needs assessment is still accurate.

- The city's parks and recreation department created a map of school, ARCHS, community, and recreation programs. The data collected was then overlaid with juvenile crime statistics and academic performance data. This mapping project found a number of programs located in the same neighborhoods and identified many high-need areas with gaps in programming. ASAP released a request for proposals for priority zip codes and indicated that it would not fund programs outside of these areas.
- ASAP uses a logic model that measures academic improvement, levels of youth engagement, and the number of young people displaying positive attitudes toward school, their community, and afterschool programs. SLPS works with ASAP to compare the attendance rate among students in OST programs with attendance of non-participants. The preliminary data indicate that young people in afterschool programs are more likely to attend school regularly and have fewer instances of in-school discipline (e.g., suspensions).
- ASAP's programs use two state-based data systems (NPASS and KidsCare). SLPS uses a separate system. Discussions at the state and district level exploring methods for sharing and handling data are ongoing and will be a major part of ASAP's updated strategic plan.

Expanding Participation

- As noted above, since its formation in January 2007, ASAP and its partners have created new OST program slots for 3,200 youth.
- ASAP uses memoranda of understanding (MOUs) with individual schools, programs, and other entities in the city to expand access to high-quality programs. For example, an MOU among ARCHS, SLPS, Grace Hill Settlement House, Wyman Center, and the St. Louis Department of Parks, Recreation and Forestry establishes a partnership to implement a 21st Century Community Learning Center in five middle schools. The goal of the partnership is to improve opportunities for academic support and skill building among 300 students who do not have access to afterschool programming.

ASAP, SL4K, and ARCHS estimate that 80-90 percent of programs in St. Louis are impacted by the collaborative work of ASAP. Each partner's goal has been to provide 5,600 OST program slots. Of the 3,200 slots that have been added, 26 percent of those slots are for children under age 13. This participation rate is an improvement from 2004, but there have been a number of barriers to this work. One barrier is to convince parents that OST is important, but ASAP has helped strengthen public will for OST programming.

Transportation is another barrier to afterschool participation in St. Louis. Additional school buses provided by SLPS helped increase participation in 2010. The buses pick up children from school and drop them off at a

school with an afterschool program and students are taken home after the programs end.

- ASAP is also making an effort to brand its afterschool work, use social media and provide consistent messages to families to expand participation in OST programs. For example, the mayor tweets regularly about afterschool and providers use Facebook to link to ASAP events and activities.
- ASAP also uses different methods to provide the public with information about program offerings, including printed brochures, a website, and Facebook, Twitter and YouTube accounts. Program fliers and posters are used by various program providers at their specific locations. An “Afterschool Works Campaign” launched by SL4K featured ASAP in a series of television and radio ads. The organization also coordinated booths at community-wide back-to-school fairs and shopping centers. As a result, 200 volunteers signed up as Afterschool Ambassadors.

Promoting Quality

- Programs that receive funding from ASAP must maintain licensure as required by the Missouri Department of Health and Senior Services Bureau of Child Care. Goals and objectives that support program quality improvement are built into ASAP providers’ contracts to foster uniformity. These goals include but are not limited to providing a well-rounded program that focuses on ASAP’s core program components: academic support/enrichment, social and life skills, health and recreation, character development and parent and family involvement.
- Each ASAP site is required to set measurable quality improvement goals by developing a Quality Action Plan. Programs currently use the Missouri Afterschool Program Self-Assessment process to develop these plans. This self-assessment tool, which draws from multiple resources, such as the National Afterschool Association’s Standards for Quality School-Age Care, SL4K’s Quality Standards and YouthNet of Greater Kansas City’s Teen Standards, was piloted by nearly 200 afterschool programs throughout the state during the 2006-07 school year. The tool was revised in response to stakeholder feedback in the spring and summer of 2007.
- Each youth development worker employed by an ASAP provider is also required to develop an individual Professional Development Plan that demonstrates a commitment to ongoing education and specialized training that is consistent with the Kansas and Missouri Core Competencies for Youth Development Professionals.

System Building Priorities for the Future

- As St. Louis nears the end of its original five-year plan, a top priority is to determine appropriate steps for developing a new multi-year plan. This priority aligns with local partners’ desire to sustain current work and will

include an updated needs analysis that accounts for a decline in the city's population and recent public school closings, as well as the addition of new private and charter schools. In addition, an updated sustainability component will be included to evaluate the current funding model and the opportunities for grants outside of St. Louis and Missouri.

- ASAP, ARCHS, and SL4K also recognize a need for training principals and teachers, creating a single-point data system, and strengthening provider capacity as top priorities. ASAP's partners would like to see a coordinated system that collects data regarding academic performance, school attendance, and disciplinary actions. ASAP would also like to share its own data with schools.

City Profile: St. Paul, Minnesota

Mayor: Christopher Coleman (elected in 2005, reelected in 2009, term expires in 2014)

City Population: 273,535

Public School Population: St. Paul Public Schools – 39,298

Free and Reduced Price Meals %: 73.1%

Committed Leadership

Sprockets is an OST learning network that aims to ensure Saint Paul's youth build skills as learners, navigators and contributors so they can recognize and achieve their greatest potential. The network includes the City of St. Paul, St. Paul Public Schools (SPPS) and many community-based nonprofits. Sprockets grew out of Mayor Coleman's Second Shift Initiative, which was launched in 2006 to increase access to effective OST learning opportunities while creating a bridge to in-school learning. Through the Sprockets network, St. Paul leaders seek to provide high-quality, accessible, year-round OST learning options to all youth across the city in both community and school settings.

Several staff in the mayor's office advance his education platform, and the director for Sprockets is housed in the parks and recreation department. The directors and staff of the library and parks and recreation departments also aid the city's OST work. In 2010, these individuals worked with the mayor and SPPS Superintendent Valeria Silva to record a video promoting involvement in summer programs and summer school.

Mayor Coleman also convened the Mayor's Education Leadership Team (MELT) to engage other community leaders to work on a comprehensive education plan that includes early childhood, school success, college access and OST programming. MELT leadership includes the superintendent, school board members, county commissioners, city councilmembers, the county manager, and executive directors of key organizations such as the Wilder Foundation (which is leading St. Paul's Promise Neighborhood initiative) and the St. Paul Public Schools Foundation. MELT plans to establish a working group that will develop a roadmap for this work and its connection with schools.

The school board and superintendent are full partners with the city and OST providers, and senior school district staff work on both the Sprockets and Promise Neighborhood initiatives. District staff belong to the Sprockets leadership group appointed by the mayor and superintendent, and also serve on the executive committee and other work groups. These groups will focus on creating a three-year professional development plan and selecting a citywide data system for both the Promise Neighborhood and Sprockets.

The superintendent and mayor have worked together to publicly support education by encouraging parents and principals to find local OST programs through the city's new online program locator. The mayor also called a press conference with school board members and community leaders to demonstrate high-level support for Superintendent Silva's new strategic plan. The mayor and

superintendent officially launched Sprockets at a press conference on March 31, 2011.

Progress Toward a Citywide OST System

Coordinating Entity

- Sprockets acts as the coordinating entity for St. Paul's OST system. Its collaborative structure includes the city, SPPS and community-based organizations and is composed of the following subgroups:
 - Leadership Group: The founding members appointed by the mayor and superintendent include business and faith leaders, city and school district staff, and representatives from community-based organizations. The leadership group provides strategic direction to the Sprockets executive committee and staff, links Sprockets to resources and institutions, and advocates for the work of Sprockets and policies that support its OST strategies.
 - Community Advisory Committee: This committee includes representatives of smaller community-based organizations that are active at the learning campus/area level.
 - Executive Committee: Chaired by the deputy director of parks and recreation, this committee oversees Sprockets staff and day-to-day implementation.
 - Dedicated Staff Team: The staff team includes the Sprockets director, an associate director housed at the Center for Democracy and Citizenship at Augsburg College, and two campus/area organizers. While staff are employed by various partners, each is dedicated to the Sprockets network.
 - Work Groups: Work groups are created by the executive committee and have focused on creating a three-year professional development plan for the Sprockets network and a one-year communication plan to unveil the initiative.
 - Area/Campus Planning Groups and Partners: Area/campus organizers facilitate meetings of network organizations in each of six Sprockets areas. These groups will inform the rollout of Sprockets' efforts at each campus, help system leaders address challenges faced by frontline partners, and disseminate information about how to join the Sprockets data system and participate in professional development.
 - Fiscal Partner/Host: The Friends of the Saint Paul Public Libraries will act as fiscal host for the Sprockets network. Most grant funds and contracts will be made through this entity. A memorandum of understanding with the parks and recreation department will allow the Sprockets director to work with Friends to manage funds on behalf of

the network. The executive committee will oversee the network's budget.

- Youth Engagement: The St. Paul Youth Commission will meet with the leadership group twice each year to ensure that youth voices are represented in larger policy decisions of Sprockets. Local partners at the campus/area level will also engage young people at key times throughout the year in planning and implementation. The city's Youth Commission is working with staff in planning transportation for the Sprockets network.

Multi-Year Planning

- The MELT working group will set a citywide education goal around which all education efforts will be organized. This goal is not finalized but will focus on ensuring that all St. Paul youth graduate from high school prepared to thrive. Specific goals of Sprockets will focus on access, quality, engagement, achievement, 21st century skills and OST field-building with related metrics.
- Documents that inform the various goals and outcomes include the St. Paul Framework for Youth Success, the Minnesota P-20 College and Career Readiness Roadmap, required results and indicators for the Promise Neighborhood initiative, and the "Speaking in One Voice: Toward Common Measures for OST Programs and Systems" article by the Forum for Youth Investment.
- Sprockets staff are developing a three-year work plan with input from the executive committee and leadership group. Planning groups are also creating communication and professional development plans for Sprockets.

Reliable Information

- Previous mapping and data collection efforts by both the school district and city helped local partners choose which campuses to launch first and determined the boundaries of the city's Promise Neighborhood. The city and district have analyzed student demographic data, where students live, and poverty statistics. The city has also identified four key neighborhoods that are part of existing youth collaboratives and therefore had some level of organization. Learning campuses will be launched in these underinvested neighborhoods first.
- The school district conducted extensive research on student achievement and neighborhood demographics in developing its Strong Communities, Strong Schools plan, which proposes that schools be grouped into six geographic areas and that youth receive bussing to schools in the area in which they live (as opposed to the citywide school choice model currently in place). Sprockets will most likely alter their campus boundaries to align with the school district areas.

- A task force of city, county, school district and community organization representatives selected Cityspan to create a data system for both the Promise Neighborhood initiative and Sprockets network. The Sprockets work plan will identify a target number of organizations that will join the data system in the first year. The city also plans to transfer its OST program locator to the data system, which will be housed and managed by the Wilder Foundation.
- Through a partnership with the Center for Democracy and Citizenship, the Second Shift Initiative held listening sessions and interviews to engage youth workers, program managers, parents and other key stakeholder groups in expanding the definition of youth success. Their feedback was incorporated into St. Paul's Framework for Youth Success, which contributes to the vision statement, goals, and youth outcome measures for Sprockets.
- The need for clear outcome measures has been identified as a priority. Based on feedback from funders, the city and its partners seek to identify meaningful, "youth-centered" outcomes in addition to system-level outcomes. Desired system outcomes include a citywide OST database tied to school district data that contains information on available OST opportunities, participation levels, gaps in meeting needs, and potential quality improvements; a framework for promoting high-quality learning opportunities; and professional development opportunities that support this framework and link in-school and OST curricula by connecting teachers with OST staff.

Expanding Participation

- As part of the Sprockets initiative, schools, community organizations, libraries and recreation centers are collaborating to offer youth programs and activities at six learning campus areas, providing youth and parents with a clear structure for accessing OST learning opportunities, promoting coordination among OST providers and ensuring equitable access.
- Learning campus planning groups for the first three campuses have updated maps of OST opportunities in their campuses and each will produce summer OST youth program guides. They also contribute to citywide strategic planning of Sprockets. The planning groups' goal at this stage is to secure buy-in and participation as the city develops the OST data system. The next three campuses will launch in 2012.
- The Sprockets network will develop a transportation plan that includes school buses, Metro Transit (city buses), and Circulator bus options. The city and school district have successfully advocated for state legislation allowing school district transportation to bring children to city recreation centers that offer structured afterschool learning opportunities five days per week and are now advocating for language that allows for drop-off at nonprofit organization sites that offer OST programs within school

attendance areas. St. Paul leaders are considering a “youth fare” campaign and other pilot projects with Metro Transit to provide discounted bus passes to youth who participate in OST programs. Finally, St. Paul’s Circulator buses, started in 2003 by the West Side Neighborhood Learning Community, will be an important strategy for supplementing school bus and public transportation in some neighborhoods.

- In August 2010, the city launched an online program locator to help residents find programs in their neighborhoods. The website is a partnership of the city, SPPS and community organizations. The site features OST programs offered by more than 130 community organizations, libraries, recreation centers, and schools. The development of the program locator required an investment of city staff time and technology. SPPS dedicated two VISTA volunteers to ensure that school-based OST information was included in the site. The website will become part of the Sprockets brand and will be incorporated into new data system technology.

Promoting Quality

- Sprockets has outlined St. Paul’s Commitment to Quality Youth Programs, which contains a statewide quality framework. *Once We Know it, We Can Grow It: A Framework for Quality Nonformal Learning Opportunities and Youth Work Practice* Was created in April 2009 by University of Minnesota Extension, Youth Community Connections and OST representatives.
- Sprockets will also adopt the HighScope Youth Program Quality Assessment (YPQA) tool, which will be used by the network and integrated into the data system. This decision will align local OST efforts with other entities requiring use of this tool, including the Minnesota Department of Education’s 21st Century Community Learning Center (21st CCLC) grant office. Sprockets plans to work with funders to encourage all program sites to use the YPQA tool.
- The professional development working group will develop a plan for training network organizations on how to use the self-assessment tool and providing other professional development opportunities beginning in the fall of 2011 or the spring of 2012. The group will most likely partner with existing professional development providers such as the University of Minnesota Extension’s Youth Work Institute to provide training to the Sprockets network.
- In 2010, the mayor’s Second Shift coordinator convened applicants for United Way grants to agree to use the same outcome measures for attendance. Applicants will use the New York State Afterschool Network (NYSAN) tool as well as the 21st CCLC’s School Connectedness survey.
- The city has hired two University of Minnesota (UMN) professors to conduct professional development. These professors have used a coaching strategy with staff from three of the city’s recreation centers, and those staff

are now training others at recreation centers around the city. UMN also created its own professional development curriculum called Quality Matters, and providers from across the region participate in this training. No other entity provides a consistent approach to professional development and quality.

- The city received a federal earmark to hire three youth professional coaches (one from the Urban 4-H program and two professors from the UMN youth studies department) to explore options for youth program quality assessment models. The budget for this was \$90,000 for 2009-10.

System Building Priorities for the Future

- St. Paul leaders plan to create a citywide data system linked to other existing data systems, including social service referrals, county, and school data. The data system will be used to gather baseline information on youth participation so that the city can track progress over time. The system will also include a place for organizations to enter YPQA assessment tool results.
- The McKnight Foundation is sponsoring creation of a metro-wide OST intermediary in the Twin Cities. The city hopes to work with this intermediary and Minneapolis to serve as a model of citywide OST system building in Minnesota.
- St. Paul is also putting together a three-year citywide professional development plan tied to the quality assessment tool and quality statement to support network sites in continued program improvement. While the first year will focus on OST providers, the second year of professional development will include opportunities for teachers and youth workers to come together for joint trainings.

City Profile: Tampa, Florida

Mayor: Bob Buckhorn (elected in March 2011, term expires in 2015, former Mayor Pam Iorio served two terms between 2003 and 2011)

City Population: 332,888

Public School Population: Hillsborough County Public Schools – 193,374

Free and Reduced Price Meals %: 52.5%

Committed Leadership

Mayor Bob Buckhorn is focused on economic development and sees the school system as an integral factor in successfully advancing this priority. The mayor is focused on engaging area business leaders in providing resources and has continued to encourage collaboration among city agencies and other partners in support of the OST system.

Former Mayor Pam Iorio supported OST programming during her tenure and, following a May 2010 town hall meeting, eliminated fees for municipal afterschool programs for city residents. Several councilmembers have also been vocal supporters in response to public concerns about other recreation fees.

The Hillsborough County Public Schools superintendent strives to make weekly program fees affordable and contracts with the YMCA to provide programs at 30 schools. A Hillsborough Out-of-School Time (HOST) school-based program operates in almost every elementary school not served by the YMCA. HOST programs are self-sustaining through parent fees and designed to improve academic outcomes. The Children's Board of Hillsborough County and United Way support non-city funded OST programs. A 21st Century Community Learning Centers grant from the Florida Department of Education to the Children's Board funds OST programs at five schools through a subcontract with the Boys and Girls Clubs of Tampa Bay.

Progress Toward a Citywide OST System

Coordinating Entity

- Founded in 2006, the Hillsborough Partnership for Out-of-School Time (POST) is a citywide collaboration of OST providers that offer 80-95 percent of programs in the community. Although it does not have formal authority, staff or its own facility, POST is the key coordinating entity and has established a citywide OST action plan. The Early Learning Coalition of Hillsborough County was selected by a request for proposals process to serve as POST's fiscal agent. POST has been effective at being inclusive, preventing turf issues, and serving as a neutral convener. The POST leadership group recently decided to incorporate as a 501(c)(3) nonprofit organization and hire a director to coordinate efforts.
- The Tampa Parks and Recreation Department is the main city agency involved in OST conversations and has participated in POST since it was founded. However, there is no formal agreement between the city and

POST. With recent fiscal challenges, POST has facilitated more collaboration between the city and county. One way these partners collaborate is by developing a common theme and logo for summer programming across POST partnerships.

Multi-Year Planning

- POST has completed a multi-year planning process and now needs to develop concrete measures of success to inform strategic decisions. Key components include hiring a full-time director, developing sustainable revenue streams, developing a public awareness campaign for OST, and establishing POST as the clearinghouse for all matters related to OST. The POST leadership committee's business plan outlines a three-year process for building POST as a strong nonprofit intermediary and enhancing its data capacity.
- An ongoing challenge is the decrease in local revenue due to a continued drop in property values and the declining availability of public funds. While POST may not be affected directly at an organizational level from these challenges, the city faces and will continue to face hard budget choices in parks and recreation funding.

Reliable Information

- The city and POST are aware of a gap in programming for middle school and high school students, and are now focused on creating programming for older youth. Mapping projects have shown that not all middle schools have a HOST or other afterschool program and that, in some areas, programs are not within walking distance or teen friendly. The city has invested a lot of money in recreation center facilities, which are located in neighborhoods where youth do not have many other program choices.
- The Parks and Recreation Department tracks student participation through RecTrack, which enables online registration and uses swipe cards to take attendance. The tool helps the department evaluate program capacity, manage waitlists, refer students, and understand enrollment and demographics by site. The city plans to share a computer system with the county, but there is no data sharing currently taking place. In contrast, HOST does not have a database and parents complete hard copy forms for attendance information.
- POST and the city would like to be able to identify appropriate data on where youth are in the OST pipeline, their outcomes, and the quality of programs.

Expanding Participation

- According to the city, more than half of school-age students in Tampa participate in OST programs. HOST serves 9,000 children and youth, Boys and Girls Clubs serve 8,000, city recreation programs serve 5,500, YMCAs serve 12,500, and other providers serve 20,000. There has been an increase

in HOST program participation, and budget cuts have affected city program participation. However, no one tracks participation on a continual basis. Citywide numbers have likely decreased, primarily at the middle and high school levels.

- POST is using mapping information to determine gaps, and POST partners are interested in expanding programming for middle and high school youth in low-income neighborhoods to include opportunities for enrichment, career exploration, and job and internship experience. Barriers that are currently being addressed include a lack of rigorous programs, affordability, and transportation.
- There is a wide range of programming in Tampa, but also a need for more cultural arts and STEM programming. Tampa is just beginning to link OST efforts to in-school learning, starting with 21st CCLC and other academically focused sites.
- In efforts to expand participation, the city plans to focus on preteen and teen programming, as well as programming for children with special needs, and hopes to have a more robust OST system in three years. POST partners would like to increase accessibility to OST programs, have more programs complement the school day, and help students complete high school and transition to careers.

Promoting Quality

- POST provides training to all OST providers and recreation staff, with five goals: maximize assets or partnerships, improve quality, standardize training and staff development, pilot best practices, and develop an advocacy agenda.
- POST partners helped develop, and HOST uses, the Florida Afterschool Network (FAN) quality standards and self-assessment tool. All programs are being encouraged to use the FAN standards voluntarily and some programs are using the tool to determine other family needs. POST is working on a peer assessment process, and will use results from this process to inform its training efforts.
- The city parks and recreation department is currently developing quality standards for recreation programs, but has not evaluated its programs. Its standards committee is pursuing accreditation of programs. While there has always been a summer curriculum guide, the city is becoming more standards-driven. Both HOST and the city recreation programs are exempt from licensing. However, many providers are licensed through Hillsborough County Child Care Licensing.
- The Early Learning Coalition plans to extend its quality rating system to elementary school OST providers who serve children from families

receiving subsidies. The coalition would provide incentive funds for providers that reach and retain higher scores.

- Professional development is available through Palm Beach Community College, POST, the Early Learning Coalition, and the Florida Department of Children and Families. POST's training committee offers Advancing Youth Development training to its members. The Florida After School Alliance provides professional development at its national conference. FAN is developing a professional development system that could lead to a bachelor's degree. However, there is still a very strong demand for school-age OST professional development.

System Building Priorities for the Future

- Data Gathering: The city would like to develop a data system that provides families and professionals with information about programs and rules and regulations. The city also hopes to create a coordinated training system and access information about school attendance and academic performance.
- Management Information System: POST has two goals for a new management information system: sharing student data as local partners have done in Louisville, and developing a program locator website similar to BOSTONavigator.