Out of School Time Opportunities in Rochester

December 2015

**Prepared for the
Greater Rochester After-School Alliance**

GRASA
Greater Rochester After-School Alliance

TheChildren'sAgenda
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EXECUTIVE SUMMARY

In partnership with the Greater Rochester After-School Alliance (GRASA), The Children's Agenda has completed an inventory of out-of-school time (OST) opportunities in Rochester. This report is an update and expansion on previous inventories of after-school programs in Rochester. Several very recent initiatives in the Rochester area target resources toward common goals of 3rd grade reading competency and overall school success for Rochester students. A growing body of research has shown that time spent outside the classroom – in after-school programs and in summer learning and expanded learning opportunities - can impact efforts to improve the academic and social/emotional competencies of PreK - 12 students.

After-school capacity and enrollment

Based on this inventory, we estimate that our community's providers of full-time after-school care[1] have the capacity to serve 31% of children and youth in need of after-school care in the city of Rochester. Enrollment numbers, though, show that some after-school slots are not filled.

- *There are 20,411 Rochester children potentially in need of after-school care[2] but there are only approximately 6,335 slots in programs operating at least 3 days per week during the school year.*

- *This leaves a gap of 14,076 children who could benefit from high-quality after-school care in Rochester but are not currently accessing it.*

The gap between capacity (6,335) and estimated enrollment in after-school care (5,932) indicates that families face barriers to accessing care. Local and national studies have found that barriers to accessing after-school care include cost, transportation, and the safety of children traveling to and from the program.

The local average fee is $166 for a week of full-time after-school care. This is likely **too expensive for many working families with a low or moderate income**.

To help with this cost, financial assistance is available for some families. Low-income working families can apply for a child care subsidy to help cover the cost of after-school care for children under age 13. Subsidies are distributed through the Monroe County Department of Human Services and are funded with federal, state and local dollars and require a parent co-pay. Approximately $40 M is invested in subsidies in Monroe County, and approximately one-third are used to pay for school-age care. While this is a valuable investment, the number of child care subsidies available in Monroe County has dropped 54% since 2001.

Other public funding sources (e.g., NYS Advantage After School Program and federal 21st Century Community Learning Centers) are available directly to providers to support the delivery of services, but the funds available are insufficient, and providers must enter a highly competitive process to be awarded them. Locally, philanthropic dollars from the United Way and local foundations are a vital

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[1] For the purposes of this report, "full-time after-school care" is defined as a program or provider who operates 3 or more days per week during the school year, providing care to children in grades PreK through 12.

[2] Children ages 6 – 17 with all available parents in the labor force. U.S. Census, American Community Survey 2009-2013 5-year estimates

source of support for after school programming, but additional public funding is needed to reach every child in need.

In addition to cost being a barrier for families, **there are areas of the city with a substantial population of school-age children but few after-school programs**. Our analysis of program locations reveals a notable lack of providers in the northern parts of Rochester and, to a lesser extent, the westernmost areas of the city.

After-school program quality

48% of Rochester after-school providers are engaged in some kind of evaluative process, such as accreditation (by organizations such as the Council on Accreditation, National Association for the Education of Young Children or After School Works NY) or using the Weikart Center's Program Quality Assessment (PQA) tools to guide quality improvement. **To learn more about the history of quality programming in Rochester and several efforts underway to measure and improve program quality and outcomes, please see the full report.**

Expanding the definition of "Out-of-school time" (OST) programs

In addition to an analysis of the need for and availability of Rochester after-school programs and a review of after-school program quality efforts, we provide an overview of the recent growth of summer learning and expanded learning time (ELT) opportunities in Rochester. The Rochester City School District has emerged as a national leader in increasing access to learning experiences that extend beyond the traditional K-12 classroom setting.

Major Findings and Recommendations

Finding 1: PARTICIPATION IN QUALITY OST PROGRAMS LEADS TO INCREASED STUDENT SUCCESS.
Increasing the quality and accessibility of out-of-school-time (OST) programs is an essential strategy that can improve youth outcomes in Rochester.

A review of the national research of after-school programs indicates that quality after-school programs provide children and youth with:
- safe and supportive environments;
- positive relationships and interactions with peers and well-trained program staff;
- a mix of activities that engage participants and promote exploration and skill development;
- opportunities for youth autonomy and leadership;
- use of effective instructional strategies; and
- a continuous quality improvement process that requires goal-setting, planning, and evaluation.

Finding 2: MOST ROCHESTER STUDENTS IN NEED ARE NOT SERVED BY AFTER-SCHOOL PROGRAMS.
There continues to be a significant unmet need for out-of-school-time (OST) programming in Rochester. **Based on this inventory, we estimate that in 2015, our community's providers of full-time after-school care have capacity to serve 31% of the estimated number of children and youth in need of care.**

Finding 3: THE ROCHESTER AFTER-SCHOOL COMMUNITY IS TAKING STEPS TO IMPROVE PROGRAM QUALITY.
The greater Rochester community is pursuing implementation of a quality improvement process for OST programs as well as a tool for measuring growth in youth's social and emotional skills. We have a history of high quality programs but also inadequate capacity to meet the needs of all children and youth.

Finding 4: THE ROCHESTER CITY SCHOOL DISTRICT IS A NATIONAL LEADER IN PILOTING EXTENDED TIME AND EXPANDED LEARNING OPPORTUNITIES.[3]
The Rochester City School District has shown a commitment to sustaining the recent addition of time to the school day and year (Expanded Learning Time or ELT) and to summer learning experiences by incorporating some of the cost of these initiatives into its annual budget. With Ford Foundation funding reaching the end of its 5-year commitment to capacity-building, ELT programs are continuing in part through RCSD budget allocations, signaling a long-term commitment to this strategy.[4]

Finding 5: DOSAGE MATTERS.
Local and national research makes it clear: the amount of time children and youth spend in quality programs can increase the benefits they will experience in terms of school success and social/emotional development. Frequency and duration of after-school participation increases positive impact.[5] The Harvard Family Research Project found that youth experience greater gains across a wide variety of outcomes if they participate in after-school programs with greater frequency and in a more sustained manner.[6] And research conducted locally with United Way-funded after-school programs found a correlation between improved math and science test scores and frequency of participation in the after-school program.[7]

Finding 6: ROCHESTER'S OST PROGRAMS ARE TAKING STEPS TO PROMOTE CHILDREN'S HEALTH BY INCORPORATING REGULAR PHYSICAL ACTIVITY.
National research points to the impact that OST programs can have on children's health. For example, a longitudinal study of 21st Century programs in Connecticut found that youth who participated in after-school programs were more likely than non-participants to experience reductions in obesity, results which persisted even after controlling for youth's initial Body Mass Index status at the beginning of the study, as well as demographic factors such as poverty, race, and ethnicity.[8]

Our surveyed providers reported that their programs plan for an average of 41 minutes per day set aside for exercise or physical activity. The Finger Lakes Health Systems Agency's Healthi Kids initiative's

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[3] "Assessment of Progress in Implementation of Expanded Learning Time: Rochester City Schools", American Institutes for Research, Feb. 2015

[4] RCSD 2015-16 Approved Budget, http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/92/2015-16%20Approved%20Budget%20Presentation%2020150616.pdf

[5] "Evaluations Backgrounder: A Summary of Formal Evaluations of After-school programs' Impact on Academics, Behavior, Safety and Family Life", After-school Alliance, March 2015

[6] After school Programs in the 21st Century: Their Potential and What it Takes to Achieve it", Harvard Family Research Project, February 2008

[7] http://www.uwrochester.org/impactbriefing.aspx

[8] "21stCCLC-funded After-school Programs", Harvard Family Research Project, Nov. 2010

implementation of the Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool demonstrates that, with support, OST programs can implement and sustain healthy practices.

Major Recommendations

Recommendation 1. All school-age children and youth in Rochester (grades PreK – 12) should have access to high-quality out-of-school time experiences including before- and after-school, summer learning, expanded learning and other age-appropriate programs.   This is a key strategy to achieving community goals around improving our students' chances of growing into healthy and productive adults, and reducing disparities between low-income children and their middle- or high-income peers. These opportunities must be made available to all children and youth in Rochester.

Recommendation 2. Coordinated advocacy for sustained and increased funding for quality OST should take on more urgency and priority.   A recent example of this is OST being chosen for the 2015 Children's Policy Council agenda. A concrete opportunity this year is the Rochester-Monroe Anti-Poverty Initiative's focus on designing a comprehensive, integrated system of social supports. This should include clear and consistent communication with community leaders, elected officials and parents about the value of OST to achieving success for Rochester's students.   The research linking quality after-school experiences with school success and positive behavior should be shared with stakeholders involved in efforts related to children, youth and families.

Recommendation 3. **There should be a more coordinated system of information-sharing among youth-serving systems and institutions to best support efforts to improve youth academic, health, and social/emotional outcomes in Rochester.**   Better tracking will facilitate an accurate picture of where children and youth are spending their after-school hours, and help assess whether or not the settings they are in now have quality components.

Recommendation 4. Add an indicator to the annual Roc the Future Report Card related to the availability and utilization of high-quality after-school, summer learning, and expanded learning opportunities for Rochester students.   Measures of program capacity and quality should be monitored and reported out regularly.   A method of measurement is detailed in the report.

Recommendation 5. Quality OST programs are best implemented in a setting with consistent, well-trained staff. As a community w**e must invest in more compensation, professional development and creation of a career track for youth development workers.**

The quality of staff-youth relationships is a key component of a high-quality after-school program. These relationships have been shown to lead to more youth engagement in the program and in school.[9] Youth workers who see a future of professional development and advancement in their field will be more likely to stay in a position and have a greater positive impact on the youth they are working with.[10]

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[9] "21st Century Community Learning Centers" Harvard Family Research Project Research Update, May 2012
[10] "Making Afterschool Programs Better", Policy Brief #11; 2011; National Center for Research on Evaluation, Standards and Student Testing

Nazareth College's recent addition of a B.A. in Community Youth Development is an example of what is needed to attract trained and committed staff to OST programs. Along with improved preparation, compensation is another critical factor to retaining OST staff.

Recommendation 6. **All of Rochester's children should have access to high-quality summer learning experiences that could potentially boost their chances of grade-level reading proficiency and school success.** In a 2011 review of the literature regarding summer learning loss and the effectiveness of summer learning programs conducted by the RAND Corp. for the Wallace Foundation[11], two major findings were:

> a) Summer learning loss, which is disproportionate and cumulative, contributes substantially to the achievement gap between low-income students and their higher-income peers. This is particularly true with reading skills, which high income children often gain over the summer while their lower income peers lose. Researchers believe this difference, compounded year after year, contributes substantially to the reading competency gap between high and low income students; and

> b) students who attend summer programs of any kind have better outcomes than similar peers who do not, and the effects of summer learning programs endure for at least two years after the student has engaged in the program.

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[11] "Making Summer Count: How Summer Programs Can Boost Children's Learning", produced within RAND Corp., commissioned by the Wallace Foundation, http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf

RESEARCH REVIEW: PARTICIPATION IN QUALITY OST PROGRAMS LEADS TO INCREASED STUDENT SUCCESS.

1. **School success linked to quality after-school programs locally**: After 2 years of tracking indicators, the United Way of Greater Rochester reported in 2013 that children participating in quality after-school programs funded by the United Way:
   - Attended school an average of 4 more days per year than their peers;
   - Earned GPAs .9 points higher than their peers; and
   - Scored higher on standardized math and science tests the more frequent their participation in after-school programs.[a]

2. **Academic success linked to quality after-school programs across the nation**:
   - An analysis of 68 after-school studies from across the U.S. concluded that high quality programs can lead to improved attendance, behavior and coursework. Students participating in a high quality after-school program went to school more, behaved better, received better grades and did better on tests compared to non-participating students.[b]

   - Test scores and grades go up when youth participate in high quality OST programs. The Harvard Family Research Project reported that youth who participated in a California after-school program funded with federal 21st Century Community Learning Centers (CCLC) dollars passed both the English and math portions of the California High School Exit Exam at a significantly higher rate than their non-participating peers.[c] Summer learning is also proven to support academic success (http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf)

3. **Behavioral outcomes improve with participation in quality after-school programs**:
   - The 2007 "Study of Promising After-school Programs" found that elementary students who participated in a quality after-school program reported a reduction in problem behaviors such as skipping school and getting into fights compared to peers who were unsupervised after school.[d]
   - Children's self-concept and decision-making improves. A compilation of evaluations of after-school programs completed in Chicago in 2007 showed that compared to a control group, youth who participated in a program improved significantly in their self-confidence and self-esteem, and had significant declines in drug use and problem behaviors.[e]
   - Fewer school absences and improved behavior during the school day are associated with after-school program participation. During the 2011-2012 school year, 70 percent of participants in a Los Angeles after-school program had a 96% or higher school day attendance, compared to 56 percent of nonparticipants. Students with higher participation in the after-school program had higher school attendance rates when compared to students who attended less frequently.[f]

4. **Participation in OST can lead to reduction in negative behaviors**:
   - Violent juvenile crime triples during the hours from 3:00 to 8:00 PM, and it is during these same hours that children face the most serious danger of committing or becoming victims of crime.[g]
   - A survey of New York teenagers conducted by Fight Crime: Invest in Kids found that teens unsupervised after-school were four times as likely to have smoked cigarettes, three times as likely to have had sex, and four times as likely to have used drugs as teens who were supervised.[h]
   - The Office of Juvenile Justice and Delinquency Prevention reported the frequency of violent crimes committed by youth peaks in traditional after-school hours. Nearly 20% of juvenile violent crimes occur between 3 and 7 p.m.[i]
   - The Office of Juvenile Justice and Delinquency Prevention reports that the risk of violent juvenile victimization in the four hours after school is double the rate in the 8 p.m.-to-midnight period on school days. Juveniles are more likely to be victims of assault, robbery and serious violent crime during afterschool hours than during other time periods.[j]

5. **Quality programs support child health**: A 2005 study found that after controlling for baseline obesity, poverty, race and ethnicity, the prevalence of obesity was significantly lower for children participating in an after-school program when compared to nonparticipants.[k]

a) http://www.uwrochester.org/impactbriefing.aspx
b) "Afterschool Programs Keep Kids Safe, Engage Kids in Learning, and Help Working Families", Afterschool Alliance, 2014, http://www.afterschoolalliance.org//documents/National_fact_sheet_10.07.14.pdf
c) "Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool programs' Impact on Academics, Behavior, Safety and Family Life", Afterschool Alliance, 2015, http://afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf
d) "Outcomes Linked to High-Quality After-school Programs: Longitudinal Findings from the Study of Promising After-school Programs", 2007, Univ. of CA-Irvine & Policy Studies Assoc., file:///C:/Users/Owner/Downloads/Final%20Report.pdf
e) "21st CCLC-funded after-school programs" Harvard Family Research Project Research Update, Nov. 2010, file:///C:/Users/Owner/Downloads/ResearchUpdate8-051412%20(2).pdf
f) "Taking a Deeper Dive Into Afterschool: Positive Outcomes and Promising Practices," Afterschool Alliance, 2014, http://www.afterschoolalliance.org/documents/Deeper_Dive_into_Afterschool.pdf
g) "The Value of Afterschool Programs," Afterschool Alliance, 2014, http://www.nysan.org/wp-content/uploads/2014/08/NYSAN-Afterschool-Fact-Sheet-20141.pdf
h) Ibid.
i) "Juvenile Offenders and Victims: 2014 National Report," U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention, http://www.ojjdp.gov/ojstatbb/nr2014/downloads/NR2014.pdf
j) Ibid.
k) "NYSAN Policy Brief: Expanding the Role of Afterschool Programs in Promoting Health and Wellness,", 2010, http://www.nysan.org/wp-content/uploads/2014/03/file_Health_and_Afterschool_Winter_2010-5.pdf

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The Children's Agenda improves the health, education, and success of our community's children and youth, especially the most vulnerable, through advocacy for evidence-based solutions and policy change at the local, state, and federal levels.

The **Greater Rochester After-School Alliance (GRASA)** is convened by the Rochester Area Community Foundation. Its mission is to strengthen the quality, quantity, and accessibility of out-of-school time programs in Monroe County for school-age youth through community collaboration. Its vision is "Every school-aged child in our community (who chooses) will be participating in high quality, out-of-school-time programming."

Acknowledgements

We appreciate the contributions of the following individuals and organizations:
- Providers and programs caring for school-age children who responded to our online and phone surveys
- Rochester Area Community Foundation
- Greater Rochester After-School Alliance (GRASA)
- United Way of Greater Rochester
- Child Care Council
- Center for Governmental Research (CGR)
- Rochester City School District (RCSD)
- City of Rochester Department of Recreation and Youth Services and Department of Planning and Zoning
- Healthi Kids – Finger Lakes Health Systems Agency
- Kallia Wade, The Children's Agenda (TCA) Intern, University of Rochester Warner School of Education

Methodology

To conduct this review of out-of-school-time programs in Rochester and Monroe County, we
- collected data via an online survey of programs serving Rochester City School District students,
- conducted phone interviews,
- reviewed information on school-age child care providers maintained by the Child Care Council, the NYS Office of Children and Family Services Division of Child Care Services, and local funders
- held phone and face-to-face meetings,
- reviewed academic and policy research, and
- analyzed U.S. Census data.

This report is the most recent in a series documenting the availability of after-school programs in the Rochester area:

2002: The Center for Governmental Research (CGR) documented the need for after-school care in Monroe County and the number and frequency of operation among providers.

2007: The Children's Agenda (TCA) reported on the availability of school-age child care slots, and noted advancements in as well as barriers to improving program quality.

2010: CGR and TCA released the Community Status Report on Children, which reported that only 11% of Rochester children attend an after-school program meeting minimal quality standards, and included information on transportation, attendance and food.

2011: The Children's Agenda surveyed after-school programs in Monroe County, collecting information on parent/family involvement, providers' suggestions for increasing quality, and programs serving children with special needs.

Previous inventories have focused solely on programs operating before and after school. The field has expanded considerably over the past few years. In this 2015 review, we include summer learning and expanded learning programs in our definition of "out of school time" (OST) programs.

Introduction

Multiple initiatives in the Rochester area are targeting resources toward a common goal of third grade reading and school success for Rochester students.   Time spent outside the classroom is increasingly recognized as crucial to academic as well as social/emotional and physical well-being of students. In this overview of out-of-school time (OST) opportunities in Rochester, which includes an analysis of the need for and availability of after-school programs, The Children's Agenda summarizes the research demonstrating the value of quality OST and documents progress toward the goal of increasing access to quality after-school, summer and expanded learning time opportunities.

Expanded Findings

Finding 1: PARTICIPATION IN QUALITY OST PROGRAMS LEADS TO INCREASED STUDENT SUCCESS.
Increasing the quality and accessibility of out-of-school-time (OST) programs is an essential strategy that can improve youth outcomes in Rochester.

A review of the national research of after-school programs indicates that quality after-school programs provide children and youth with:
- safe and supportive environments;
- positive relationships and interactions with peers and well-trained program staff;
- a mix of activities that engages participants and promotes exploration and skill development;
- opportunities for youth autonomy and leadership;
- use of effective instructional strategies; and
- a continuous quality improvement process that requires goal-setting, planning, and evaluation.

Finding 2: MOST ROCHESTER STUDENTS IN NEED ARE NOT SERVED BY AFTER-SCHOOL PROGRAMS.
There continues to be a significant unmet need for out-of-school-time (OST) programming in Rochester. **Based on this inventory, we estimate that in 2015, our community's providers of full-time after-school care have capacity to serve 31% of the estimated number of children and youth in need of care.**

- *20,411 children ages 6 -17 with parents in the labor force are potentially in need of after-school care in the city of Rochester.*
- *There are approximately 6,335 slots in programs operating at least 3 days per week during the school year.*

Despite the unmet need, some after-school slots are not filled. The gap between capacity (6,335) and estimated enrollment in after-school care (5,932) indicates that families face barriers to accessing care. Local and national studies have found that barriers to accessing after-school care include cost, transportation, and the safety of children traveling to and from the program.

- *This leaves a gap of 14,076 children who could benefit from high-quality care in Rochester but who are unable to access it.*

This compares to a finding reported in TCA's 2011 inventory that 26% of estimated need was being met, though the two numbers are not directly comparable because of different methodologies used to determine them.

The estimated 20,411 children who need after-school care in the city of Rochester because their parents are in the labor force constitute 61% of the total population of kids ages 6 – 17 in Rochester (33,516). This estimate has dropped 13% since 2010, when TCA reported 23,333 children potentially in need of care,[12] despite the fact that the population of the city of Rochester has remained virtually unchanged since then[13] and the overall population of children (ages 0 – 17) has declined only 3.4%.[14] This may be due to a slight drop in parents' labor force participation rate.

This estimate of need for care is not perfect but is balanced by the following assumptions:
- ✓ Some children included in this estimate of potential need, particularly those ages 14 – 17, do not have a parent at home but do not need after-school care because they:
  - are engaged in relative/friend or in legally exempt care, or
  - are caring for younger siblings, or
  - have a parent whose work schedule allows them to be home before and after school.
- ✓ Five-and eighteen-year-olds attending school are excluded from this Census data.
- ✓ Some children excluded from this estimate of potential need (i.e., who have a parent at home) would benefit from participation in a quality after-school program.

Calculating capacity
To identify how many slots currently exist in after-school settings in Rochester, we used survey data as well as information provided by the Child Care Council, NYS Office of Child and Family Services, and Rochester City School District (RCSD).

The vacancy rate (based on averages from our survey of providers, of 20% for child care centers and 8% for community-based programs) indicate the difficulty families have in taking advantage of existing programs. With an average fee of $166 per week, after-school care is too expensive for many working families with a low or moderate income. The number of child care subsidies available in Monroe County to help offset this cost has dropped 54% since 2001.

Type of provider	2015 capacity	2015 Enrollment (est.)
Child Care Center-based After-school Provider	987	790
Community-based After-School Provider	2,572	2,366
Home-based school age care provider	1,176	1,176
RCSD schools with 5:00 dismissal time	1,600	1,600
TOTAL	**6,335**	**5,932**

Additional OST settings
The providers we consider in our capacity calculations do not represent a full picture of where Rochester children spend their after-school hours, but they do represent our best estimate of unduplicated counts. Three examples of programs that provide an opportunity for youth to be engaged in structured programs but whose formats do not allow for unduplicated estimates of enrollment are City R-Centers, "Safe to be Smart" programs, and organized sports.

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[12] U.S. Census, 2006-08 American Community Survey 3-year estimate
[13] U.S. Census Quickfacts, Population of the city of Rochester, percent change April 2010 to July 2013 = -0.1%
[14] U.S. Census, 2009-2013 American Community Survey 5 year estimates

Capacity for students to participate in programs that are open 3 or more days per week during the school year for which an unduplicated count is not available	
	Estimated capacity at any one point in time
City R-Centers	1,880
Rochester Public Library, "Safe to be Smart" program	300
TOTAL	2,180

City R-Centers
The City Department of Recreation and Youth Services (DRYS) initiated a new approach to R-Center programming in 2014, with structured time periods to accommodate a variety of programming available based on students' age and interest. This step toward higher quality programming at R-Centers, particularly for elementary age students, improves chances that the time students spend at R-Centers contributes to their academic and social/emotional competency. In its 2015-16 budget, for example, DRYS noted two goals for R-Centers: Develop and implement initiatives to provide enhanced youth development programming with youth and families to increase asset attainment in students and implement after-school programming at twelve R-Center sites, with a focus on education and enrichment activities.[15]

In addition, after years of increasing reliance on part-time staffing, in its 2015-16 budget the City increased the number of full-time permanent staff by 6 in DRYS. Research clearly demonstrates the benefits to youth of access to consistent relationships and mentoring and of programming that integrates principles of youth development, both of which are more likely to happen with full-time permanent employees.

Safe to be Smart
The Rochester Public Library's Safe to be Smart (STBS) program offers library-centered activities for youth during after-school hours. STBS has 8 staff positions - a full-time Director, one part-time staff person in each of 5 branch libraries and two part-time staff at Central.   In 2015-16, the Sully branch position will become full-time. The Safe to be Smart Program provides youth employment counseling and assistance at six locations in the City, including the Central Library, Maplewood, Arnett, Lincoln, Sully, and Wheatley.

After-school sports programs
Many students spend hours after school engaged in an organized sports program. The Rochester City School District has prioritized the expansion of these district-wide programs over the last 4 years, adding 71 programs from 2011-12 to 2014-15 and planning to add approximately 28 more in 2015-16. As a result, 39% more RCSD students are participating in sports in 2015-16 over 2011-12. At a time when RCSD enrollment is falling every year, there are 1,400 more students in grades 7-12 who are participating in an athletic program. The budget for athletics has doubled since 2011-12.

NOTE: Students participating in sports programs are not always involved for the full school year, and the participation numbers below include some duplication (e.g. a child playing both baseball and football would be counted twice).

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[15] City of Rochester 2015-16 Budget, file:///C:/Users/Owner/Downloads/Proposed%202015-2016%20Budget_1%20(4).pdf

5 Year Athletic Projection *(Source: Rochester City School District)*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	% change 2011-2015
No. of RCSD Students (grades 7-12)	13,708	12,565	12,430	11,729	11,282	- 18%
No. of Students Participating	3,662	4,045	5,150	4,900	5,100 est.	+ 39%
District Wide Programs Offered	229	252	310	300	328 est.	+43%
Budget Amount Per Year for Programs	$1,703,061	$1,547,044	$2,544,949	$3,085,388	$3,394,164	+99%

Finding 3: THE ROCHESTER AFTER-SCHOOL COMMUNITY IS TAKING STEPS TO IMPROVE PROGRAM QUALITY.
The greater Rochester community is pursuing implementation of a quality improvement process for OST programs as well as a tool for measuring growth in youth's social and emotional skills. We have a history of high quality programs but also inadequate capacity to meet the needs of all children and youth. Currently, 48% of after-school providers are engaged in some kind of evaluative process. One such process is accreditation achieved through organizations such as the Council on Accreditation, National Association for the Education of Young Children and After School Works NY.

A second process is the Program Quality Assessment (PQA) tools used to guide quality improvement. These tools are made available through a partnership between the Greater Rochester After-School Alliance (GRASA) and the Weikart Center for Youth Program Quality. Though a limited number of programs are currently participating in the PQA process, the goal is to eventually expand to involve all after-school programs in this continuous quality improvement process.

In addition, a small number of settings are piloting the use of the Devereux Student Strengths Assessment (DESSA) through a low-stakes community-wide process to support and strengthen the social and emotional health of youth in our community.

GRASA's Quality Workgroup also serves as ROC the Future's Collaborative Action Network for Expanded Learning Opportunities and has built on previous work on quality. Quality program components and instructional practices, and adherence to evidence-based strategies, are important considerations as we seek positive youth outcomes.

According to research conducted by the Weikart Center, quality programs demonstrate a set of instructional practices drawn from developmental science. The practices reflect 4 domains, assessed in the Youth PQA with 18 scales and 63 observable items:

1. Safe environment (Physical, psychological and emotional safety; healthy food; appropriate space and furniture; emergency procedures)
2. Supportive environment (encouragement, skill building, welcoming atmosphere, active engagement, session flow, reframing conflict)

3. Peer interaction (partner with adults, lead and mentor, be in small groups, experience belonging),
4. Youth engagement (plan, make choices, reflect)

The Youth Program Quality Intervention follows an "Assess-Plan-Improve" sequence to help staff improve the quality of instruction that they provide for youth. Use of the sequence will result in changes in policies and organizational settings, but more importantly it will improve quality at the "point of service – the place where instruction and youths' program experience occur."[16]

Finding 4: THE ROCHESTER CITY SCHOOL DISTRICT IS A NATIONAL LEADER IN PILOTING EXTENDED TIME AND EXPANDED LEARNING OPPORTUNITIES.
The Rochester City School District has shown a commitment to sustaining the recent addition of time to the school day and year (Expanded Learning Time or ELT) and to summer learning experiences by incorporating some of the cost of these initiatives into its annual budget. With Ford Foundation funding reaching the end of its 5-year capacity-building commitment, ELT programs are continuing in part through RCSD budget allocations, signaling a long-term commitment to this strategy.[17]

Finding 5: DOSAGE MATTERS.
Local and national research makes it clear: the amount of time children and youth spend in quality programs can increase the benefits they will experience in terms of school success and social/emotional development. Frequency and duration of after-school participation increases positive impact.[18] The Harvard Family Research Project found that youth experience greater gains across a wide variety of outcomes if they participate in after-school programs with greater frequency and in a more sustained manner.[19] And research conducted locally with United Way-funded after-school programs found a correlation between improved math and science test scores and frequency of participation in the after-school program.[20]

Finding 6: ROCHESTER'S OST PROGRAMS ARE TAKING STEPS TO PROMOTE CHILDREN'S HEALTH BY INCORPORATING REGULAR PHYSICAL ACTIVITY.
National research points to the impact that OST programs can have on children's health. For example, a longitudinal study of 21st Century programs in Connecticut found that youth who participated in after-school programs were more likely than non-participants to experience reductions in obesity, results which persisted even after controlling for youth's initial Body Mass Index status at the beginning of the study, as well as demographic factors such as poverty, race, and ethnicity.[21]

Our surveyed providers reported that their programs plan for an average of 41 minutes per day set aside for exercise or physical activity. The Finger Lakes Health Systems Agency's Healthi Kids initiative's

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[16] "Youth Program Quality Intervention Report: 2014-15 Findings from the Greater Rochester After-School Alliance YPQI", July 2015

[17] RCSD 2015-16 Approved Budget, http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/92/2015-16%20Approved%20Budget%20Presentation%2020150616.pdf

[18] "Evaluations Backgrounder: A Summary of Formal Evaluations of After-school programs' Impact on Academics, Behavior, Safety and Family Life", After-school Alliance, March 2015

[19] Harvard Family Research Project, February 2008, "After school Programs in the 21st Century: Their Potential and What it Takes to Achieve it"

[20] http://www.uwrochester.org/impactbriefing.aspx

[21] Harvard Family Research Project, Nov. 2010, "21stCCLC-funded After-school Programs"

implementation of the Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool demonstrates that, with support, OST programs can implement and sustain healthy practices.

Findings from Rochester OST provider surveys

Survey participants: In May 2015 an explanatory email with a link to an online survey was sent to a provider list supplied by the Child Care Council. Forty (40) child care centers and community-based school-age providers completed the survey, but some were unusable or duplicates so our survey analysis is based on 30 providers' responses. We gained additional information about capacity, enrollment, and funding sources from phone surveys of an additional 30 providers, for a total of 60 respondents.
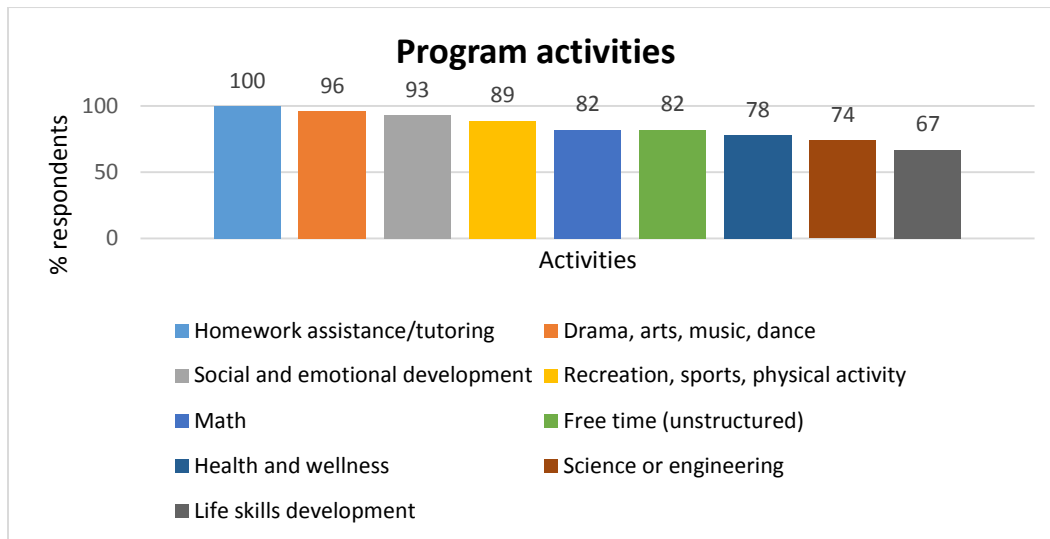
All survey respondents are child care centers (35) or community-based after-school providers (25) who provide after-school care to Rochester youth at least 3 days per week during the school year.

❖ *Respondents serve elementary and middle school students primarily.*
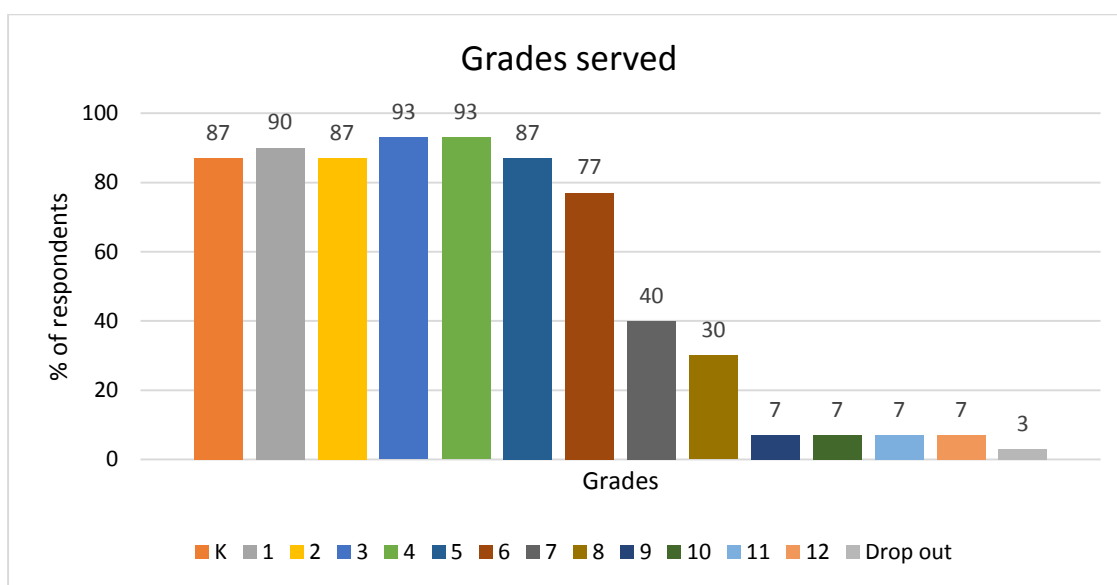
❖ *All (100%) respondents take attendance daily.*
92% reported that they track attendance by time in and time out.

❖ *The average vacancy rate (capacity minus enrollment) among respondents is 8% for community providers and 20% for child care centers.*
Average daily attendance rate (of those enrolled, how many show up on an average day) is 79%.

❖ *Respondents reported offering a wide variety of program activities, with homework assistance available in 100% of the programs. A large majority offer drama/art/music/dance, social-emotional development, recreations/sports/physical activity, math, free time, health and wellness, science/engineering and life skills development.*

Program activities

- Homework assistance/tutoring — 100
- Drama, arts, music, dance — 96
- Social and emotional development — 93
- Recreation, sports, physical activity — 89
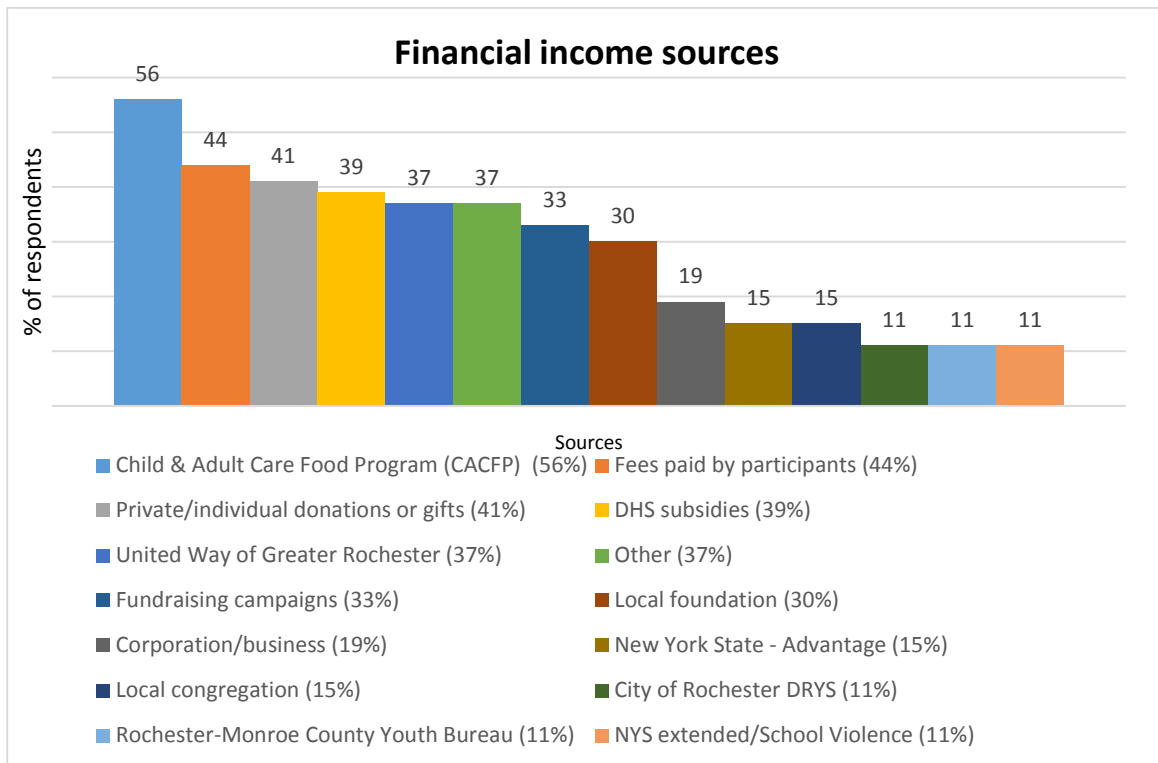- Math — 82
- Free time (unstructured) — 82
- Health and wellness — 78
- Science or engineering — 74
- Life skills development — 67

❖ *Nearly all (96%) of respondents reported that they have regularly scheduled time set aside for physical activity or exercise.* The average amount of time set aside per day for physical activity is 41 minutes.

❖ *When asked about whether parents or families are engaged with their program, most providers (78%) stated that parents and families are engaged, but they would like to see more family/parent engagement.* 15% reported that they are happy with the level of parent/family engagement.

Family and parent engagement activities

- Family/parent events — 96
- Family/parent events — 96
- Newsletter — 52
- Volunteering — 41
- Family/parent meals — 37
- Regular family/parent meetings — 30
- Training/advocacy — 11
- Advisory Council — 4
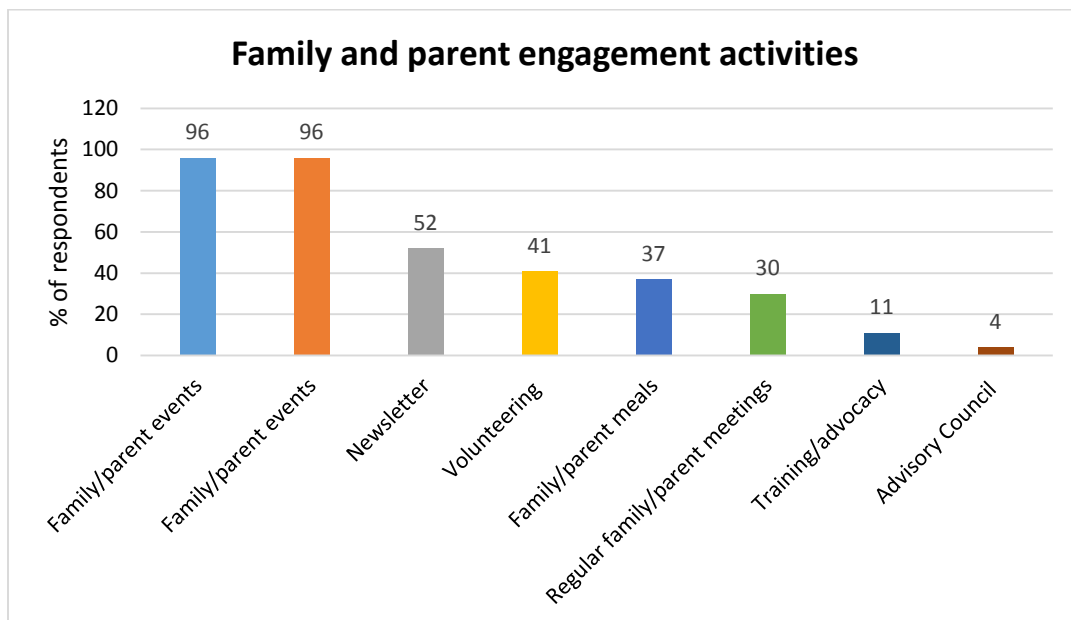
❖ *Weekly cost of school-age child care ranged from $0 to $220. Considering just programs that charge a fee, the range was $100 - $220, and the average charge was $166 per week for 5 days of after-school care. More than half (13) of the community-based providers do not charge a fee.*

❖ *The most commonly cited financial income source for respondents was the Child and Adult Care Food Program (CACFP), with 56% of respondents indicating that they participate in CACFP. Other top income sources cited by providers were fees paid by participants/families, private or individual donations or gifts, County Dept. of Human Services child care subsidies, the United Way, and fundraising and local foundations.*

Financial income sources

Legend:
- Child & Adult Care Food Program (CACFP) (56%)
- Fees paid by participants (44%)
- Private/individual donations or gifts (41%)
- DHS subsidies (39%)
- United Way of Greater Rochester (37%)
- Other (37%)
- Fundraising campaigns (33%)
- Local foundation (30%)
- Corporation/business (19%)
- New York State - Advantage (15%)
- Local congregation (15%)
- City of Rochester DRYS (11%)
- Rochester-Monroe County Youth Bureau (11%)
- NYS extended/School Violence (11%)

❖ *The most commonly cited sources of in-kind income were Kids Café or Foodlink, a congregation, local citizens, a foundation, a non-profit organization, and a college or university.*

Sources of in-kind support

Legend:
- Kids Café or Foodlink
- Congregation
- Local citizens
- Foundation
- Non-profit organization
- College/University
- Corporation/business
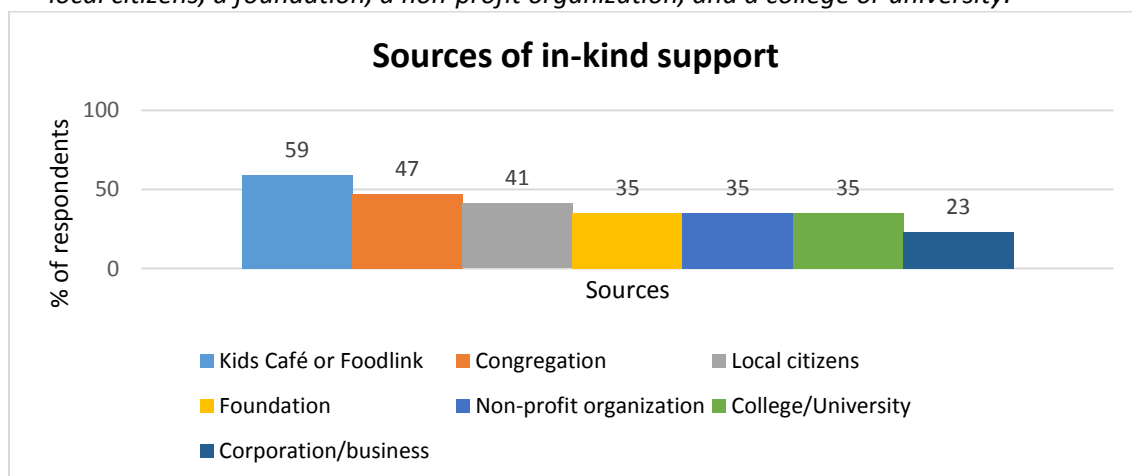
Trends in funding for after-school programs

Public funding for OST programs is insufficient at current levels. Both large public grant programs, the federal 21st Century Community Learning Centers (CCLC) and the NYS Advantage After School funding streams, receive far more applicants than can be funded with current dollars. Many programs submitting applications that score in the high 90s are not awarded any funding. Local private funders play an important role in supporting OST programs.

Public funding

21st Century Community Learning Centers
Since its creation in 1998, 21st Century Community Learning Centers funding has been the only federal funding source dedicated exclusively to before-school, after-school and summer learning programs. States are allocated funds based on their share of Title I funding for low-income students at high-poverty, low performing schools.

Since 2007, the authorized level for the 21st CCLC initiative has been $2.5 B, but actual federal appropriations have been less than half of that.   In New York, Rochester programs have received disproportionately lower amounts compared to other large upstate cities. New York State was funded at $78.1 M in 2014-15 (down from a peak funding level of $100.5 M in 2009-10). Grant awards are for three to five years and are administered by the New York State Education Department.

In the most recent round of awards in 2013, the following Rochester applications were funded:
- City of Rochester Department of Recreation and Youth Services - $74,375;
- North East Area Development, Inc. (NEAD) - $315,000;
- Rochester City School District - schools #3 and #45 - $1,200,000;
- University Preparatory Charter School for Young Men - $223,366

In Round 5b (2010), the only Rochester application funded was Volunteers of America of Western New York, Inc. Rochester - $165,605. In Round 5, no Rochester applications were funded.

In Round 4 (2008), grants were awarded to the Rochester School for the Deaf ($178,777) and the City of Rochester Bureau of Youth Services ($847,771). In Round 3 (2005), the only Rochester application funded was the Ibero-American Action League Rochester ($282,965).

In Round 2 there were 2 Rochester awards – the City of Rochester/Bureau of Human Services ($778,538) and the Eugenio Maria de Hostos Charter School Rochester ($276,645). In Round 1 (2003), the City of Rochester/Bureau of Human Services was awarded $1,730,000.

Advantage After School
Advantage After School is New York's own funding stream for OST programs. Previous to 2015-16, Advantage funding had been level-funded at $17.7 M since 2011. The program received a $1.5M increase in the 2015-16 State budget, allowing it to make additional awards from the 2014 RFP process. The demand for after-school funding far exceeds the capacity of this funding stream; in the 2012 RFP process, NYS received 350 applications and had funding available for only 45 awards.

As of September 2015, across New York State there are 117 Advantage-funded community organizations providing after-school services at 152 program sites for approximately 15,000 children. Current Advantage-funded programs in Rochester are Quad A for Kids at School #4 and at School #34; Baden St. Project B.A.S.E. at School #22 and at the Clinton-Baden Community Center; and Community Place of Greater Rochester.   Grants are for 5 years.

Additional state funding streams that can be used to support OST opportunities are:

Extended School Day/School Violence Prevention
This program supports collaborative projects that address the problem of school violence through extended school day programs and/or other school violence prevention strategies/resources. This funding stream has been level-funded at $24.3M in the last 4 New York State budgets. It is administered by the NYS Education Dept. At its peak in 2007-08, the Extended School Day/School Violence Prevention was funded at $30.2 M.

The Request for Proposals (RFP) for the 2016-2021 Extended School Day/School Violence Prevention program was released in early November 2015, with applications due on January 8, 2016. Public school districts and not-for-profit organizations working in collaboration with public school districts are eligible to apply. Approximately $24.3M will be available statewide, with a maximum annual grant award of $350,000 per application, and it is expected that funding will continue at this annual appropriation level through 2021. Funds will be allocated to geographic areas within New York State as follows: 55% to New York City; 15% to the big four cities of Buffalo, Rochester, Syracuse and Yonkers; and 30% to the rest of the State.

Youth Development Program (YDP)
This funding, administered by the NYS Office of Children and Families and distributed by County Youth Bureaus, supports providers offering positive youth development programs, including a small number of OST initiatives. It has been level-funded at $15.4 M in 3 of the last 4 New York State budgets. The exception, in 2013-14, was an additional allocation of $1.3 M added by the Legislature to aid the program in combining two funding streams into one. At its peak in 2008-09, the Youth Development Program was funded at $37.1 M.

Extended Learning Time
This funding began in 2013-14 at $20 M to support schools lengthening the school day or the school year by at least 25%, with the state covering the cost of the expanded learning time. Eligible applicants were school districts or school districts joining with community partners. In 2014-15 funding was provided for continuation of existing programs, but there were no new awards. The Rochester City School District, though not originally funded, will be receiving funding from this program in 2015-16.

Community Schools – In the 2014-15 State budget, $15 M was allocated to provide grants of $500,000 per school for the creation of "community schools" that provide integrated social, health, after-school programs, and other services. No Rochester area school received a Community School grant.

Child care subsidies
Monroe County allocates approximately $40 M annually in combined federal, state and County dollars to provide child care subsidies to families receiving public assistance, involved in a Child Protective or Preventive case, or working but earning less than 165% of the federal poverty level (Income Eligible).

The Income Eligible subsidies serve only 22% of eligible families in Monroe County due to inadequate funding.[22]

Approximately one-third of child care subsidies are used to purchase care for school-age children. Local funding for subsidies has declined in recent years, causing the number of children in low-income working families served by subsidies to fall 54% since 2001.
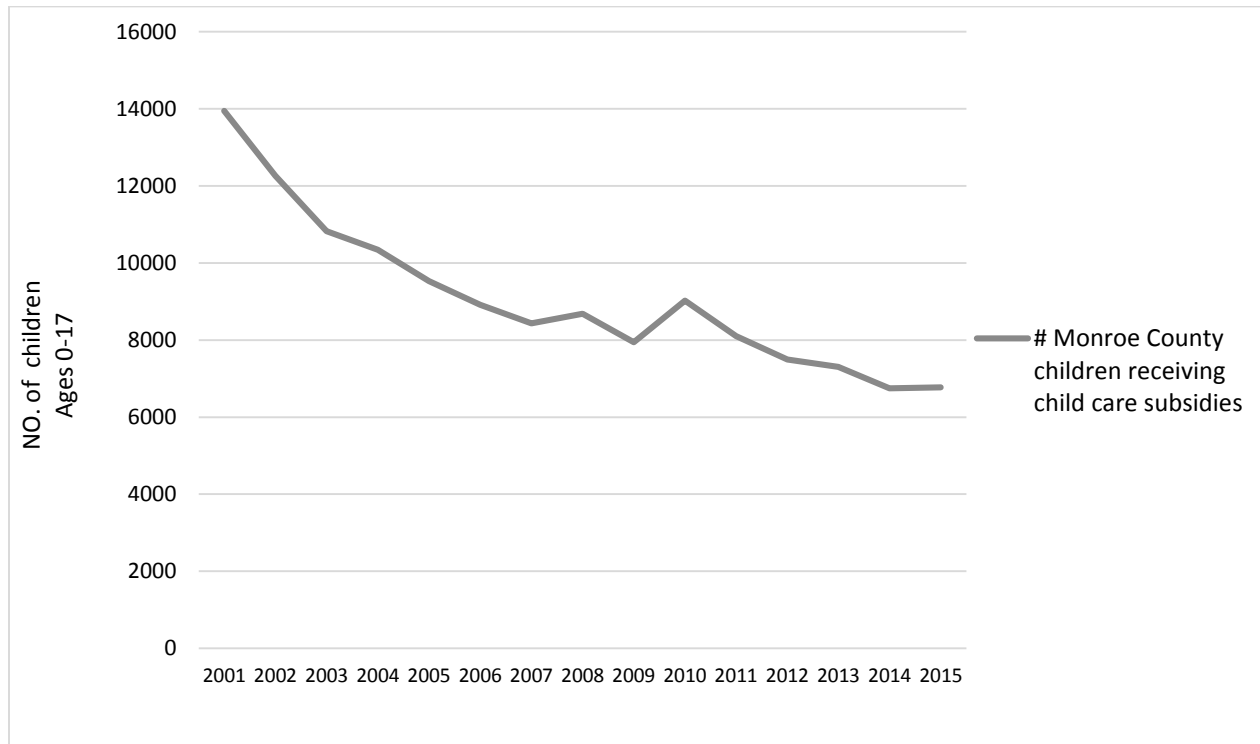
Source: Monroe County Enacted Budgets (http://www2.monroecounty.gov/budget-index.php)

Private funding

United Way of Greater Rochester
The United Way has made substantial investments in OST programming for Rochester area children and youth in the past and it continues to do so now. Summer enrichment and after-school programs were an important part of the 2010-2013 Blueprint; in its 2013-2019 strategic plan, the Community Fund Blueprint for Change, two of the three strategies include OST programming. The United Way will direct $1.9 M to after-school opportunities during the 2015-16 school year and $1.3 M to 2015 summer enrichment.

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[22] "Child Care Subsidies in Monroe County - An Analysis of Need, Availability and Trends", Center for Governmental Research (www.cgr.org), Nov. 2014

Rochester Area Community Foundation (RACF)
The Rochester Area Community Foundation has been a longtime supporter of OST programs through direct funding for programs and capacity-building initiatives as well as its staffing of the Greater Rochester After School Alliance (GRASA).   In 2015 RACF announced a revised giving strategy with fewer, larger grants focused on two broad goals – creating an equitable community and strengthening regional vitality. Under the equity goals, RACF is funding a comprehensive approach to evaluating, improving, and sustaining effective and accessible OST programs including before- and after-school, expanded learning, and summer enrichment. In 2015 RACF's OST giving totaled $465,000.

Greater Rochester Health Foundation (GRHF)
The Greater Rochester Health Foundation supports OST programs through funding provided for before- and after-school programs, school-based programs in 9 RCSD schools, summer learning, community-based organizations, and its "Be a Healthy Hero Camp." In 2015, GRHF's OST giving totaled $449,529.

Summer learning
The expansion of crucial summer learning opportunities in the Rochester area has received substantial support from private foundations, corporations and individuals. Funders include Joseph C. and Marie C. Wilson Foundation, Max and Marion Farash Foundation, United Way, Rochester Area Community Foundations, M&T Bank Foundation, Feinbloom Supporting Foundation, Daisy Marquis Jones Foundations, Brighter Days Foundation, Ames Amzalak Memorial Trust, Dollar General, John F. Wegman Fund, and the Rochester Female Charitable Society.

Mapping after-school opportunities in Rochester

A map of the 60 programs included in this inventory, along with ELT schools with a 5:00 dismissal time, City R-Centers and "Safe to be Smart" library sites, illustrates the distribution of after-school opportunities throughout Rochester.   Most notable is the lack of providers in the northern parts of Rochester and, to a lesser extent, the westernmost areas of the city. Despite several darkened areas indicating the presence of substantial numbers of school-age children, there are few opportunities for children to be engaged after school in those geographic areas.

Note:
The map does not include home-based after-school providers because there so many locations that their "dots" would overlap with most of the other sites.

Legend

- ■ "Safe to be Smart" Library Program
- ⬟ Child Care Center
- ▲ City R-Center
- ■ 5:00 Dismissal School
- ● Community Based After-School Provider
- ● Community Based After-School (Free)
- ▭ Quadrant

Number of School Aged Children

- 0 - 66
- 67 - 130
- 131 - 193
- 194 - 286
- 287 - 623

NORTHWEST

NORTHEAST

CENTER CITY

SOUTHWEST

SOUTHEAST
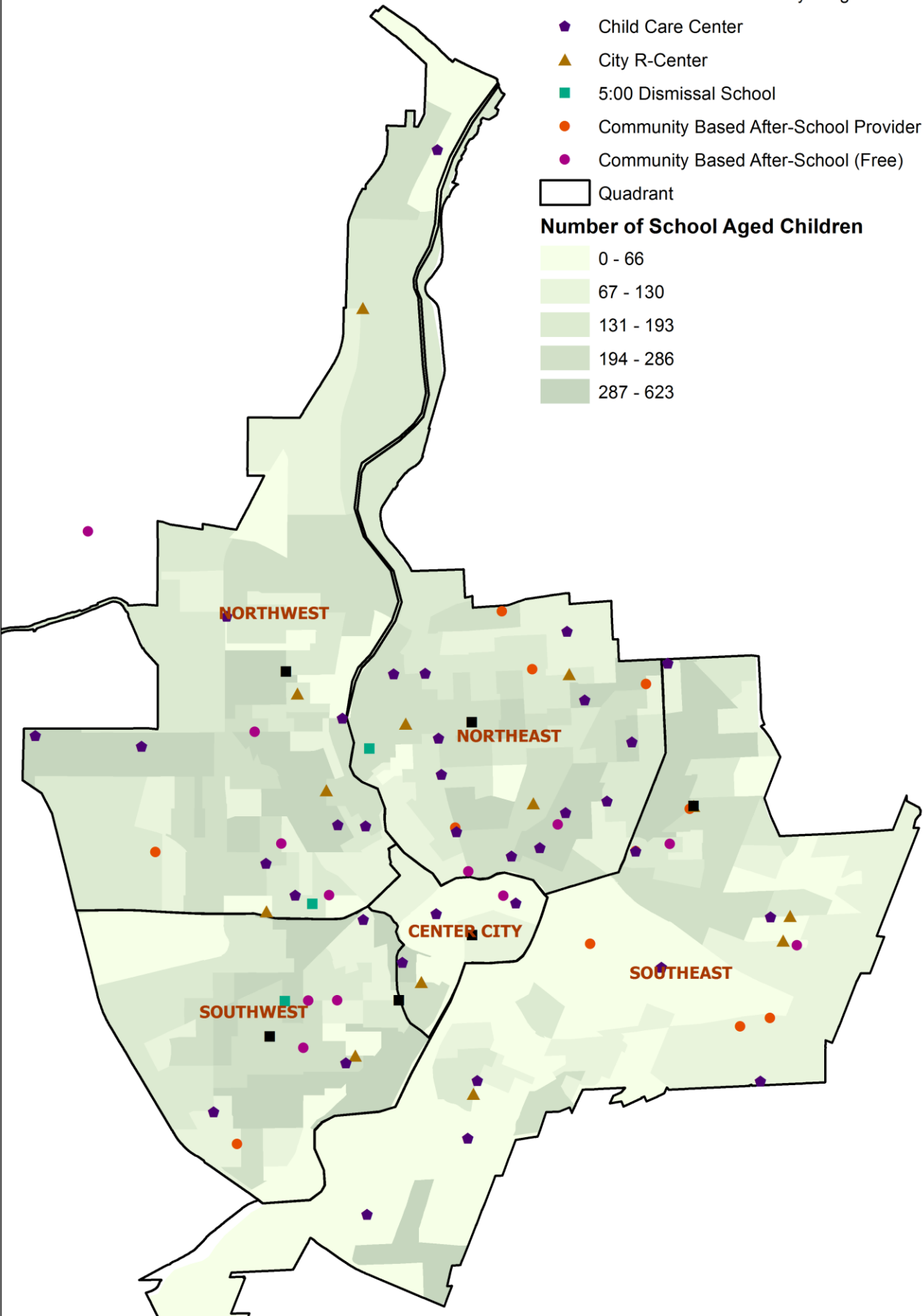
Building quality after-school programs in Rochester

What is "quality"?
A review of the research indicates that quality after-school programs provide children and youth with:
- safe and supportive environments;
- positive relationships and interactions with peers and well-trained program staff;
- a mix of activities that engage participants and promote exploration and skill development;
- opportunities for youth autonomy and leadership;
- use of effective instructional strategies; and
- a continuous quality improvement process that requires goal-setting, planning, and evaluation.

The evidence is clear: After-school settings can do more than provide a safe place for children to stay while waiting for their parents to return home from work, and their value extends well beyond homework help.

As more is demanded of students in the classroom, attention has turned to the value of time spent outside school in supporting students' success. OST programs are increasingly seen as vital to promoting children's academic skills as well social and emotional development, strong study habits, cultural enrichment, school attendance and other positive behaviors.

In an analysis of research completed within the last ten years with primarily experimental or quasi-experimental design and conducted by a research organization, university or an educational consulting firm, the Afterschool Alliance found evidence of this value. The studies show that time spent in quality programs before and after the school day and during summer and school vacations contribute to:

- School engagement, including school day attendance and likelihood of staying in school.
- Positive behavior, including avoiding participation in at-risk behaviors such as criminal activity, gang involvement, drug and alcohol use, or sexual activity.
- Academic performance, including test scores, grades, graduation rates and college enrollment.[23]

Other reviews of research on the impact of children's participation in quality OST experiences have been provided by the New York State After-school Network (NYSAN)[24] and the Afterschool Alliance[25], and have reported similarly positive outcomes.

Quality initiatives in Rochester and Monroe County
The after-school community in Rochester has placed value on the quality of programs for many years:
- In 2008, the Rochester After-School Task Force, co-convened by the City of Rochester and the Rochester City School District, developed the Rochester After-School Model. The Task Force worked with facilitators from The After School Corporation (TASC) in New York City to develop a plan to address the after-school needs of every student in the Rochester City School District. Task Force members agreed to include components of the Rochester After-School Model in their programs. The United Way, for example, required its funded programs to include these elements in after-school and summer enrichment activities.

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[23] "Taking a Deeper Dive Into Afterschool: Positive Outcomes and Promising Practices," Afterschool Alliance, 2014
[24] "What Does the Research Say About Afterschool Programs?", New York State Afterschool Network (NYSAN), 2015
[25] "In Depth Reporting on Afterschool," Afterschool Alliance, 2015

- Beginning in 2005 and continuing through 2011, the Greater Rochester After-School Alliance (GRASA) members participated in an annual assessment of the quality of after-school programs conducted by the Children's Institute in Rochester. The assessments were based on use of the Youth Program Quality Assessment (YPQA). The YPQA produces scores in four different categories – safe environment, supportive environment, interaction, and engagement. Rochester programs consistently scored near or above 4 (on a 5-point scale) on each of these categories.

Youth Program Quality Intervention (YPQI)
Beginning in 2013 GRASA partnered with the David P. Weikart Center for Youth Program Quality (Weikart Center) to initiate a pilot quality improvement effort at 20 sites in the Greater Rochester area. This Quality Improvement model was based on the Youth Program Quality Intervention, an assessment-driven continuous improvement process designed to: (a) build providers' skills in continuous quality improvement; (b) increase the quality of instructional practices delivered in after-school programs; and (c) increase students' engagement with program content and opportunities for skill-building.[26]

The initial pilot sample of 20 sites from the Greater Rochester area participated in external assessment using both the Youth Program Quality Assessment (Youth PQA) and the School-Age Program Quality Assessment (School-Age PQA) throughout the 2013-2014 program year. The sites were separated into two cohorts: Expanded Learning Time programs in schools and after-school programs. In addition, sites participated in data-driven planning.

In 2013-14 the following sites participated: Boys & Girls Club at School 3, 29, 45 and Genesee St. Club; Charles Settlement at School 17; City Department of Recreation and Youth Services (DRYS) at School 46; Community Place of Greater Rochester (CPGR) at Douglass and Parsells St.; Hillside Work Scholarship Connection at Douglass; Quad A for Kids at School 4, 10, 16 and 34; YMCA at School 8, 17, 43; Center for Youth at East Middle High and Monroe; City at School 19 and Baden St. at School 9.

In 2014-15 the following sites participated: Boys & Girls Club at School 3, 29, 45 and Genesee St. Club; Charles Settlement at School 17; CPGR at Parsells St.; Quad A for Kids at School 4, 10, 16 and 34; YMCA at School 8, 17, 43; Center for Youth at Monroe; Ibero at #9, Ibero at #17; and Baden St. at School 9. Three new sites were added: SWAN After School; Center for Youth Urban Choice Charter School; and Charles Settlement House Parkway site.

New sites participating in 2015-16 are Boys & Girls Club at School 41, the Center for Youth at School 3, YMCA at School 44, Cameron Community Center for School 54, and Rochester Childfirst Network.

While the number of participating sites is limited by current funding, the plan is to continue rolling it out so that any after-school program who wants to participate in the YPQI process can do so.

GRASA Quality Work Group/ROC the Future Collective Action Network
In 2014, the GRASA Quality Work Group led a process to develop consensus on youth outcomes for OST programs desired by the greater Rochester community. Members of the Work Group, which now constitutes the Expanded Learning Opportunities collective action network of ROC the Future, include representatives from RCSD, The Children's Agenda, Children's Institute, Rochester Public Library System,

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[26] "Youth Program Quality Intervention Report : 2013-2014 Findings from the Greater Rochester After- School Alliance YPQI - Report to the Greater Rochester After-School Alliance", October 2014

Boys & Girls Club, EnCompass Resources for Learning, Rochester Area Community Foundation, YMCA, Nazareth College, United Way and SUNY Geneseo.

The process resulted in agreement on the following outcomes:
1) Academic competencies
2) Engagement
3) Health and wellness
4) Intrapersonal development
5) Life and career skills
6) Social relationships (peer and adult)

In July 2014, the GRASA Quality Work Group recommended use of the Devereux Student Strengths Assessment to measure progress on social-emotional health among youth participating in out-of-school-time programming, including before-school, after-school, summer enrichment, and expanded learning. One important reason the Devereux Student Strength Short Assessment (DESSA) was chosen was because of its brevity – there are 8 questions in the mini-DESSA – which is crucial given the level of activity in many OST settings. In 2104-15 over 560 students were assessed using the mini-DESSA at 14 different sites. More will join the pilot in 2015-16.

Beyond After-School: Summer Learning and Expanded Learning Time

Summer learning

Quality summer learning programs provide multiple benefits:
- A safe and often free or very low-cost place for students to be while their parents are at work;
- Enriching activities that boost children's academic, social and physical growth;
- Cultural and arts opportunities that may otherwise not be available to low-income children; and
- Lower risk of negative behaviors such as substance abuse, crime and teen pregnancy.

Why summer learning is important

In a 2011 review of the literature regarding summer learning loss and the effectiveness of summer learning programs conducted by the RAND Corp. for the Wallace Foundation[27], two major findings were:

a) Summer learning loss, which is disproportionate and cumulative, contributes substantially to the achievement gap. This is particularly true with reading skills, which high-income children often gain over the summer while their lower income peers lose. Researchers believe this difference, compounded year after year, contributes substantially to the reading competency gap between high- and low-income students; and

b) Students who attend summer programs of any kind have better outcomes than similar peers who do not, and the effects of summer learning programs endure for at least two years after the student has engaged in the program.

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[27] "Making Summer Count: How Summer Programs Can Boost Children's Learning", produced within RAND Corp., commissioned by the Wallace Foundation, http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf

Research has clearly demonstrated that summer learning can be an important contributor to students' academic success, and it can also reduce the opportunity/achievement gap between children from low income vs. high income families. Many students lose knowledge and skills over the summer – "summer learning loss" – which disproportionately affects low-income children.

Data show that low-income students enter Kindergarten on average six months behind their middle-class peers in reading, vocabulary and school readiness. Although they learn at approximately the same pace as their classmates during the school year, low-income students fall about two to three months behind in reading and math skills each summer. By fifth grade, the cumulative gap is two and a half years, making summer learning loss the biggest factor in causing the achievement gap between low-income children and their middle-class peers.[28]

Where do Rochester students spend summer months?

We do not include estimates of the need or availability for summer child care for school-age children in this inventory. Children are often in different settings in the summertime, such as camps, town recreation programs, or staying at home with a family member. Home-based providers, child care centers and many community-based programs continue to provide care for children during the summer months. A growing number are participating in RCSD programs, summerLEAP at area schools and colleges, and United Way-funded programs including Horizons and community-based providers.

Rochester City School District

The Rochester City School District's summer learning program has grown substantially over the past 4 years to include every kind of summer learning opportunity available to RCSD students, including summer reading assignments, traditional summer school, and summerLEAP programs coordinated by the Greater Rochester Summer Learning Association (GRSLA).

RCSD reports that 12,500 students participated in summer learning in 2015 compared to 10,000 in 2014, and that 74% of children in grades K-3 maintained or increased their reading levels. In 2015 summer programs targeting a wide range of PreK through Grade 12 students (including those with disabilities) were offered. Programs utilized certified District teachers, free transportation and, at many sites, free breakfast and lunch.

Rochester was fortunate to participate in a 4-year Wallace Foundation Summer Learning demonstration, the Rochester Summer Scholars program, that began in 2011 and ended in 2014. 1,200 students applied and 774 were selected by lottery. RAND is tracking all 1,200 whether they were admitted to the program or not, and will follow the students through college. The Wallace Foundation agreed to provide 2 more years of reduced funding in 2015 and 2016, beyond the pilot phase.

In 2015 RCSD was awarded the New York Life Excellence in Summer Learning Award by the National Summer Learning Association for the Rochester Summer Scholars program because of its excellence in accelerating academic achievement and promoting healthy development for low-income children and youth, as measured by NSLA's Comprehensive Assessment of Summer Programs.

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[28] Horizons National, https://www.youtube.com/watch?t=15&v=Ahhj3wxxkdM

The Greater Rochester Summer Learning Association (GRSLA)

GRSLA is a 501c3 not-for-profit regional consortium of eight educational institutions (Harley School, University of Rochester, EnCompass Resources for Learning, Nazareth College, Monroe Community College, SUNY Geneseo, Allendale Columbia School and SUNY Brockport) that are working together to promote summer learning and close the achievement gap for local low-income students by providing, with partial funding from the United Way, effective, tuition-free, evidence-based, summer learning and enrichment programs. The combined summer learning programs of the eight host institutions are called "summerLEAP" where LEAP stands for Learning Enrichment to Achieve Potential.

The Harley School was the first (and for a long time, the only) summerLEAP site, hosting a successful summer enrichment program for RCSD students for 20 years. It recently made a commitment to engage the RCSD and community partners to expand access to this opportunity. Harley raised resources to fund the start-up of several affiliate programs. In 2010, the University of Rochester and EnCompass /The Norman Howard School piloted affiliate programs. In 2011, Nazareth College, Monroe Community College and SUNY Geneseo joined in the formation of GRSLA to serve a total of 345 students; in 2012 the number of students grew to 423. In the summer of 2014, Allendale Columbia and SUNY Brockport offered summerLEAP programs, increasing the total number of students to 745. In 2015, 920 student were served, and GRSLA hope to reach 1,243 students in the summer of 2017.

One of the goals of summerLEAP is to close the school achievement gap between low income students and their middle and high income peers, so it targets low income children and students who are underperforming academically. Outcomes of local summerLEAP programs are:[29]

- Greater than 90-percent high school graduation rate (students who attend the program for three or more years)
- Higher than 75 percent college enrollment rate (students who attend 3 or more years)
- One-to-three month gain in reading and math skills each summer (during six-week program)
- Average return rate of five years, year-over-year, of students to the program
- 95 percent year-to-year return rate and 96 percent daily attendance rate

Expanded Learning Time (ELT)

In 2012 the Rochester City School District initiated an ambitious plan to reform the school day and year by adding additional hours.   Superintendent Bolgen Vargas cited research demonstrating the link between additional instructional time and improved student outcomes.

- Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households.[30]
- The benefits of extending learning time depend on how effectively the time is used.[31]

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[29] http://www.summerleap.com
[30] ECONorthwest Chalkboard Project, http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf, August 2008
[31] Ibid

- A review of 30 very rigorous studies of the impact of extended learning time published in 2014 found mixed academic results from the studies examined.[32] A number of studies also show mixed results.[33][34]

In Rochester the extension of learning time was to go beyond traditional before- and after-school activities to include partnerships with community organizations, increased enrichment time, revised schedules, and capacity building for teachers. In Rochester, each participating school was given the opportunity to create a model that addressed the needs of its own student body.

TIME Collaborative

Rochester's extended day initiative began in 2012-13 with the launch of the TIME Collaborative in 13 schools. The TIME Collaborative was part of a 5-state national initiative led by the National Center on Time & Learning (NCTL) and supported by the Ford Foundation and several other national and state-based foundations with the goal of adding 300 hours of learning time during the typical September – June school year for all students in participating high-poverty schools. NCTL supported 15 districts across the five participating states, with 2 New York districts participating (Rochester and Syracuse).

Each participating school spends one year developing a plan that, if approved, is implemented the following year. Five cohort 1 schools began planning in 2012-13 and have finished their second year of implementation. Cohort 2 planned during the 2013-14 school year and began implementation in 2014-15. A third cohort began planning in 2014-15 and is implementing in the current 2015-16 school year. A fourth cohort is in the planning stage now.

Since its launch, the expansion of learning time in Rochester City schools has grown beyond the TIME Collaborative to include schools required by their status, determined by New York State, as a "Priority" or "Focus" school (an indication of poor performance) to add 200 hours to the school year.

More and Better Learning Time (MBLT)

In 2015, "More and Better Learning Time" refers to all expanded learning time efforts in RCSD, but it began to be used when the Ford Foundation funded the ELT capacity-building effort in Rochester in 2012. The goal of the Ford Foundation's More and Better Learning Time (MBLT) initiative was to increase and improve the quality of learning time. The three key elements of this larger MBLT initiative include: (a) providing additional instructional time using a curriculum that incorporates personalized relationships with adults; (b) integrating after-school and out-of-school time and anytime/anywhere learning opportunities with traditional schooling; and (c) redesigning the work of students, teachers, and community partners (Ford Foundation, 2014).

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[32] Institute of Educational Sciences Regional Educational Laboratory Program, October 2014, http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=373

[33] National Conference of State Legislatures, http://www.ncsl.org/research/education/school-calendar-extended-day-and-year.aspx

[34] Government Accountability Office,, "School Improvement Grants", http://www.gao.gov/assets/600/590054.pdf

Summary of Rochester City School District ELT Schools

2015-16			
2015-16 Required by Priority Status 200 hours (no SIG)	2015-16 Required by Priority Status 200 hours (SIG/SIF)	2015-16 Formerly TIME Collaborative (Currently 300 hours, following NCTL/TIME model, some mandated to add time, others voluntary)	2015-16 Other
No schools	Charlotte Monroe NE/NW Wilson HS	School 8 School 9 School 10 School 17 School 22 School 23 School 29 School 34 School 41 School 44 School 45 School 46	LAFYM SOTA All City Edison (which replaces STEM/RBHS, and includes PTECH)

2014–2015			
2014–15 Required by Priority Status 200 hours (no SIG)	2014–15 Required by Priority Status 200 hours (SIG/SIF)	2014–15 TIME Collaborative	2014–15 Other
School 8 School 41 School 44 East High School	Monroe NE/NW Wilson HS Charlotte	School 3[c] School 9[c] School 10 School 17[c] School 22[c] School 23 School 29 School 34[c] School 45[c] School 46 [c]Note: mandated due to Priority School Status and SIG/SIF	LAFYM PTECH SOTA All City STEM/RBHS

2013–2014			
2013–14 Required by Priority Status 200 hours (no SIG)	2013–14 Required by Priority Status **200 hours (SIG/SIF)**	2013–14 TIME **Collaborative**	2013–14 Other
School 22 School 41 School 44 East High School	School 3[a] School 8 School 17 [a] School 34 Charlotte Monroe NE/NW Wilson HS *[a]Note: implemented for all students, 300 hours*	School 9[b] School 10 School 23 School 45[b] School 46 *[b]Note: mandated due to Priority School Status and SIG/SIF*	LAFYM SOTA All City STEM/RBHS

Source: Rochester City School District, Office of School Innovation, July 2014, *More and Better Learning Time* presentation to Board Finance Committee.

Acronyms: SIG = School Improvement Grant; SIP = School Improvement Plan; LAFYM = Leadership Academy for Young Men; SOTA = School of the Arts; STEM/RBHS = Science, Technology, Engineering and Math/Robert Brown High School; PTECH = Pathways to Technology Program; NCTL = National Center on Time and Learning
Priority Schools are among the lowest five percent in the State in terms of combined English language arts and mathematics performance that are not making progress, as well as those schools that have graduation rates below 60% for the last several years.

In 2014-2015, more than 5000 students were engaged in expanded learning time in just the 10 TIME Collaborative schools. Enrollment data is not currently available for the 2015-16 school year.

ELT Schools	End-of-Year Active Enrollment Number
Total	**5024**
School 3	663
School 9	731
School 10	353
School 17	656
School 22	541
School 23	319
School 29	365
School 34	459
School 45	608
School 46	329

American Institute of Research report
In February 2015 the American Institute of Research (AIR) released an assessment of the Rochester City School District's experiment with expanded learning time. AIR used the More and Better Learning Time (MBLT) framework created by the Annenberg Institute for School Reform through funding from the Ford

Foundation to frame the assessment. The report notes positive results from the assessment, including an acknowledgement of the launch of the model in multiple schools in a short time frame, the District's strong focus on continuous improvement, and belief in the initiative expressed by school staff and community partners.[35]

The report focuses on 5 TIME Collaborative schools that began planning in 2012-13 and were in their second year of implementation (Schools 9, 10, 23, 45, 46). Among the concerns cited by AIR were:

- A lack of understanding about the roles of schools and community partners. "Problems seem to stem both from a lack of clear communication about roles and expectations for partners and from a potentially ineffective partner selection process."

- Inadequate monitoring of students. "Parents and teachers expressed concerns about student safety, particularly outside of school hours. Consider revising transportation options, ensuring appropriate staffing at the end of the day, or changing the daily class schedule to ensure student safety."

Community partnerships
One element incorporated into every ELT model adopted by a Rochester school - regardless of the model used - is partnerships with community based organizations who offer academic and nonacademic enrichment and intervention. Those community partners have opportunities to participate in the Youth Program Quality Improvement (YPQI) process.

In focus groups and interviews conducted by AIR, many community partners reported that they ". . . did not believe they had a true collaborative relationship with the schools and had negative experiences in providing services to the schools. While the schools demonstrate largely positive climates and cultures among their own teachers, students, staff, and families, poor relationships between schools and community partners may negatively impact the climate and culture of schools." In addition, community partners reported feeling excluded from program planning and decision making.

The AIR assessment also found confusion about funding of ELT programs. Community partners reported that they unexpectedly had to cover costs that they had believed would be the responsibility of the schools.

A bright spot in the AIR assessment is the value attributed to the YPQI process: "The YPQI process has been recognized as a crucial means to achieve quality across all providers and to strengthen partnerships. Over **90 percent** of participating direct service staff members indicated that they gained relevant knowledge and developed valuable skills, that the YPQI pilot project was a good use of their time and effort, and that it was supported by their supervisors."[36]

The YPQI process involved the use of two different tools depending on the program – the Youth Program Quality Assessment (YPQA) and the School-Age Program Quality Assessment (SAPQA). The ELT sites studied by AIR that participated in the YPQI process were rated very highly on the Safe Environment scale. As stated previously, the PQA assesses programs in 4 domains – safe environment, supportive environment, peer interaction, and youth engagement.   With 5 as the highest score, Fall

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[35] Assessment of Progress in Implementation of Expanded Learning Time: Rochester City Schools, American Institutes for Research, February 2015
[36] Assessment of Progress in Implementation of Expanded Learning Time: Rochester City Schools, American Institutes for Research, February 2015

2013 ratings ranged from 4.44 for YPQA to 4.59 for SAPQA, and spring 2014 ratings ranged from 4.42 for YPQA to 4.71 for SAPQA.

Physical activity and healthy behaviors in after-school environments

40% of children living in Rochester are overweight or obese. Research indicates that these children have a higher risk of absenteeism, being bullied, low test scores, and not attending college. OST programs can provide a regular opportunity for children to be physically active and to learn healthy eating habits.

The United Way of Greater Rochester and the Greater Rochester Health Foundation (GRHF) have invested in initiatives that support physical activity and nutrition in OST programs. Since 2010, the United Way has required that all OST programs receiving United Way funding include daily moderate-to-vigorous physical activity. GRHF supports physical activity through training offered to Rochester City School District partners and community OST providers.

Healthi Kids
In 2011 the Healthi Kids initiative of the Finger Lakes Health Systems Agency received funding from the NYS Department of Health to engage with after-school providers at 16 locations with the overall goal of increasing children's healthy behaviors in after-school settings. The locations were:

- City R-Centers (Avenue D, Edgerton, Gantt Center, Ryan Center, School 41, School 42, School 43, School 46, School 19)
- Cameron Community Ministries
- Center for Youth
- EnCompass at Discovery Charter School, School 15, School 33 (co-located with the Ryan Center, School 39
- SWAN, YMCA @ School 43 and School 10

At each site, Healthi Kids staff administered the Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool and worked with program staff to set goals for changes to the environment that would promote health. They asked programs to consider the following possible behavioral goals for healthy eating and activity that research shows help prevent youth from becoming overweight and chronic diseases such as diabetes:

- Drinking more water and low fat milk
- 60 minutes of daily physical activity
- Eating more fruits and vegetables
- Eating more nutrient-rich and high fiber foods
- Eating only as much as you need
- Limiting screen time
- Staff behaviors

Most providers chose to focus on staff behaviors, eating more fruit and vegetables, and getting 60 minutes of daily physical activity.

Healthi Kids staff assisted with developing action plans, supplying technical assistance and materials, and helping program staff implement strategies to achieve their goals. For example, one program served many children who did not have adequate outerwear to play outside in cold weather, so Healthi Kids provided them with resources to purchase games and a set of DVDs to promote indoor physical activity on those days.

One year after the assessment, Healthi Kids conducted a sustainability assessment and found that programs were successful in maintaining their desired change in policy or practice. In 2014-15 Healthi Kids again visited the programs to ask if the changes had been sustained and found that most had. They also asked staff for feedback on the CHASE process. In response to feedback, Healthi Kids staff developed a tool kit with resources for staff and parents, and offered a second opportunity for staff to participate in a Playworks training.

APPENDIX A

GLOSSARY

21st CCLC – 21st Century Community Learning Centers – Federal funding stream for out-of-school time programs.

After-school – Generally refers to time period between 3:00 – 6:00 pm

CACFP – Child and Adult Care Food Program

Capacity – The number of slots allowed by NYS OCFS for a particular program or child care provider, based on building size, staffing and ages of children in care.

CHASE - Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool

DESSA - The Devereux Student Strengths Assessment (DESSA) is a behavior rating scale that assesses skills related to social-emotional competence, resilience, and academic success.

DRYS – City of Rochester Department of Recreation and Youth Services

ELT – Extended or Expanded Learning Time

Enrollment – The number of children registered for a particular program or child care provider.

GRSLA - The Greater Rochester Summer Learning Association

GRASA – Greater Rochester After School Alliance

NCTL – National Center on Time and Learning

OCFS – New York State Office of Child and Family Services

OST - Out-of-school-time – Any time a student spends outside the classroom setting, most commonly referring to before- and after-school, summer learning, extended school days or years, and school vacation weeks.

PQA – Program Quality Assessment

RACF – Rochester Area Community Foundation

RCSD – Rochester City School District

Rochester students – Students in grades K-12 who are eligible to attend Rochester City School District schools, whether they attend public, private or Catholic schools or are homeschooled.

SAPQA - School-Age Program Quality Assessment

"School-Age Child Care" – As defined by New York State's Office of Child and Family Services, school-age child care is care provided for more than 6 children from kindergarten through age 12. Care is provided during non-school hours, and can include school vacation periods and holidays.

TCA – The Children's Agenda

YPQA - Youth Program Quality Assessment

YPQI – Youth Program Quality Intervention

School-age child care survey

Welcome to The Children's Agenda/Greater Rochester After School Alliance (GRASA) survey!

Thank you for participating in our brief survey. We expect it will take you 15 minutes or less to complete.

For the purposes of this survey:

- the definition of school-age youth is "those typically eligible for kindergarten through grade 12."
- our geographic focus is programs serving Rochester City School District students.

Your feedback is important to us, and it will help further GRASA's goal of strengthening the quality, quantity, and accessibility of out-of-school-time programs in Monroe County for school-age youth. It will be especially helpful as we provide a 2015 update to the Rochester community on out-of-school-time opportunities for Rochester students. We hope to determine how many students are currently enrolled in programs like yours, and how many students are still in need.

For more information about GRASA, click here.

If you have a question about the survey, please contact Brigit Hurley at The Children's Agenda (bhurley@thechildrensagenda.org; (585) 256-2620 ext. 2602)

1. Program and contact information

Organization Name

Program Name (if different)

Location/Street

Name of person completing the survey

Email Address

Phone Number

2. NOTE: We would like each site to complete a separate survey, so if your program has multiple sites, please keep in mind your PRIMARY site as you answer the following questions.

Does your program have another site?

◯ Yes, and a survey is being completed for that site.

◯ Yes, but I'm not sure if a survey was received by the other site(s).

◯ No

3. Does your program provide programming for school-age children?

◯ Yes

◯ No

4. When does your program provide school-age care? (<u>please check all that apply</u>)

   at least 3 days a week during the school year

   <u>only</u> 1 or 2 days a week during the school year

   <u>only</u> for part of the year (vacation or summer)

   in the mornings before school

   in the afternoons after school

   during the school day in partnership with the school

5. What are the ages of the children served in your program? (please check all that apply)

   Kindergarten

   Grade 1

   Grade 2

   Grade 3

   Grade 4

   Grade 5

   Grade 6

   Grade 7

   Grade 8

   Grade 9

   Grade 10

   Grade 11

   Grade 12

   Teens who have dropped out of school

6. Is attendance tracked by student name every day?

 Yes for students in grades K - 8

 Yes for students in grades 9 - 12

 Attendance is not tracked

Do you track attendance by time in and time out?

7. What is the MAXIMUM number of school-age children your program can serve at one time (capacity)?

8. How many school-age children are CURRENTLY enrolled or registered in your program?

9. From September 2014 - March 2015, what has been the average daily attendance for school-age youth (how many usually attend each day)?

10. Approximately what percentage of your participating students live in the same neighborhood as your program?

11. What is the fee your program charges? (If your program does not charge a fee, enter zero in one of the boxes)

Per month:

Per week:

12. Do you receive any funding from: (please check all that apply)

Fees paid by participants/their families

A local congregation or faith-based organization

Private or individual donations or gifts

Grant/support from fundraising campaigns

Grant/support from the United Way of Greater Rochester

Grant/support from a local foundation

Grant/support from a corporation or business

Grant from the City of Rochester Dept. of Recreation and Youth Services (including Pregnancy Prevention dollars)

Grant from your local school district

Grant from the Rochester-Monroe County Youth Bureau

Funding from New York State: Drug-Free Schools

Funding from New York State: Advantage

Funding from New York State: Extended School Day/School Violence Prevention

Funding from New York State: 21st Century

Supplemental Educational Services (SES)

CACFP (Child and Adult Care Food Program)

Other

Other (please specify)

13. Do you receive non-financial support (in-kind resources, volunteers, free or reduced cost space) from: (please check all that apply)

A congregation/church

Local citizens

A corporation or business

A college or university

A non-profit organization

A foundation

Kids Cafe or Foodlink

Other (please specify) or comments

14. Do you provide programming at a Rochester City School District (RCSD) school that has extended day or expanded learning opportunities?

◯ Yes

◯ No

15. How many students do you serve in your extended day/expanded learning program?

16. Approximately how many students in the extended day/expanded learning program ALSO attend a separate before- or after-school program run by your organization?

17. In terms of your programming with RCSD extended day or expanded learning opportunities, which statement reflects your experience?:

○ My program's participation in RCSD extended day or expanded learning opportunities has led to <u>increased</u> enrollment in my before- or after-school program.

○ My program's participation in RCSD extended day or expanded learning opportunities has led to <u>decreased</u> enrollment in my before- or after-school program.

○ My program's participation in RCSD extended day or expanded learning opportunities has not impacted enrollment in my before- or after-school program.

Optional comment:

18. Which of the following activities does your program**include**?

Drama, arts, music, dance

Civic development: community service and/or youth leadership skill building

Science or engineering

Math

Technology/computer literacy

Recreation, sports, physical activity

Social and emotional development (problem-solving, decision-making, conflict management)

Life skills development (personal safety, first aid, substance abuse, nutrition, etc.)

Workforce development (career exploration, apprenticeships, shadowing)

Mentoring

Homework assistance/tutoring

Health and wellness

Sexual health education, including pregnancy prevention

Free time (unstructured)

Other (please specify) or Comment

19. Are any of the activities listed above (in Q. 18) a particular<u>focus</u> of your program? If yes, which one(s)?

20. Does your program have regularly scheduled time set aside for physical activity or exercise?

◯ Yes

◯ No

If yes, about how much time is set aside? (per day or per week?)

21. Are parents or families engaged with your program?

Yes, we are happy with the level of family/parent engagement.

Yes, and we would like to see more family/parent engagement.

No.

Other (please specify)

22. If your program does have family/parent engagement, how are they engaged? (please check all that apply)

Regular family/parent meetings

Advisory council

Volunteering

Training (advocacy, leadership)

Family/parent events

Family/parent meals

Newsletter

Other (please specify)

THANK YOU for taking the time to complete our survey! We appreciate your input.

A report describing results from this survey will be published in September 2015. You may receive a copy of the report when it is released by requesting it now from Brigit Hurley at The Children's Agenda (bhurley@thechildrensagenda.org, (585) 256-2620 ext. 2602.)