

THE 2011 INVENTORY OF AFTER-SCHOOL PROVIDERS



October 2011

Report on Findings

Prepared by



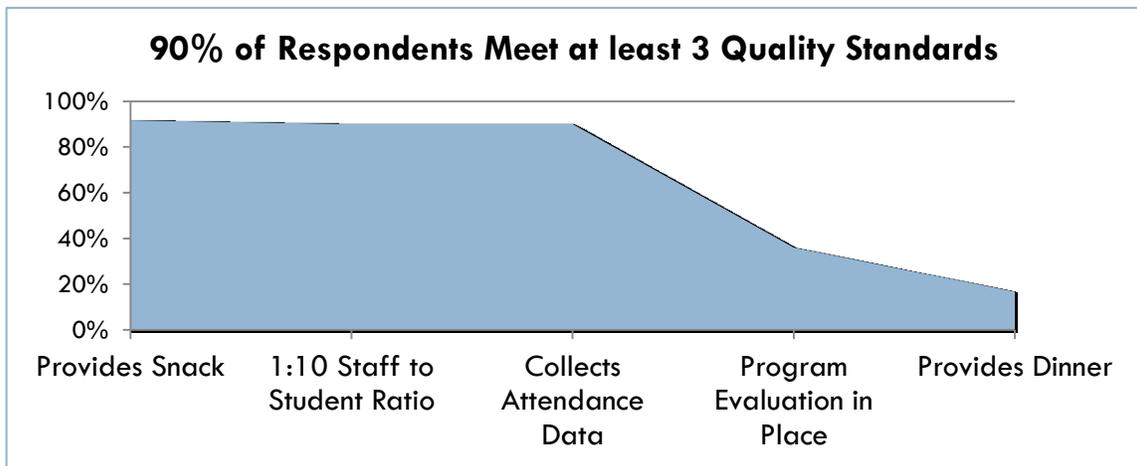
500 East Avenue, Rochester, NY 14607

EXECUTIVE SUMMARY

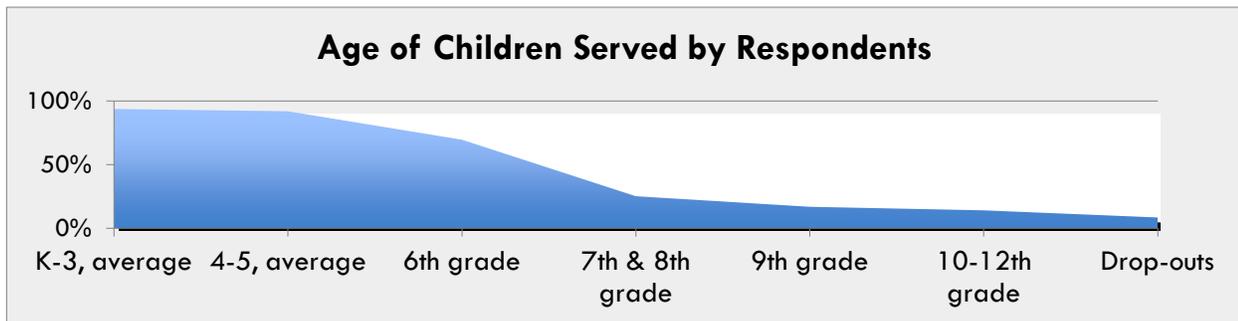
Report findings are based on the surveys of 49 after-school programs based in Monroe County; 29 of these were located in the City of Rochester and 20 were located in the surrounding towns and suburbs. Data in the sections on accessibility, attendance, nutrition and physical activity, and funding was complemented by data on an additional 78 school-age programs provided by the Child Care Council (30 in the City of Rochester). Providers who offer after-school programming at least three days a week were surveyed.

The results of the 2011 Inventory of After-School Providers provide insights into the availability and accessibility of after-school programs in Monroe County.

Meeting Quality Standards: 90% of respondents meet at least 3 quality standards identified in the Rochester After-School Model.

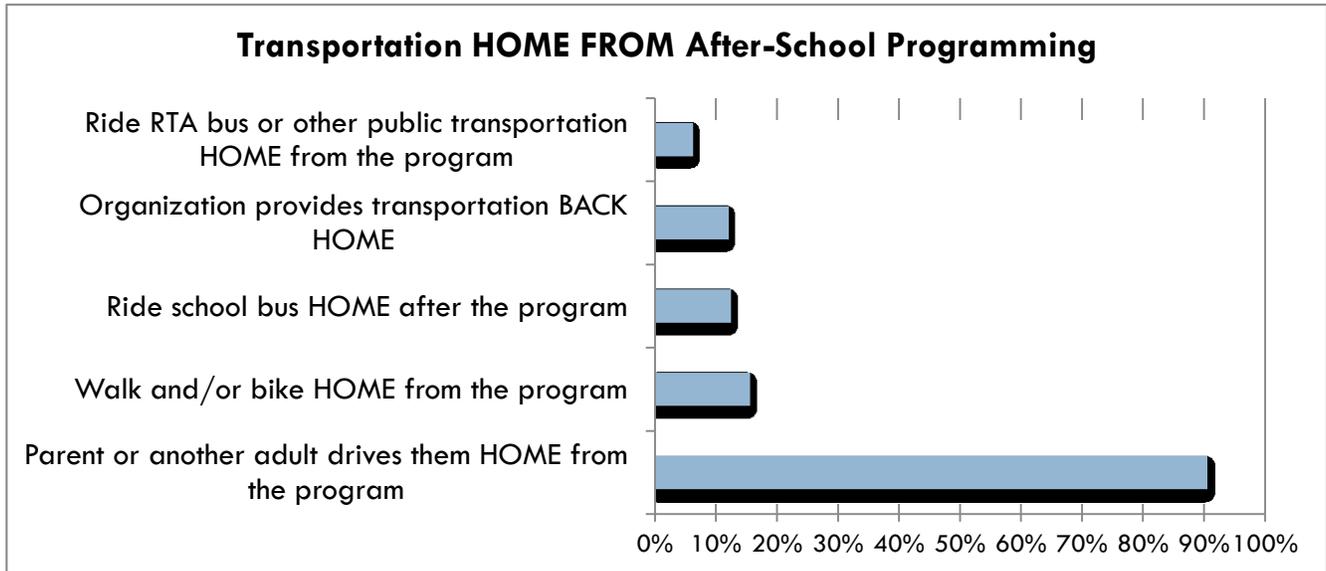


Accessibility of Age: The vast majority of our community providers serve elementary-school children.



Transportation: Many children and youth have transportation to their after-school program, either because it's located in their day-school or because they can ride a bus to the program. Many students lack transportation home though, as most programs can't afford to provide transportation, many parents

don't arrive to pick up their children by closing time, and parents, children, and providers recognize that it is often not safe for a child to travel home alone. Data from survey respondents show that the majority of after-school programs in Monroe County have to rely on parents to pick children up.



TCA Recommends:

- **Development of more after-school program options for middle- and high-school youth.** New funding sources may need to be identified or created to serve this population.
- **Analysis of transportation needs of children and programs.** New approaches to solving the transportation dilemma need to be developed and piloted.
- **Further research regarding the mis-match identified between the number of programs reportedly ‘ready to serve’ children with special needs and those actually serving children with physical, hearing, or sight disabilities:**
 - Are these programs truly prepared to serve children with special needs?
 - Do families with children with special needs know these programs are available?
- **Further research regarding the high number of children with emotional, social, and behavioral needs that programs report serving:**
 - How are children being identified as having emotional, social, and behavioral needs?
 - Are staff prepared to best serve these children with emotional, social, or behavioral needs?
- **Completion of a more comprehensive inventory,** including parent and youth surveys, to better understand the full landscape of the patchwork of activities that parents, youth, and families utilize during the after-school hours. This survey, because it targets only those programs that are 3 or more days per week, just scratches the surface of necessary community knowledge about after-school activities.

THE 2011 INVENTORY OF AFTER-SCHOOL PROVIDERS

ACKNOWLEDGEMENTS

The Children's Agenda would like to thank the funders of this study, Brighter Days Foundation and Healthi Kids, a project of the Finger Lakes Health Systems Agency. The Children's Agenda would also like to thank those funders supporting our work to increase the availability and quality of afterschool programming: the Ann B. Swett Fund at the Rochester Community Foundation, the Ames-Amzalak Memorial Fund, and the Daisy Marquis Jones Foundation.

The Children's Agenda would also like to thank:

- The staff members of the after-school programs who completed the survey.
- The Greater Rochester After-School Alliance (GRASA) for its support and assistance.
- The Center for Governmental Research (CGR) for extending its general support of this update and, specifically, allowing us to continue to use the survey tool that they created in 2001 for the first GRASA inventory.
- Kelly Bartle and Jeremy Friedman, interns to The Children's Agenda & GRASA during 2010-2011.
- Ursula Burke at the Child Care Council (CCC) for sharing valuable information on individual after-school programs from the CCC database, which allowed us to include in the inventory current programming information on several active after-school programs from whom we did not receive completed surveys.
- TCA Board Members for their ongoing support of our work.

Contents

EXECUTIVE SUMMARY..... 1
TCA Recommends:2

ACKNOWLEDGEMENTS 3

ABOUT THIS REPORT..... 5

METHODS 5

WHY AFTER-SCHOOL?..... 6

ACCESSIBILITY 6
Times and days programming is offered6
Ages served.....7
Family Involvement 10

PROGRAM FOCUS AND CURRICULUM 10

NUTRITION AND PHYSICAL ACTIVITY 11
Screen Time..... 12
Physical Activity 12
Food/Nutrition..... 12

QUALITY AFTER-SCHOOL PROGRAMS 13
What led to programs making these quality improvements? 14
Evaluation, Data Tracking and Attendance..... 16

FUNDING AFTER-SCHOOL PROGRAMS 17
Sources from which programs receive in-kind resources or volunteers 17

IMPORTANT SOURCES ON LOCAL AFTER-SCHOOL DATA AND INFORMATION 18

APPENDIX A: ROCHESTER CITY PROFILE..... 19

APPENDIX B. ROCHESTER AFTER-SCHOOL WORKING GROUP REPORT..... 23

ABOUT THIS REPORT

This report was completed at the request of GRASA and updates The Children's Agenda's 2007 after-school inventory and CGR's 2002 after-school inventory. CGR is supportive of this effort and, starting in 2007, graciously allowed TCA to modify and use the 2001 survey tool.

Rochester Area Community Foundation convened the The Greater Rochester After-School Alliance (GRASA) to execute a community strategy to meet the needs of working parents and engage young people in interesting, meaningful activities. GRASA believes that all youth and families should have access to quality out-of-school programs. As a consortium of youth development advocates, GRASA is committed to improving the academic, social, and emotional competencies for youth and the adults who work with them. GRASA's mission is to improve the quality, quantity, and accessibility of out-of-school programs in Monroe County and position the community to draw down state and national funding for out-of-school programs.¹

METHODS

The survey tool was first updated in 2007 with the key expertise of Marjorie Allan at the Children's Institute. For the 2011 Inventory, a GRASA subcommittee revised and modified the 2007 survey tool; in particular, questions regarding physical fitness and nutrition were added. A graduate student intern compiled a contact list, working from the 2007 provider list, crosschecking with GRASA participants, community funders, and the OCFS list. Phone calls were placed to ascertain the best person to contact for the survey and their contact information. Postcards announcing the survey were sent to the full list in mid-January, and the survey went 'live' February 1st. The survey was offered on-line, and for those who were unable or uncomfortable completing the survey online, hard copies were sent through the mail. Two interns made two rounds of phone calls to encourage participation. Survey-completers received a thank-you letter and a \$10 Target gift card in appreciation of their time and effort.

129 Providers in the Monroe County were contacted and asked to complete the 2011 Greater Rochester After-School Survey. 49 programs completed the survey, the majority on-line, for a 38% response rate. 29 of these (59%) were located in the City of Rochester and 20 (41%) were located in the surrounding towns and suburbs. 18 of these providers also participated in the 2007 inventory. Data on an additional 78 after-school providers (30 of which are in the City of Rochester) was accessed through the Child Care Council, which collects and houses data on providers. This additional data, while not a complete match for that collected through the survey, is extremely valuable. This data added to our results in the following sections on accessibility, attendance, nutrition and physical activity, and funding.

¹ <http://www.nysan.org/section/networks/rochester>

WHY AFTER-SCHOOL?

Approximately 70% of school-age children in Monroe County live in a two-parent household where both parents work or a single-parent household where the parent works.² As the percentage of children with working mothers has increased, the need for safe and high-quality settings during the after-school hours has risen. A Fight Crime: Invest in Kids New York report found that “teens unsupervised after school for three or more days a week were four times more likely to have committed a crime and used illegal drugs than teens that were supervised the entire week.” Beyond ensuring that our community’s children have a safe place to go at the end of the school day, recent research has found that after-school programs encourage child and youth development by providing academic enrichment, providing access to caring adult mentors, promoting child and youth social and emotional development, and promoting healthy habits.

A decade of research and evaluation studies, as well as large-scale syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after-school programs can reap a host of positive benefits in a number of interrelated outcome areas – academic, public safety, and economic development:

- **Academic:** Consistent research has shown that quality after-school programs positively impact school attendance, behavior, and grades – all potential predictors of a child’s path to high-school graduation and success as an adult.
- **Public safety:** Participation in after-school programs has been associated with decreases in delinquency and violent behavior, avoidance of drug and alcohol use, and reduction in juvenile crime.³
- **Economic development:** Employers get a more productive workforce, as individual employees do not have to be distracted by childcare and supervision concerns.⁴

Based on these research findings, the Greater Rochester community has worked together for the last decade to improve the quantity and quality of after-school opportunities, through such efforts as coordinated planning, gap analysis, increased professional development, creation of a research-based Rochester After School Model, and implementation of a common evaluation tool (the Youth Program Quality Assessment or YPQA). Because of this work, Rochester was one of 27 U.S. cities profiled recently in the National League of Cities report *Municipal Leadership for AfterSchool*. This Profile provides important background knowledge on Greater Rochester’s achievements in the after-school field and can be found in Appendix A of this report.

ACCESSIBILITY

Times and days programming is offered

The positive finding from the 2007 Inventory remains consistent in the 2011 findings: more than 75% of providers offer care from approximately 3:00 p.m. – 6:00 p.m. In addition to traditional after-school hours, community-based providers are offering a place for kids to go during school holidays, school

² CGR After School Inventory 2001, p39.

³ 2007 U.S. Department of Justice, 2006 Fight Crime Invest in Kids New York.

⁴ Policy Studies Associates study of TASC programs. Wellesley Study.

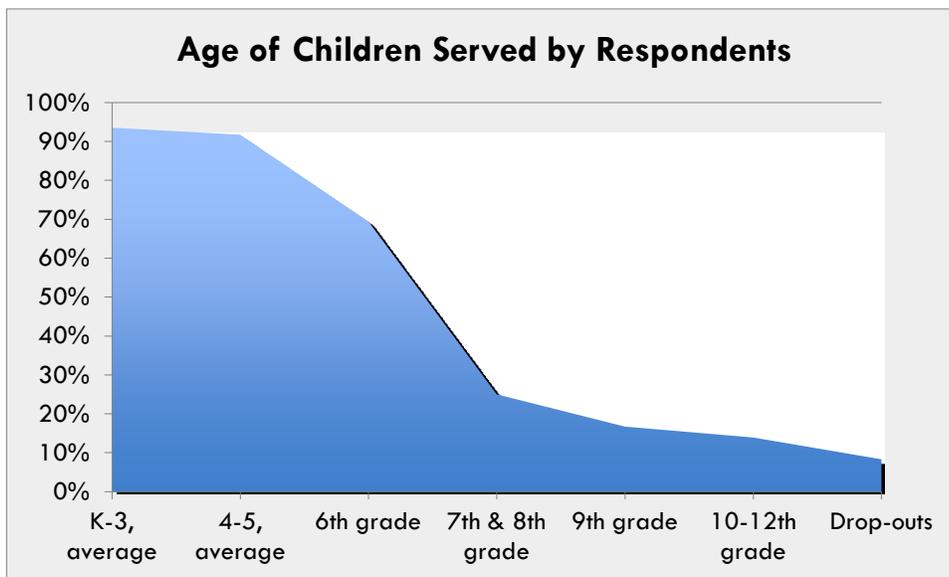
vacations, and summer vacations, the majority providing full-day care on these occasions (84% of providers provide full-day care on school holidays, 94% on school vacations, and more than 90% on summer vacations, but just 6% provide care on weekends). This is a vital service for working families who frequently do not have paid time off for school holidays, school vacations, and summer vacations.

Service Providers & Location

46% of providers are non-profit, 46% are for-profit, and 8% are governmental agencies. The majority of providers (72%) operate out of their own centers or facility; 22% are in schools, and 6% are in churches. Of the 22% in school buildings, 63% hire teachers from the school buildings to work in the after-school program.

Ages served

Of respondents, approximately 90% or more are prepared to serve children in grades K-5. Capacity decreases in 6th grade: only 69.4% of programs serve 6th graders; and decreases more dramatically in junior high and high school with just 25% serving 7th and 8th graders, 16.7% serving 9th graders, and 13.9% serving 10th -12th graders. 8% of providers serve children and youth who have dropped out of school.



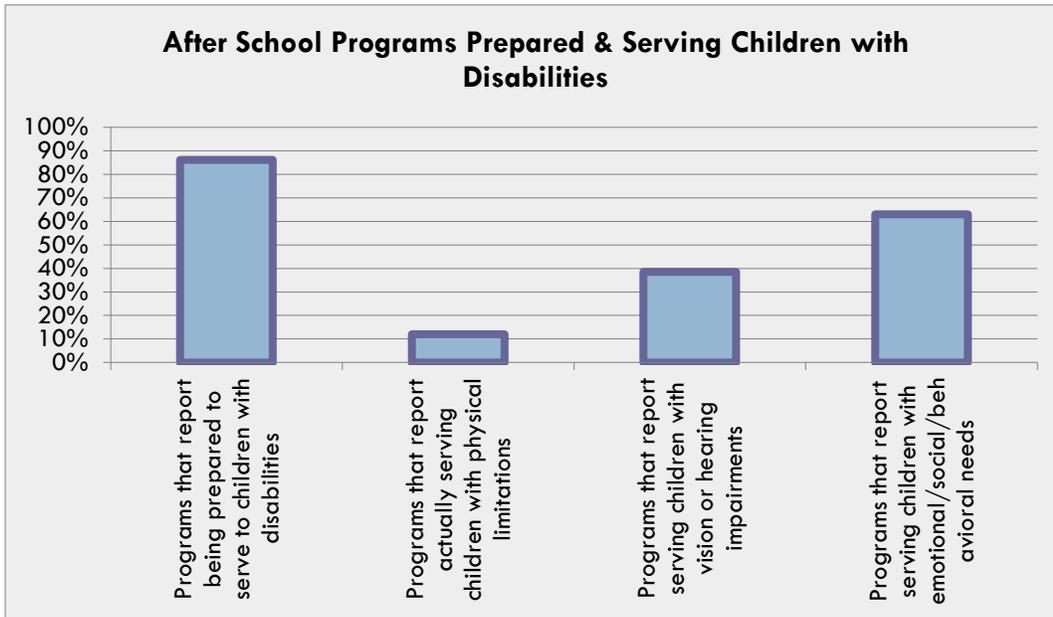
Serving Children with Disabilities

77% of respondents have an application or registration process that includes questions regarding children’s special needs or disabilities.

86% of respondents report that they “feel prepared to serve children who have disabilities” although only 47% have staff who have been “trained to serve children with a disability”.

When asked which disabilities they are “unable to serve”, 75% of the respondents skipped this particular question. When asked which disabilities they actually are serving currently, just 12% of programs report

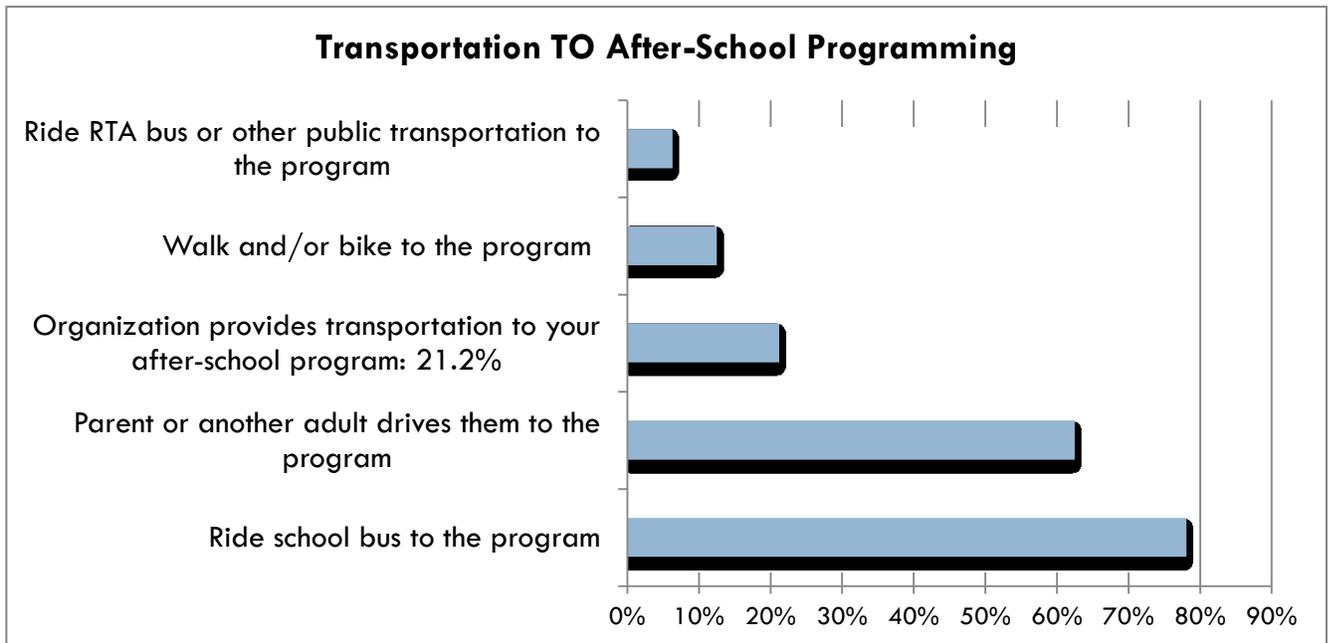
serving children with physical limitations. 63% of programs report serving children with emotional/social/behavioral needs.



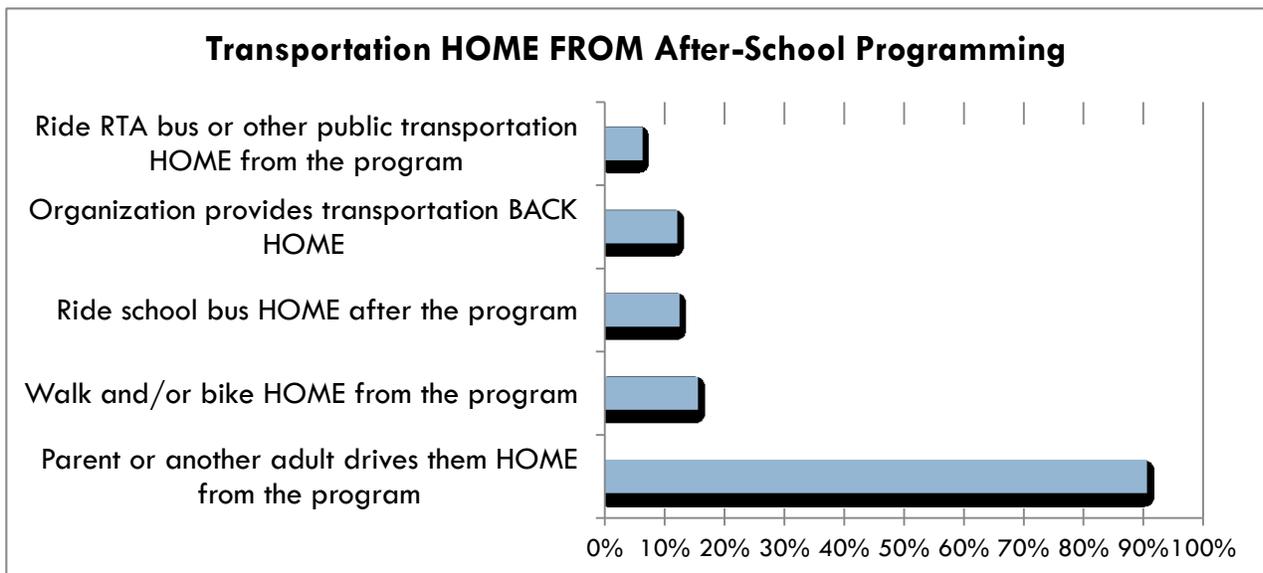
Transportation

Transportation to and from after-school programs varies widely, depending on the program and the resources available. Transportation is often seen as a large barrier to accessibility, because many children don't have a way to get home after the program, and parents, children, and providers recognize that it is often not safe for a child to go home alone.

A few programs have been able to devote resources to provide transportation either to, from, or to and from their program for participants. This is rare, though, because of the high cost of providing transportation. Most programs believe they would increase program attendance if they could afford to provide transportation. If attending a program in their day-school building, children simply walk from their classroom to the after-school site. If attending a program at an agency site, recreation center, or in a school building that is not their day-school building, most children can ride a bus to the program. Regardless of where the program is located, the biggest challenge often is finding a way home. By staying open to 6:00 pm, many programs meet the needs of working parents who are traveling from their work to home; but parents are often not able to arrive at the program by closing time.

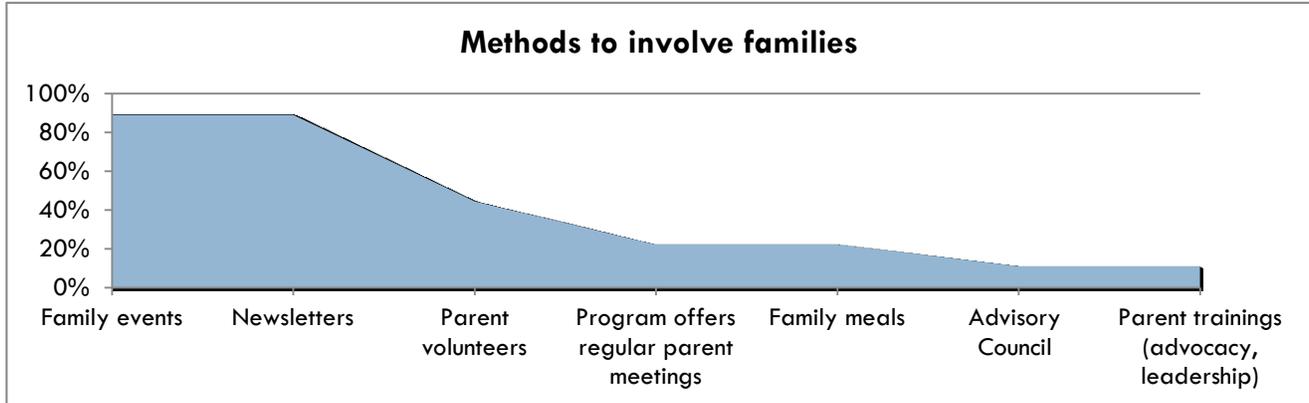


In response to questions regarding rules and procedures in place to assure safety of walkers/bikers, 71.4% of programs reported that they don't have children that walk or bike to the program. 17.8% have procedures to obtain parent approval, 7.2% only allow parent pick-up for walkers or bikers (they don't allow walkers or bikers to ride or bike home alone; they must have an adult with them), and 3.6% rely on Rochester Police presence at cross walks to ensure safety.



Family Involvement

20% of respondents report being happy with the level of family involvement. To involve families, programs write newsletters, host events that highlight the children in the program, provide meals, and offer opportunities for parents to sit on advisory councils, attend trainings, and meet with staff.



PROGRAM FOCUS AND CURRICULUM

After-school programs in Greater Rochester provide a host of program opportunities. Programs provide social and emotional development skill building including problem solving, decision-making, conflict-management (66% of programs), homework assistance and/or tutoring. (66%), drama, arts, music, and dance opportunities (57%), science, engineering, and/or math opportunities (40%), life skills training including personal safety, first aid, health (36%), civic development activities (31%), and mentoring (22%).

31% of respondents bring in outside providers to offer some of these services on site. Identified organization(s) that offer such services include: Writers & Books, Young Audiences, Girl Scouts, Martial Arts Instructors, ZooMobile, Science Wizard, Reptile Guy, Nature Center, Sports Teams, and Dance groups including Bush Mango and Garth Fagan.

When asked about program focus, respondents included these:

- Healthy eating and physical activity
- Provide a nurturing and safe environment for children
- Arts, whole-child wellness
- Social--emotional growth

79.3% of respondents use a curriculum, and 55% report that it is an evidence-based curriculum. However it should be noted that 'evidence' could not be found by TCA in the after-school research literature available for the majority of the programs listed as 'evidence-based'. These programs may have evidence that is not published, this may indicate a misunderstanding of what evidence-based means,

and/or this may indicate the popularity of the 'evidence-based' terminology and the desire of programs to use that terminology without knowing if their program offering fits the definition.

Briefly, evidence-based programs are programs that have been developed and evaluated by experts in the field. The Children's Agenda considers a program to be evidence-based if:

- Rigorous and repeated evaluation shows that the program produces positive results.
- The results can be attributed to the program itself, rather than to other extraneous factors or events, and
- The evaluation is peer-reviewed by experts in the field.

NUTRITION AND PHYSICAL ACTIVITY

As part of the 2011 Greater Rochester After-School Alliance's After-School Provider Survey, after-school providers answered questions about their efforts to increase physical activity, provide nutritious snacks (where appropriate), and limit screen time.

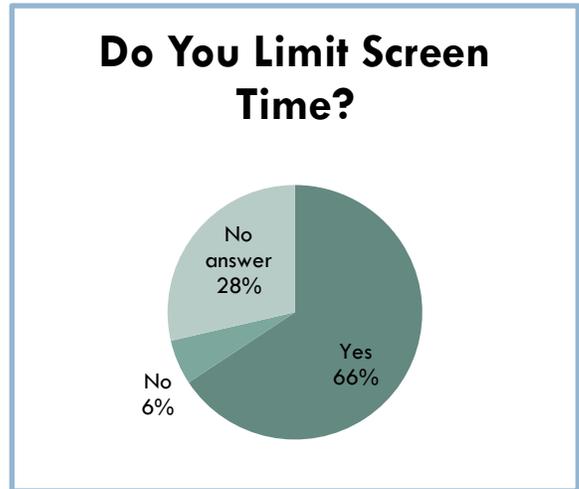
Thirty percent of children living in Monroe County and 39% of children living in the City of Rochester are overweight or obese. In reaction to these startling statistics and recognizing the value of partnering with after-school providers to combat this dangerous epidemic, New York State launched the **Healthy Kids Healthy NY After-School Initiative** in 2010, which includes specific guidelines and standards for after-school programs regarding screen time, physical activity, and food/nutrition. The Healthy Kids, Healthy New York After-School Initiative is a collaboration funded through a grant from the National Governors Association Center for Best Practices, with matching funds from the New York State Department of Health. **Heathi Kids, housed at Finger Lakes Health Systems Agency**, is a grant recipient and State partner in this work to encourage best practices among Monroe County after-school providers.

Only one-third of participants fully answered the nutrition and physical activity questions in the survey; this could be for multiple reasons. At the least, it means we don't have a clear picture on what two-thirds of programs are doing. Overall, participants who did answer the questions reported actions aligned with New York State standards to reduce childhood obesity. The majority of programs report that they have access to both indoor and outdoor play space, provide snacks, have eliminated sugary drinks, and limit recreational screen time.

25% of all programs report having a written policy that covers their program's nutrition guidelines and 14% report having a written policy regarding physical activity guidelines. Having and understanding written policies are what keep best practices in place in the midst of the 'normal' after-school environment, which is highly susceptible to staff turnover, competing priorities, and changing funding sources.

Screen Time

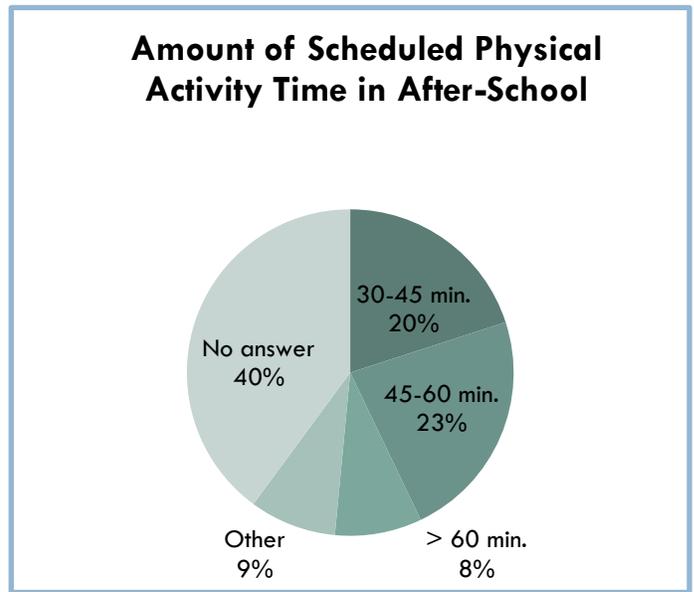
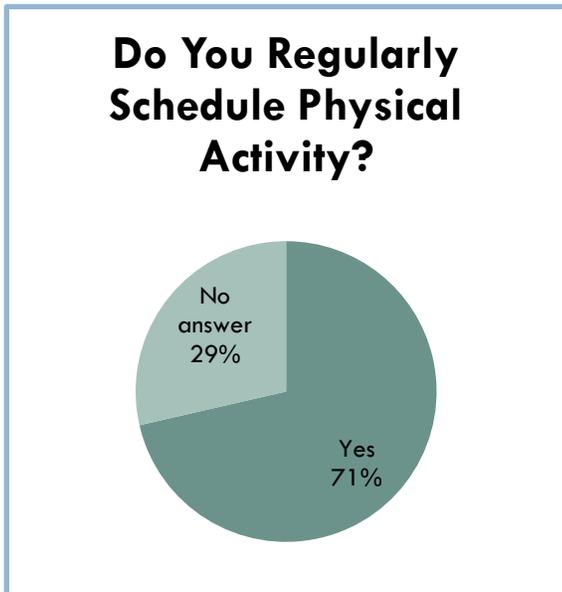
Most after-school providers limit TV and other screen time, with the exception of computer time for homework. Nearly 6% do not limit TV or other types of recreational screen time. 28.6% did not answer the question.



Physical Activity

The vast majority of after-school providers (96%) have space both outdoors and indoors where children and youth can play; the remaining 4% have an outdoor play area that is accessible to them. 71% report they regularly schedule physical activity. Of these, 83% of survey participants report that they structure physical activity, including sports and games. 56% of providers split program participants by age group and 92% report that physical activities are designed to recognize differences in ability, including 88% for physical development/capacity, 58% for mental development/capacity, and 79% for skill level.

Of those who answered the question, 39% (5) have a written policy regarding physical activity guidelines and follow it. Two-thirds of providers did not answer the question about a written policy.



Food/Nutrition

92% of programs provide a snack to participants, 17% provider dinner, and 8% report being a Kids Café food provider. Drinking water is available at all sites: 92% of sites have water fountains and/or

faucets that work and children are allowed to get water self serve; 8% of programs have staff serve water to children when asked. 83% of programs report that they never serve sugary drinks (other than 100% fruit juice), including Kool-Aid, sports drinks, sweet tea, soda, and juice cocktail.

75% (9) of programs that answered the question have a policy regarding their nutrition guidelines and are following it, 25% (3) do not have a policy, and 2/3 of those surveyed did not answer the question.

QUALITY AFTER-SCHOOL PROGRAMS: QUALITY MODEL, PROFESSIONAL DEVELOPMENT, EVALUATION

There are a number of driving factors of quality in after-school programming. In particular, it is vital to have a 'model' or curriculum that has been shown to work, plenty of accessible, high quality professional development opportunities targeting local staff needs, and an evaluation system in place.

Model

In Summer 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 included local experts and stakeholders, including representatives from Monroe County, the City of Rochester, the Rochester City School District, the United Way of Greater Rochester, the Rochester Area Community Foundation, The Children's Agenda, and the Children's Institute. The group worked with facilitators from The After School Corporation (TASC) in New York City, experts in after-school system building, to develop a plan to address the after-school needs of every student in the Rochester City School District.

The Rochester After-School Model is a research-based model composed of quality components. This is a community-supported model: the United Way of Greater Rochester has integrated the model into their requirements for after-school providers, the Rochester Area Community Foundation includes this model in its school-age Requests for Proposals (RFPs), and the Rochester City School District has incorporated the model into their Principal Handbook. More information on the model can be found in Appendix B.

The majority of providers who answered the 2011 survey are utilizing some of the Model standards, including:

- **10:1 student:teacher ratio:** 90% of respondents meet this standard.
- **Serve children 3 or more times a week:** all respondents offer programming three or more times a week (this was the group we targeted for the survey).
- **Provide snack:** 91.7% of providers serve a snack.
- **Provide dinner:** 16.7% serve dinner.
- **Full-time coordinator:** 42% of programs employ a full-time coordinator.
- **Evaluate Services:** 68.4% of respondents did not reply to questions regarding evaluation. Of the 31.6% who did, all participate in some evaluation process; of these, 16.7% use outside evaluators; in the rest, administrators and colleagues within the agency evaluate the program.

Many local programs also demonstrated, in their responses, their on-going work to improve the quality of their programs. Programs surveyed in the 2011 Inventory were asked to identify areas in which they

made quality improvements over the last 5 years. Top responses included: new program materials, professional development for staff and administration, and building and playground improvements.

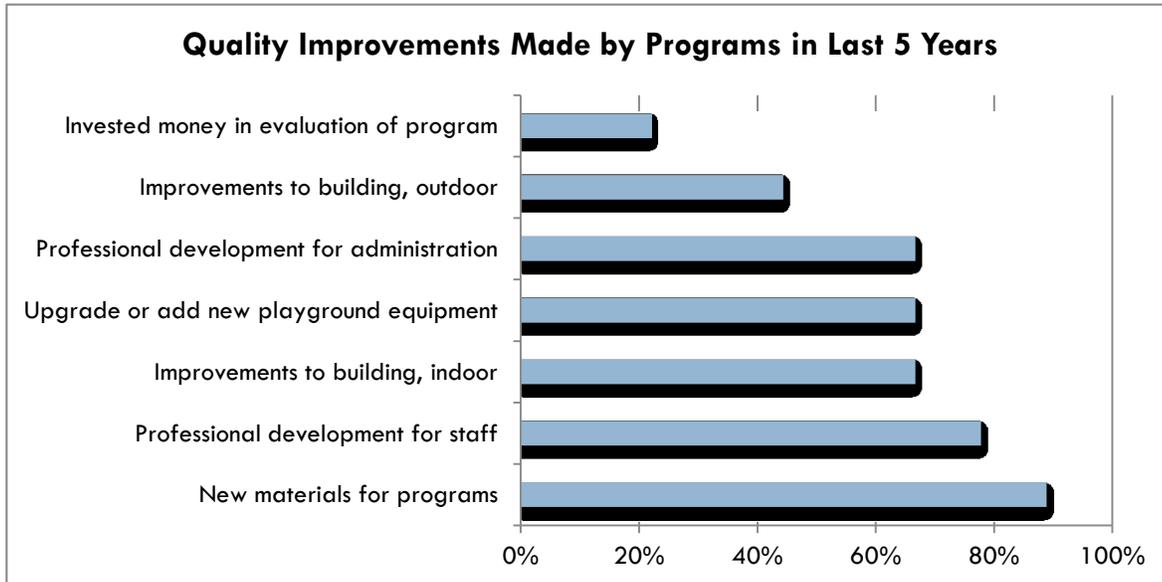
What led to programs making these quality improvements?

Availability of funding: 55.6%

Free professional development and staff training opportunities: 55.6%

Feedback from families/students regarding needs: 44.4%

Opportunities to network and collaborate with other after-school care providers: 11.1%



To continue improving quality, programs prioritize these needs:

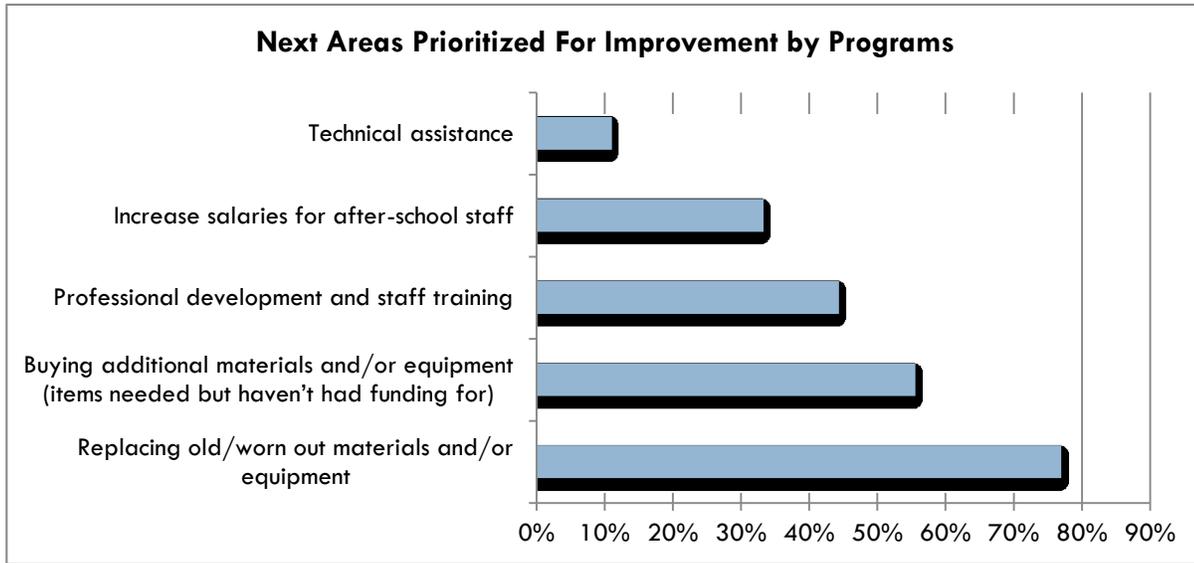
Replacing old/worn out materials and/or equipment: 77%

Buying additional materials and/or equipment (items needed but haven't had funding for): 55.6%

Professional development and staff training: 44.4%

Increase salaries for after-school staff: 33.3%

Technical assistance: 11.1%

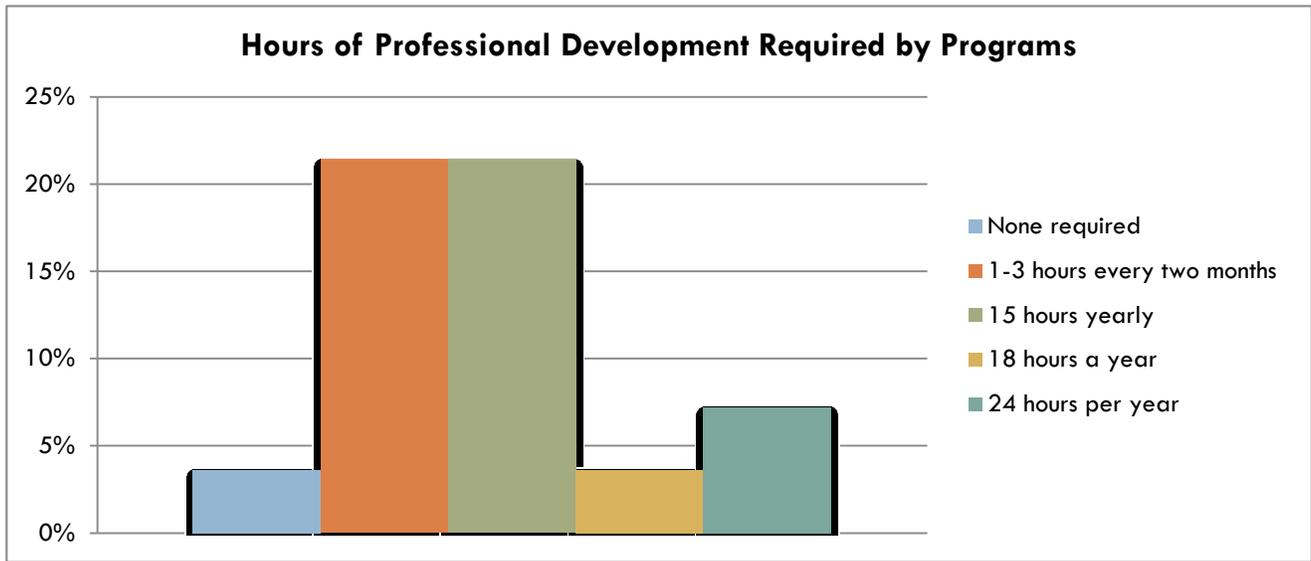


Professional Development

A major determinant of program quality is the staff and the training and professional development that they are able to access.

Rochester has pieces of a system of professional development and evaluation that is built on the concept of high impact yet low stakes to best engage providers in the process. The Youth Worker Capacity-Building Staff Development has been coordinated for over 10 years by the Rochester/Monroe County Youth Bureau and includes Advancing Youth Development Workshops, Youth Development Group Work Series Workshop, Interactive Supervision, Learning Resource Teams, a 12-month coaching, mentoring and educational group for front-line staff and middle managers, and Weikart Center’s Youth Work Methods Training. Rochester has utilized the Youth Program Quality Assessment (YPQA) tools for seven years: Children’s Institute initiative for program assessment has offered the YPQA Basics Workshop and the use of external assessment (Form A) with trained Master Observers. GRASA has worked with the Forum for Youth Investment to offer train-the-trainer sessions and RACF has also funded School Age Child Care classes through After-School Works. To make the best use of these tools with as many providers as possible, forums are provided to share best practices and challenges in service delivery, including the Youth Services Quality Council (“YSQC”), an umbrella group of more than 65 youth-serving organizations, UW-funded “Learning Circles” and YMCA- led “support” groups. Each of these entities has representation at the GRASA table. One next step identified at the GRASA table is identification of an umbrella entity that would oversee the coordination of the comprehensive set of needed professional development, ensuring good planning and improving accessibility of providers to important trainings.

96.4% of those surveyed require staff to complete professional development on an annual basis, with a range from 1 hour per year to 24 hours per year. Staff responding to the survey report receiving training from their own organizations, through OCFS, the Child Care Council, the Early Care and Education Quality Council, GRASA, and Red Cross for CPR and First Aid.



Evaluation, Data Tracking and Attendance

All programs surveyed require that students register for programming. In addition, 90.9% of programs track attendance by collecting ‘time-in’ data. 89% of programs that track attendance notify parents if a child does not arrive at the program as scheduled; 63.6% track data by keeping paper files and 27% track data using an electronic database.

Evaluation

68.4% of programs did not answer the question. 31.6% did answer, all of which report that they evaluate their services. Over half of these (16.7% of the total group) use an outside evaluator. 10% of all respondents reported that they want to see if “they are improving the outcomes for the kids we serve.”

FUNDING AFTER-SCHOOL PROGRAMS

Budgets vary for after-school programs, depending on their program focus, the experience and education levels of their staff, rent, and operating expenses. Bare-bones programs can be run for much less than comprehensive programming; it is comprehensive programming, though, that research has linked to improved outcomes for participants.

Estimates to run a comprehensive, quality after-school program in Greater Rochester run between \$1500-\$2200 per participant per year. Cost drivers are staff salary, staff professional development, equipment/building needs, and materials. 84.4% of responding programs charge a fee for participation to cover costs of after-school programming; 15.6% do not. Some programs are able to keep fees low due to grant funds that cover attendance costs, many, though, have to charge a fee to cover expenses. Reported fees range from \$20 a year to \$150 a week. Many programs utilize additional funding to subsidize program costs.

Funding sources include:

- 37.9% of respondents report that approximately 50% or more of their participants use DSS child care subsidies or NYS Child Care dollars to pay for their program.
- CACFP: Child and Adult Care Food Program: 36.7%
- Private or individual donations or gifts: 23.3%
- Grant/support from fundraising campaigns: 23.3%
- Grant from a local foundation, including the United Way and the Community Foundation: 13.3%
- Local church or faith-based organization: 6.7%
- Grant from the City of Rochester Department of Recreation and Youth Services: 6.7%
- Funding from New York State (for example, Drug Free Schools, Extended Day, 21st Century, Advantage): 6.7%
- Grant/funding from a corporation or business: 3.3%
- Grant funding from your local School District: 3.3%
- Grant from the Rochester-Monroe County Youth Bureau: 3.3%
- Rochester Public Library Grant: 3.3%
- Supplemental Educational Services (SES): 0% of respondents report receiving these dollars

Sources from which programs receive in-kind resources or volunteers

Just 4.5% of programs report using volunteers on a regular basis. 36.4% report using volunteers for special projects, and 59.1% report never using volunteers. Of those programs that do utilize volunteers, sources for finding volunteers include:

- Local/neighborhood citizens: 66.7%
- College/university: 50.0%
- United Way Day of Caring volunteers: 50.0%
- Local church or other faith-based organization: 16.7%
- Corporation or business: 16.7%
- Pencil Partner Project through the City of Rochester: 8.3%
- Local school district: 8.3%
- Local high school students: 8.3%

IMPORTANT SOURCES ON LOCAL AFTER-SCHOOL DATA AND INFORMATION

Center for Governmental Research and The Children's Agenda. Community Status Report on Children: Establishing Baseline Measures and Investments for the 2010 Community Action Plan for Greater Rochester's Children. Commissioned by Monroe County, City of Rochester, Rochester City School District, Rochester Area Community Foundation, and the United Way of Greater Rochester. March, 2010.

National League of Cities. Municipal Leadership for After School. City Wide Approaches Spreading Across the Country. September 2011. *City Profile on Rochester is on page 99.*

Rochester After-School Task Force. The Rochester After-School Plan. September 2008.
[http://www.racf.org/Portals/0/Uploads/Documents/Public/The Rochester After School Plan Report and Appendices.pdf](http://www.racf.org/Portals/0/Uploads/Documents/Public/The_Rochester_After_School_Plan_Report_and_Appendices.pdf)

Taylor, C., Brugger, L., Moore, S., & Lotyczewski, B.S. (2010). Greater Rochester After School Alliance (GRASA) after-school assessment 2009-2010 fifth annual report. Children's Institute Technical Report T10-003.

APPENDIX A: ROCHESTER CITY PROFILE

Excerpted from the National League of Cities *Municipal Leadership for Afterschool: Citywide Approaches Spreading Across the Country*, September 2011.

Full Report can be found at: <http://www.nlc.org/find-city-solutions/iyef/afterschool/municipal-leadership-for-afterschool-citywide-approaches-spreading-across-the-country>

City Profile: Rochester, New York

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

City Population: 208,123 Public School Population: Rochester City School District – 32,924 Free and Reduced Price Meals %: 84%

Committed Leadership

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

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

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

RCSD sets aside funds for transportation to support afterschool programs and provides staffing, space, and resources to nonprofit organizations operating programs within schools. Each school has a “pencil partner” – a business or foundation that brings mentors and resources into the schools. A youth and families director coordinates programs at each school. The city and school district have also negotiated joint use agreements, including a facilities modernization project that will add a library and recreation center to the city’s largest school, the Ryan Center.

Progress Toward a Citywide OST System

Coordinating Entity: Modeled after the longstanding Early Childhood Development Initiative, the Greater Rochester After School Alliance (GRASA) has worked since 2001 to improve the quality, quantity, and accessibility of afterschool programs. GRASA conducts research and assessment, convenes partners to set priorities, and advocates for and pursues state and federal funding. The Rochester Area Community Foundation convenes GRASA. Other members include the United Way, the Monroe County District Attorney’s Office, Rochester Police Department, Children’s Institute, the community-based Healthy Kids coalition, the Children’s Agenda, Monroe County Youth Bureau, Rochester Recreation and Youth Services Department, local researchers and several local afterschool providers. GRASA is a regional affiliate of the New York Statewide Afterschool Network (NYSAN).

GRASA’s accomplishments over the last five years include implementing a volunteer-led operational model, working with CGR to initiate the first-ever inventory of OST programs in Rochester, and gathering input from youth and parents on program needs.

More than 65 youth-serving organizations in Rochester formed the Youth Services Quality Council, which works to improve the delivery of services.

Multi-Year Planning

- GRASA has hired a consultant to assist with strategic planning and the development of a new five-year work plan.
- The Children’s Agenda analyzes the city budget to assess the impact that each city department has on children, youth, and families. This analysis fosters dialogue and helps local officials compare efforts across departments.
- A funders group meets regularly to discuss OST system building. The United Way, the Community Foundation, and the Children’s Institute have also partnered to implement the evidence-based Coping Power afterschool program in three elementary schools. The program focuses on children who are struggling with aggressive behaviors and are prone to violence.
- Reliable Information
- The city conducts market research by surveying parents and other residents at recreation centers and holding town hall meetings every other year.
- Six years ago, the city’s technology department developed a participant registration system. Every youth who registers at a city recreation center receives a key tag/swipe card that helps the city track attendance and demographic data. The key tags were first used for parks and recreation sites, and are now used at libraries and as school ID cards. The new Ryan School uses the cards to track afterschool attendance.
- United Way requires providers to use a new, web-based tool called COMET, a comprehensive data analysis system created by the Rochester-based Children’s Institute to support data sharing

and tracking of student outcomes. United Way will convene funded providers to identify a common set of outcomes to measure.

- GRASA will conduct its third afterschool inventory in the spring of 2011 to examine the number of young people served and assess program quality.

Expanding Participation

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

Promoting Quality

- Despite stresses on its operating budget, the city has allocated capital improvement dollars toward rehabilitating local basketball and tennis courts and building a spray park.
- Afterschool programs are licensed by the state. Local leaders are pushing to centralize program quality standards among local providers.
- GRASA has identified a number of standards and is in the process of deciding which of these to endorse. The community foundation will eventually connect funding with adherence to GRASA standards.
- Using funding from the community foundation, GRASA commissioned the Children's Institute to assess the quality of afterschool programs using High/Scope's Youth Program Quality Assessment (YPQA) tool. More than 50 afterschool providers participated in the YPQA work between 2008 and 2011.
- The community foundation and United Way require grant applicants to be closely aligned or working toward alignment with the Rochester Afterschool Model, which includes guidelines for the number of hours and days per week that programming is offered, continuous participation by youth, a youth development philosophy and a minimum number of youth served at each site.
- The Rochester/Monroe County Youth Bureau's Advancing Youth Development program is funded by the community foundation to offer professional development and capacity-building opportunities to local providers.
- GRASA has worked with the Forum for Youth Investment to offer a train-the-trainer sessions to 19

individuals. Trainers meet monthly in a support network and offer trainings to youth workers throughout the year.

- There are also efforts underway to align program standards with in-school curricula. Recreation program coordinators work with teachers to connect afterschool programs activities with in-school learning. These partners plan to use a Teacher-Child Rating Scale to assess children's social-emotional adjustment, and a READY Tool (Rochester Evaluation of Assets Development for Youth) to help OST providers evaluate the impact of their programs on youth development outcomes.

System Building Priorities for the Future

- **Expanding Access and Participation:** The Children's Agenda set an initial goal to increase participation to 25 percent of local youth by 2015.
- **A Multi-Pronged Marketing/Branding Strategy:** The city will work to raise awareness among parents, funders, and policymakers of the benefits of afterschool programs and the need for quality standards and funding.
- **Support and Increase Quality:** The city will promote further adoption of the Rochester Afterschool Model by private and public funders in their giving requirements, expanded data collection and use of evaluation tools by programs.
- **Funding:** A key priority is to generate sustainable funding for system building and expansion of the number of program slots.

APPENDIX B. ROCHESTER AFTER-SCHOOL WORKING GROUP REPORT

September 2008. Full Report can be found

at:http://www.racf.org/Portals/0/Uploads/Documents/Public/The_Rochester_After_School_Plan_Report_and_Appendices.pdf

I. EXECUTIVE SUMMARY

In June 2008, Mayor Robert Duffy and Jean-Claude Brizard, Superintendent, Rochester City School District (RCSD), created a task force of public and private stakeholders to develop a plan to serve all children (K-12) living in Rochester who are in need of after-school programming. A work group composed of task force members formulated a vision for a system of after-school services, based on the goals set forth by the Mayor and Superintendent.

The working group recommends building a system that will deliver and sustain quality after-school programs through collaborations and efficient use of public and private resources. This reflects the important research done in other cities that shows the power of a system-building approach; it is also, importantly, in sync with the work of the Mayor's Youth Advisory Council, which recently released a report that includes a recommendation to 'save recreation and after-school programs'.ⁱ

The proposed Rochester After-School Plan calls for a two-pronged program strategy (Rochester I/II) that incorporates effective, research-based policies and practices that increase school engagement and achievement. In combination, the critical core elements provide:

- access to and sustained participation in the program;
- structured, varied, and intentional programming that is aligned with, but different from, the school day;
- caring and well-trained staff that provide adequate supervision;
- strong partnerships between program operators and children's teachers, families, and other community organizations; and,
- a **program cost estimate of \$1,500-2,000** per participant, depending on scale and participant age. Line item details and assumptions are provided within the report.

To ensure that this system be built on quality, the working group has studied effective programs in order to develop an after-school program model. This model, as described in the full report, includes structure and programming guidelines to follow during implementation. **Research suggests that, over time, this program model will:**

- **lead to increased high school graduation rates,**
- **lead to improved public safety;**
- **promote positive youth development; and**
- **help struggling families gain greater economic stability.**

The programs would be funded through a combination of public and private funds, about 50% of which could come from the RCSD. In order to implement and sustain these services at scale:

- **the Working Group recommends that the Mayor and City Council reinstate the DRYS programs**

- through January 2009;
- the Working Group recommends that the Superintendent and Mayor support the creation of a city-wide system of after-school, financed and operated through a public/private partnership under the leadership of both the City and RCSD; and
- the Working Group recommends instituting an after-school intermediary to oversee the implementation of Rochester I/II at 5-11 schools in January 2009; after reviewing the criteria for an intermediary, recommends Rochester Area Community Foundation be chosen as the intermediary to perform the system building functions.

IV. The Rochester Program Model

At the heart of the Rochester After-School Plan is the program strategy - the occurrences, plans, and day-to-day operations at a site serving children and families. Key components include people served, activities, staff, staff ratios, and location. Rochester I and II build on local resources and incorporate research-based policies and practices that have proven effective in increasing school engagement and achievement.

In combination, the critical core elements of these two models provide for:

- access to and sustained participation in the program;
- structured, varied, and intentional programming that is aligned with but different from the school day;
- caring and well trained staff that provide adequate supervision;
- strong partnerships between program operators and children’s teachers, families, and other community organizations; and,
- a cost that is both reasonable and sustainable.

Rochester I (Elementary School Students)

Structure

- school-, center- or library-based
- OCFS certified
- operated by DRYS or community-based organizations (CBOs) in close collaboration with the school principal
- full-time coordinator located on site
- programs serve 100-300 students (Note: we expect pilots to run a minimum of 100 children per elementary site)
- low student to staff ratios (1:10)
- community-based partners
- open enrollment for children at the school with priority given to students identified by the school principal
- the goal is that each child participates in at least 5 hours of academic support and enrichment per week
- the goal is that each enrolled child participates for at least 5 days per week for 3 hours following the end of school. (The benefits listed above are expected when children attend 4-5 days per week; children will not penalized or restricted from attending if they can not attend all five days.)
- open on some holidays, vacation days and Saturdays
- offer transportation at the end of the day from the site to child’s home
- staff at programs receive youth development training

Programming

- program scheduling and content are evidence-based and developed in partnership with principal
- builds on and wraps around each school's extended day programming and Supplemental Educational Services
- healthy snack and nutritious meal
- literacy
- STEM (Science, Technology, Engineering and Mathematics)
- arts
- family involvement and services (on-site and through referrals)
- health, wellness, and physical fitness
- community service and leadership
- social/emotional learning programming
- family evening one night per week with family dinner until 8:00 p.m.

Rochester II (Secondary Students)

Structure

- school-, center- or library based (campus or multi-site models where appropriate)
- operated by DRYS or community-based organization in partnership with principals and/or libraries
- evidence-based curriculum and scheduling developed in partnership with principal
- city-wide open enrollment, focus on grades 7-9
- full-time coordinator located on site
- programs serve 60-100 students daily
- low student to staff ratios (1:10)
- participants are expected to attend at least three days a week
- programming available 20 hours per week
- open on some holidays, vacation days and Saturdays
- student choice and voice
- partnerships with community based organizations
- strong referral network linked to Student and Family Support Centers
- offer transportation at the end of the day from the site to child's home
- staff at programs receive youth development training

Programming

- participant engages in at least 4 hours of academic support and enrichment per week
- healthy snack and nutritious meal
- literacy
- STEM (Science, Technology, Engineering and Mathematics)
- arts
- life skills, mentoring and peer tutoring
- family involvement
- family evening one night per week with family dinner until 8:00 p.m.
- health, fitness and recreation
- youth voice, choice and leadership
- community service
- employment readiness

¹ Mayor's Youth Advisory Council (2008). *Youth Priorities in Action*.