

Status of Out-of-School Time in Montgomery County, Maryland

Collaboration Council for Children, Youth and Families
and the
Montgomery County Out-of-School Time System-Building
Task Force

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Report to the Task Force was prepared by
National Institute on Out-of-School Time
Wellesley Centers for Women
Wellesley College

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Montgomery County Collaboration Council for Children, Youth and Families, Inc.

At its January 3, 2007 Board meeting the Collaboration Council received the report from Chris Giovinazzo, Chair of the Task Force along with a presentation by Kate Garvey, Chair of the Child Well-Being Committee and Collaboration Council staff.

The presentation included the recommended priority short- and long-term approaches developed by the Task Force at its December 13, 2006 meeting. These recommendations are on the next page.

The Board of Directors approved the report and recommendations with the directive that the Task Force return at the June 2007 Board meeting with a status report on the short-term approaches and a plan for implementing the long-term approaches.

**Priority Short- and Long-term Approaches
Identified by the Out-of-School Time Task Force
December 13, 2006R**

<i>Focus Area</i>	<i>Short-Term Approach (By September 2007)</i>	<i>Long-Term Approach (Next 3-4 Years)</i>
Demand & Capacity	<ul style="list-style-type: none"> ➤ Conduct further analysis of already collected data from parent and youth surveys ➤ Produce mapping and other capacity assessment reports about already existing after school providers using infoMontgomery ➤ Collect new demand data from at-risk communities where most vulnerable youth reside using different approaches beyond surveys. 	<ul style="list-style-type: none"> ➤ Create ongoing mapping/data collection and analysis function to identify gaps between demand and supply ➤ Increase engagement of parents, youth and community members in ongoing gap identification and system-building
Program Standards & Quality	<ul style="list-style-type: none"> ➤ Select 3 key standards for agreement among providers ➤ Enable community-based providers to access existing MCPS training (free-of-charge) around appropriate learning standards used by MCPS. 	<ul style="list-style-type: none"> ➤ Establish "core" standards ➤ Establish a system of compliance and compensation
Organization and Professional Development	<ul style="list-style-type: none"> ➤ Establish a joint set of core competencies for school/youth workers ➤ Identify, develop, borrow, or steal competency-based tool for staff and self-assessment ➤ (Mid-Term) Collect quantitative data county-wide on the opportunities for after school youth worker training that relates to identified competencies 	<ul style="list-style-type: none"> ➤ Identify training models from other industries that could apply to after school ➤ Develop a guide to recruiting and retaining after school workers ➤ Extend links to higher education and other organizations already providing training and development opportunities

<i>Focus Area</i>	<i>Short-Term Approach (By September 2007)</i>	<i>Long-Term Approach (Next 3-4 Years)</i>
Finance and Resources	<ul style="list-style-type: none"> ➤ Establish a governance structure for capacity building (ex. umbrella organization such as Youth Investment Trust) <ul style="list-style-type: none"> • Convene a summit with County Executive/Dept. Heads; Council President; Superintendent of Schools; Juvenile Justice System; Child Welfare Agencies ; Collaboration Council to discuss funding priorities and facilities and transportation policies • Convene stakeholders with Montgomery County Community Foundation to develop inventory of private philanthropy's funding of programs • Look at best practices to get resources beyond county government and get seed money ➤ Expand ICB procedural committee to explore new approaches to use of public space for after school programs (based on above summit policy-setting) 	<ul style="list-style-type: none"> ➤ Identify and fund a network of transportation for kids to get where they need to go (Ride-on Buses, activity buses, etc.) ➤ Establish policies to create an environment that welcomes community providers and ensures that they have adequate space to deliver after school programs in public school space ➤ Identify dedicated funding for sustainability of programs ➤ Establish an evaluation function that can determine what works to justify long-term funding

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Status of Out-of-School Time in Montgomery County, Maryland

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INTRODUCTION

The Collaboration Council is committed to expanding and enhancing after-school programs in Montgomery County, as evidenced in its *Planning for Brighter Futures for Children, Youth and Families: A Five-Year Community Strategic Plan for Montgomery County, MD*. To support this commitment, the Collaboration Council secured funding from the Governor's Office for Children to convene a community planning process that will establish a strategic action plan to create Montgomery County's after- or out-of-school¹ system.

The Collaboration Council is partnering with the highly-regarded National Institute on Out-of-School Time (NIOST) located at Wellesley College to help guide and facilitate this strategic planning process and product. NIOST brings considerable community and national-level experience in needs assessment, systems-building and policy-making in the after-school arena.

Phase 1: Assessment of Needs and Status

The first phase of the work is represented by this report, which attempts to describe the current status of after school time in the county through the lens of the key components of a system: demand for and capacity of programs; program standards and quality, organization and professional development; and financing and resources.

The Collaboration Council invited a broad representation of stakeholders who had an active interest in increasing the capacity and quality of after school programs. Appendix A lists the members. In September, a kick off meeting of the Task Force was held to orient members to the initiative, provide an overview of how other jurisdictions nationally have successfully created systems, and review the tasks ahead. Between July and November 2006, four Research Workgroups aligned with these components or focus areas and again having broad representation studied what is currently going on against what would be desired. The workgroups' findings were submitted to NIOST in early November. Lists of the Research Workgroups members also are in Attachment A. NIOST also interviewed key informants which are also found in Attachment A too.

On December 13, 2006, the Task Force met to hear NIOST's presentation of its written report on the status of after school programs in the County. The report was then used as the generator for small group discussion for taking what is known about the current status of out-of-school time and developing priority actions for moving forward toward system development. A list of priority short-term (by September 2007) and long-term (next 3-4 years) approaches to building a local out-of-school time system was developed.

Phase 2: Strategic Planning for Action

The second phase of the work is to take these priority approaches and develop action steps or plans which can progressively and incrementally move the County toward a high functioning out-of-school time system which benefits children and youth and our communities. The Collaboration Council has continued funding for this second phase.

¹ At this point, "after-school" and "out-of-school" are being used interchangeably to refer to anytime that children and youth are not in school, including before and after the school day, early release and professional days, summers, weekends, and holidays. However, in some instances the workgroups have focused on programs that are specifically delivered weekdays after the school instructional day ends.

OVERVIEW

"Tipping Points are a reaffirmation of the potential for change and the power of intelligent action. Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push; just in the right place; it can be tipped." --Malcolm Gladwell, The Tipping Point: How Little Things Can Make a Big Difference

The "New" Montgomery County

One might say that Montgomery County has reached a tipping point. The County is nearing a benchmark population of 1 million, and it is growing faster than ever before. One of the emerging trends of this decade is an influx of new residents from outside our boundaries, including a growing number of immigrants. Almost half the new residents who are moving here (44.5 percent) are likely to speak a language other than English. We are also growing more diverse, and this trend is accelerating, according to Montgomery County Park and Planning figures. In the last decade (1990-2000), minorities accounted for 121% of the population growth; more recently, 66% of this growth is attributed to minority gains.

Our growing diversity, which is one of our greatest strengths, is also one of our greatest challenges. Montgomery County is a study in contrasts. While it is a wealthy county, within its 500 square miles are communities that are home to a significant number of low income households.

The tale of two boys living in the Bel Pre-Hewitt Avenue area of Silver Spring illustrates this change. In 1970, Thomas, who was much like any other child in this area, lived with his mom and dad in a single family home. The area's total population was about 5,600 with 93 percent white. His family was quite like the average Montgomery County resident, with a median household income of \$13,166. Thomas attended fifth grade at Harmony Hills Elementary School and came home every afternoon, where his mother helped him with his homework.

Today, Thomas lives with his mom in an apartment. His family income is much lower than what the average Montgomery County household earns. In fact, the median income in the Bel Pre-Hewitt Avenue area is just 59 percent of the County's median income of \$71,551. Thomas attends fifth grade at Strathmore Elementary School, where he is learning to speak English. He was born in El Salvador. Nearly 43 percent of the children in the Bel Pre-Hewitt Avenue area who are five years old or older do not speak English well. Thomas also receives a free lunch at school because of his family's low income. Thomas comes home each afternoon to an empty apartment. There are over 12,000 people in this area with 64 percent white, 15 percent black, 30 percent Asian, 35 percent other races and 11 percent Hispanic as the main ethnic group.

In parts of Germantown, Takoma Park, Silver Spring and Gaithersburg, concern over gangs and crime has increased. Violence among our youth is growing in many areas of the county. Change is all around us. Whether this change becomes an epidemic of risky behaviors, juvenile crime and academic failure or of positive developing and engaged youth prepared for adulthood is dependent upon, in Gladwell's words, how and in what places we push. The demonstrated promise of high quality after school programs supported by a sustained infrastructure of standards, funding and accountability can be the tipping point that brings an epidemic of academic, social, emotional and physical well-being for all of our youth.

Consensus Regarding the Need for Quality After School Programs

Over 1,000 persons of varying race and ethnicities and income levels responded to this initiative's survey describing their opinions and needs for after school programs. Just over 86 percent of the survey respondents felt that "After school programs are an essential public service, and their funding should not be cut at all by the County, State or federal government." This same percentage was true whether the respondent was either a parent or a concerned resident.

Other advocacies for after school programs can be found in the following selected local studies and reports that were produced by a broad representation of stakeholders:

- *Fostering Participation by Low-Income Middle School Students in High Quality Out-of-School Time*. 2006. Commission on Children and Youth. Among several recommendations: There should be an array of programs to meet the academic, social skill training, recreational and athletic needs of youth in low-income areas.
- *Status of Adolescent Reproductive Health in Montgomery County*. (2005). Collaboration Council. A comprehensive, community approach to pregnancy prevention depended upon increased support for youth in the hours after school when adult supervision and the development of strong relationships with trusting adults is crucial.
- *Montgomery County Gang Prevention Task Force (2004)*. Recommendation: Expand and sustain after school programs that are proven effective during the critical hours of 2-6 pm. Implement programs with extended hours to serve families where parents are working multiple jobs or evening shifts.
- *Strong Voices for Smart Choices: The Montgomery County Comprehensive Strategy—A Juvenile Justice Plan*. (1999) Goal 4: Increase participation in meaningful after-school and other non-school hour programs for all school-aged children and youth by 2002.
- *A Study on After-School Activity Offerings for Montgomery County Middle School Students* (1997). Among several recommendations: increase offerings and enhance program content.

Political Will

The recent elections indicate that there is a promising "window of opportunity" to align the Montgomery County after school initiative's strategies with the campaign promises of newly elected county and state officials to expand support for after school programs.

One of the seven policy objectives of the newly elected County Executive Ike Leggett is "Preparing Children to Learn & Live" including a "commitment to broadening the range of out-of-school opportunities and services that can help our children, especially those from our least affluent families, realize their full potential and prepare for a lifetime of learning." Further, the new administration's criteria for selecting strategic policy ideas presents opportunities to position new funding for after school as fiscally prudent and sustainable (quality programs reduce juvenile crime and educational rehabilitation costs). Expanding access to quality after school is an equity issue and the demand and capacity surveys indicate strong support for after school, or political feasibility. Initiative strategies will be grounded in national and local best practices.

Council member Marilyn Praisner, Honorary Chair of the Task Force, was also re-elected to the County Council and was just elected Chair. She has been a strong, productive advocate for increased high quality after school programs.

Montgomery County Public School's Board of Education's updated Middle School Education policy signals that MCPS understands the importance of extended learning opportunities to support academic achievement but also students' social and emotional development and engagement with school. This creates an opportunity for the school system, other public child-serving agencies and community-based organizations to work together to better align after school program content with MCPS's learning goals and to rethink how school space, transportation, professional development and other resources can be better coordinated.

Public will to support after school in Montgomery County seems to have reached a tipping point, with major indicators showing that this is the right time to expand funding and resources for the after school system.

SYSTEM-BUILDING

Vision

Through community-wide, collaborative system-building, Montgomery County stakeholders will create an array and continuum of culturally-competent, accessible, affordable and high quality "out-of-school" activities that enable all children and youth to be safe and healthy, strengthen and develop skills and talents, succeed in school, make smart choices and prepare for the workplace.

The after school system can be understood as all the institutions that have a stake in after school programming within some defined geographic boundary (providers, funders, regulators, resource organizations and families); the policies, procedures, regulations, initiatives and norms shaping the behavior, interactions, and relationships among these institutions and perhaps the resource base for providing and supporting after school programming.

The "after school" field has now had sufficient history so that certain essential factors have been identified that contribute to successful local after school system-building.² Based on the experience of 21 major cities over the past five years, those cities where the following are in place are more likely to achieve incremental progress in creating a holistic after school system:

- Public will and readiness to tackle after school system-building tasks
- Needs assessment data and shared goals/outcomes and unified vision and policy framework will drive the system
- Partnerships and collaboration (levels of government, community leaders, faith-based and business communities, law enforcement, private funders, consumers, cultural communities, child care and youth-serving organizations)
- Sustainable, collaborative funding through leveraging and strategically allocating public and private resources
- Governance for system oversight, planning, resource management, quality assurance and accountability; and
- Standards with organizational and professional development support

² Young, B. (2004). *Vision, leadership and determination: Cities and their partners are creating after-school systems*. Wellesley, MA: National Institute on Out-of-School Time.

SYSTEM-BUILDING FINDINGS, PRIORITIES AND POTENTIAL APPROACHES

This section of the report was written by NIOST and outlines system-building priorities and potential approaches for continued system building based on the Phase One research by the workgroups, findings from the key interviews, and survey data collected. The section is organized according to the workgroup topics. Each section includes key issues to consider and potential approaches for advancing system building in Montgomery County. Appendices contain additional information relevant to each focus area.

Demand and Capacity Focus Area

Key Issues and Findings

A major focus of the system-building effort is to expand the quantity of after school opportunities available to children and families. Information about supply and demand is critical to building effective and sustainable after school programs. Lack of comprehensive data impedes appropriate program planning and development and allocation of funding, staffing, and system resources. Having a greater understanding of the participation in and need for after school programs, as well as parents' priorities regarding what they want in their children's after school programs, can guide stakeholders and policymakers in shaping and supporting the best possible after school program opportunities for children and youth.

In Montgomery County, there is a lack of centralized knowledge of after school programs within any one organization, particular to the level of detail around capacity. There is no coordination at a school community level around programs that may exist outside the school setting serving the community. Work is being made to collect this information in an updatable web-based application (*infoMONTGOMERY*). Continued cooperation from all providers will be needed to make the information accurate and complete. (See Appendix B2 for the current list.)

There is also a need for community-level assessments of need to direct the placement of services as part of a comprehensive plan. Essential data on key indicators of child well-being are not routinely available at community level.

The surveys³ designed and conducted by the Demand and Capacity Workgroup yielded important information to guide the system-building activities for Phase Two. Several key findings from the surveys suggest some of the enhancement direction that the task force and workgroup will want to pursue:

- There is clearly a gap between parent demand and availability of programs. Seventy-five percent (75%) of parents with non-participating children indicated they desire their child to participate should current participation barriers (location, transportation, interest in activities) be removed.
- The parent surveys suggest that the most desired program model would have the following characteristics: (1) stay open until 5:00 to 6:00; (2) offer opportunities to participate in sports, organized games, or other physical activities; (3) offer general social activities (time); (4) provide a safe location and transition between the program and school; (5) offer flexible attendance (most parents prefer their children to participate 2-3 days a week rather than 5); and (6) be conveniently located.

³ Surveys of parents of all school-aged youth and of teens; Supplemental survey of after school program providers

- Youth interest in the type of activities offered was considered by parents and youth participants a highly influential factor towards participation. The activities that youth are most choosing to participate in according to survey responses are: arts, sports, and social activities.
- Survey responses point to the importance of peer participation and program recommendation. Youth survey respondents noted peers as the most frequent source of information about available programs and "having friends who attend the program" was the second most frequent response by youth when asked why they chose to attend a particular program.
- There is a need to develop greater communication/partnership between program providers since the majority of programs responding to the supplemental survey indicated that they had little if any knowledge or interaction with other providers.

Potential Approaches

1. A common set of definitions and descriptions needs to be developed across agencies and stakeholders. Appendix B3 shows the breadth of programs that can fall under the out-of-school/after school service umbrella. This glossary should also have mutually agreed-upon program types (academic enrichment, recreation, performing arts, for example)
2. It is important to develop a comprehensive geographic picture of program services across the county in order to identify gaps in service areas and gaps in program focus. These data for Montgomery County may raise interesting questions about the focus of programs for targeted populations. Are there circumstances that influence the focus of programs in certain neighborhoods? Does the lack of particular program focus in certain neighborhoods have any negative ramifications on the populations that could be served?

Lower-income family youth also may be more likely to need academic support services, so parents look to after school programs as alternative settings for tutoring, test prep, and remedial work. A recent study by Harvard Family Research Project (2006) suggests that nationally youth from lower income families were more likely to participate than youth from higher income families in after school tutoring programs. The pressure to meet academic standards and school performance measures may influence enrollment in academically focused programs, which can in turn limit opportunities for participation in programs that focus on other important youth development areas.

3. Ongoing demand and supply data collection and analysis is needed. Data collection from programs via the supplemental survey needs to be expanded and reflect the large diversity of current programs. Data collected on youth participants and parents can be disaggregated to reveal preferences among different racial, ethnic, and economic populations.
4. A coordinated approach around eligibility for participation in after school programs needs to be developed. Eligibility criteria that prevent participation by those youth who are most in need of learning support and healthy youth development experiences limits the positive impact that after school programs can offer. To accomplish this task, a collaborative group of stakeholders with authoritative representation from Montgomery County Public Schools, community-based organizations, out-of-school time program providers, and the Collaboration Council need to establish agreed upon criteria for youth participation in after school programming.

5. Efforts toward further expansion of local capacity should first be focused on supporting and strengthening existing programs to ensure that program focus and content are aligned with the interests of parents and youth. Funders also need to be brought into agreement on the priorities in program services as demonstrated by feedback and input from users. Sharpening program appeal to middle school and older youth to reduce the number of youth who spend time in self-care during the after school hours makes sense.

Program Standards Focus Area

Key Issues and Findings

Standards can drive program quality improvements. Standards need to be broadly agreed upon and attached to incentives that motivate compliance.

- There is no agreed-upon set of standards to measure health and safety and program quality across all types of after school programs in the County. Other jurisdictions have succeeded in creating “universal” set of standards.
- Certain school-age after school programs must be state-licensed (school-age child care), especially at the elementary school level. Middle school programs could be licensed by submitting a plan for approval.
- Implementation of standards will require a phased-in process with training and technical assistance for providers.
- The workgroup was able to draft a categorical list of a set of standards that represent commonly occurring practices among various local program and organizations that could probably be agreed-upon as a beginning set of standards for the approaches below. (Appendix C2)

Potential Approaches

1. Document the cross-walk between the work that has been done by this workgroup with several similar jurisdictions to Montgomery County that have created city-wide or county-wide program standards and identify the confluence and gaps in quality elements.
2. Consider developing a set of “core” standards that are non-negotiable and a companion set of “desired” standards that represent an improvement vision. The next step would be to begin a process of vetting that work into the larger provider and stakeholder community to move the process towards development of After school and Youth Development Program Standards for Montgomery County. Focus groups and public hearings offered throughout neighborhoods in the county can be used to collect feedback from all levels of stakeholders and contribute to the refining process of a final set of program standards. Baltimore City has already completed this process through The After School Institute.
3. A more intense process of collaboration between Montgomery County School personnel and community providers in standards development so that after school and youth development program standards reflect principles of school/provider collaboration and incorporate school learning standards.
4. Programs enter into standards compliance and accreditation at different points with different capacities to move forward through a standards adoption/implementation process. Implementation guidelines will need to specify the categories of programs to which implementation of standards apply, i.e., drop-in programs, school sponsored, recreation department, faith-based, licensed programs, etc. Accreditation requirements

may not be appropriate for all youth programs. Support for implementation, however, is essential. Providing opportunities to tap into quality expansion funds and technical assistance will assist programs to move towards implementation and compliance. Incentives such as access to use of more public facilities for programming might also be considered as a potential incentive.

5. Conditions and incentives for adoption of standards must be identified. For example, local public funders could agree that any programs they fund must meet "core" standards. In some states, a Quality Rating System (QRS) exists which is linked to tiered reimbursement. In Pennsylvania, the KEYSTONE Stars is the largest voluntary quality rating system with support through state-level funding.
6. Consideration may be given towards a pilot standards implementation approach. A set of diverse programs could voluntarily enter into a standards implementation process which is supported through quality improvement funding and substantial technical assistance. Such a pilot would help to identify key implementation barriers and challenges specific to Montgomery County. Another potential impact of a pilot project would be the development of a cadre of experienced program directors who could serve in coaching and mentoring roles to other programs in the standards implementation process.

Organization and Professional Development Focus Area

Key Issues and Findings

Program quality, implementation of program improvement strategies, outreach, and youth retention can all hinge on the presence of a stable and skilled staff. Staff must be well-trained, well-compensated and consistent to contribute to high quality programs that meet the needs of children and youth. Low wages, poor working conditions, program isolation and a lack of professional networking and advancement opportunities contribute to consistently high staff turnover rates. After school and youth workers need access to comprehensive training and educational opportunities that enable them to strengthen their skills, improve their job performance, and develop their knowledge base.

Montgomery County is representative of the national struggle to adequately compensate out-of-school time workers. Organization and program leadership positions typically do not offer a level of compensation that promotes long-term service in the field. Addressing these compensation and staffing challenges will require systemic level thinking and comprehensive field professionalizing efforts.

- The workgroup found that there was inconsistency between the amount of professional development activities that are offered for licensed child care providers and non-licensed after school and youth workers.
- Interviewees expressed concerns about the monitoring/accountability structures for non-licensed programs.
- Parents noted that caring and supportive staff was one of the two most important qualities of an after school program. While training to improve staff and program quality exists, there is not across Montgomery County a systemic process for determining core competencies and resulting training needs, organizing training providers, and delivering training.

There are several important features about the after school workforce to consider in addressing the professional development challenges: (1) All kinds of experiences - formal and informal - are valuable in the professional development of practitioners; (2) A variety of approaches to and types of training are often necessary to build the range of skills needed to provide high quality services for youth; and (3) Professional development experiences are most successful when they respond to an individual's background, experiences, and the current context of his/her role.

Steps to Develop a Professional Development System. A professional development system is typically broad-based with accessible high-quality training at many levels to meet the needs of current practitioners. A system is composed of separate elements that operate interdependently; all elements are necessary for a comprehensive approach to professional development. National research outlines a well-designed and articulated professional development system as having each of the following interrelated components:

- Core Competencies that define what staff need to know and do to work effectively with children and youth.
- A Training System that is grounded in the core competencies and is responsive to the diverse nature of the workforce.
- A Training and Trainer Approval System that ensures the quality of both the content and delivery of training.
- A Professional Registry that documents all relevant training and education completed by member of the field.
- Career Lattice and Pathways that link roles, responsibilities, and salary ranges.

With these system building blocks in mind the following potential approaches should be considered.

Potential Approaches

1. As the quantity of after school programs increase, so does the need for stable and qualified staff. Systemic initiatives that encourage collaboration between higher education institutions, program providers, and the Montgomery Public Schools around building a staffing stream for after school would be a worthwhile endeavor. Such a task force group could investigate potential initiatives such as developing a cadre of regional specialists to offer particular curriculum in after school programs, creating incentives for retired teachers to contribute to informal learning settings, creating partnerships with higher education institutions that funnel teacher track and other child-serving discipline undergraduates into long-term tutoring/activity leading roles with programs.
2. Establish a joint set of core competencies that address the after school and youth work field. The process for creating such competencies needs to convene broadly representative experts, include a review of core competencies that have already been established in the state and county, and provide for extensive feedback/input from practitioners and key stakeholders through focus groups, feedback, and revision processes. There are a number of helpful resources which can be used to bring this set of competencies together including work by BEST, the Academy for Educational Development, the Core Competencies for Massachusetts School-Age Practitioners (and other states), and the newly developed joint competencies by Achieve Boston.
3. Collect quantitative data countywide on the opportunities for after school and youth worker training and identify current training providers (including higher education institutions).

4. Develop a competency-based tool that would allow programs to evaluate their staff training needs and a self-assessment competency-based tool that would allow practitioners to navigate their own professional development needs and opportunities.
5. Develop a communication mechanism to share information countywide about current training opportunities along with developing a Training and Trainer Approval process to ensure high-quality training and trainers are available.
6. Extend links to higher education institutions by including more representatives on the professional development and other workgroups.
7. Staff development and training needs to be supported by broader organization development. Consider supporting through capacity/organization building grants and technical assistance a multi-level approach to program organization strengthening which includes: mentoring and coaching opportunities for program executive and site directors; program policy development that supports staff strengthening components (time-off for training/reflection time); and peer networks that provide support for professional growth and career commitment.

Finance and Resources Focus Area

Key Issues and Findings

Stakeholders wanted to be sure that all potential funding is being captured. The workgroup wondered if schools and after school stakeholders might leverage more funding if they worked together more closely. They expressed a desire to tap into foundations and the business community more effectively. Providers noted that they are at full capacity and under-funded.

The allocation of space and facilities is an imperative area to be resolved. Expansion of programming is dependent on the availability of adequate and appropriate program space in schools and community settings. It is essential to negotiate a comprehensive and new policy around space that reflects the collective need of community organizations, county government, public schools, and families.

Similar discussion and policy resolution must occur for transportation, where it appears that the only significant intentional public resource is MCPS's activity buses. The responsibility for supporting space and transportation should be somehow addressed across all public agencies as they have mutual interest in increased after school program access.

All of these findings have significant cost implications. In order for the Out-of-School Time Task Force to develop a financing approach, there is much work they will need to do, in partnership with the Finances and Resources Workgroup and other workgroups over the next few months.

Decisions need to be made about:

- *What* needs to be financed, in priority order in the areas of quality, affordability, access and infrastructure;
- *How* it will get financed, including increasing existing funding streams, generating new ones and leveraging in-kind; and

- The means for linking the *What* and the *How*, including development of a governance entity to manage funds and ensure accountability.

Potential Approaches

1. Establish a clear focus for this phase of the initiative: elementary, middle school, or high school. While all three are important and ultimately should be tackled, the financing issues and opportunities are very different for each of these groups. The Workgroups seem to have targeted middle school as the primary focus.
2. Appendix E2 is an overview of current public funding at the county level. A deepened understanding of current funding streams, including in-kind, is needed. This should include mapping of local, state and federal funds and any funds that are potentially under-collected, and getting a better handle on private sector contributions, parent fees and faith community contributions. Municipalities are also important funders of after school programs.
3. Develop a framework for each of the workgroups to use to cost out their recommendations that require financing. This framework could include an analysis of funding currently in place for each strategy, the level of the expansion (gap analysis), potential costs and priorities within the recommendations. Workgroups should also be asked to identify any potential funding sources and to think carefully about which aspects of their plan need to be financed first because they have the power of a fulcrum—they will drive other system changes.
4. Complete the full cost of quality after school programs analysis, including understanding how quality programs leverage state and local funds, the extent of their reliance on parent fees, etc. If there is a tiered reimbursement program or quality rating system in Maryland, improvements in quality could generate higher rates of reimbursement for providers that could help with long-term sustainability.
5. Survey average costs for after school programs and determine parent affordability gaps. For example, given the level of subsidy provided in MC, are after school programs affordable? Should programs be free for particular age or income groups or in target schools?
6. Examine promising financing models, in particular those in other counties, such as Fairfax County.
7. Explore ripe opportunities to leverage free space and other resources, such as transportation, through policy and procedure changes with the MCPS and CUPF. For example, could the Seattle Alignment Initiative model—which leverages free space for after school programs in schools in exchange for curriculum alignment—be a catalyst for making it easier to expand programs in schools?
8. Work with key Finances and Resources Workgroup members to “prospect” local government and philanthropic community leadership to assess potential funding sources and funding levels. Partner with the foundation community, beginning with the Funder’s Roundtable under the auspices of the Montgomery County Community Foundation.
9. A strategy should be formed for which financing sectors are most likely to fund particular aspects of the system. For example, the private sector and United Way might be willing to

take on quality improvement. Model public-private partnerships can provide some inspiration and guidance for developing this aspect of the plan.

10. At some point the Finances and Resources Workgroup will need to pull together the ultimate ideal cost of the system and begin to formulate a plan for phasing in implementation. What is the phase-in period and how will costs be distributed over time? How will demand for services change and what will be the impact on costs?

Overall System Building - Governance And Funding Structure

The establishment of a governance structure and a funding structure are priority issues for countywide system building. During Phase Two the Collaboration Council will need to begin to define the "home" for the governance and financing entity that will oversee policy development and interagency agreements and accountability. A separate entity would most likely be most effective to house the quality supports including training, technical assistance, and standards. Strong consideration should be given to the identification of two intermediaries that can function in these designated roles. Five essential functions of a local intermediary organization are:

- Constituency Building
- Fund Development
- Programmatic and Fiscal Accountability
- Quality Improvement through Training, Technical Assistance, and Professional Development
- Supporting Research, Evaluation, and Best Practices

Another major area of work for the Task Force is to explore the Montgomery County system-building efforts relationship to other efforts and resources sponsored by the National Association of Counties and the National Governor's Association. In addition, the Task Force will want to investigate system-building experiences from other jurisdictions.

It is important to recognize the substantial work that has been accomplished by Montgomery County, led by the work of the Collaboration Council, in this system-building effort. System-building is a time consuming and often overwhelming process. It is a complicated task moving to a county-wide well-functioning after school program system. Other cities have been very successful at dimensions of this work and their experiences should both inform and inspire the system-building stakeholders in Montgomery County. It is hoped that the data findings and summarizing in this report will offer fruitful information for Montgomery County as it continues to build such a system.

APPENDICES

- A Task Force Members; Research Workgroup Members; Key Informant Agencies
- B Related to Demand and Capacity Focus Area
 - B1—Findings from the Workgroup
 - B2--Organizations Providing After School Programming to Youth
 - B3--What Constitutes an After School Program
- C Related to Program Standards Focus Area
 - C1—Findings from the Workgroup
 - C2--Draft Categories of Program Standards
- D Related to Organizational and Professional Development Focus Area
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- E Related to Finance and Resources Focus Area
 - E1—Findings from the Workgroup
 - E2--Overview of Public Funding for After School in Montgomery County
- F Key Findings from Stakeholder Interviews

APPENDIX A

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Interagency Coordinating Board, Community Use of Public Facilities
Montgomery County Collaboration Council
Montgomery County Community Foundation
Montgomery County Child Care Association
Montgomery County Council
Montgomery County Department of Health and Human Services
Montgomery County Public Schools
Montgomery County Recreation Department

Conducted by Ellen Gannett and Georgia Hall, NIOST

APPENDIX B1

Status of Surveys Administered by Demand and Capacity Workgroup

The Demand and Capacity Workgroup had the following responsibilities: (1) to assess the capacity of afterschool in Montgomery County; and (2) to describe the demand for programming. Collecting information on demand and capacity of afterschool program services helps leaders to identify gaps for care and assist policymakers in considering where and how to best target scarce resources.

When shared broadly, demand and capacity data can be used for the following purposes:

- Identifying and addressing gaps in services.
- Planning investments.
- Promoting the coordination of public and private resources.
- Creating databases to help match parents and providers.
- Determining funding needs for programs and systems of care.
- Understanding the needs and knowledge of parents regarding the quality and availability of programs.
- Building public awareness.⁴

During the first workgroup meeting there was consensus to focus capacity information collection on out-of-school time programs that met the following criteria: (1) occur during the school year between the hours from 2:00 - 6:00 pm or during school breaks, half-days, or early release days; (2) programs that target middle school students and/or high school students in high risk area; (3) publicly-operated activities or run by community-based organizations; (4) variety of delivery sites or program focus; and (5) offered during the 2006-2007 school year.

Information on capacity was collected through data input by program leaders into the *infoMONTGOMERY* database. The workgroup created a supplemental questionnaire to gather additional information about program activities, standards, evaluation, staffing, funding, transportation, challenges, and planning.

At the second meeting the plan for demand data collection through a youth and parent survey was refined. All three of these surveys were developed and executed through a variety of settings: electronic survey, paper survey, and informal discussion groups. The major findings from the surveys are as follows:

Findings from Parent Survey

Parents/legal guardians/caregivers were surveyed regarding afterschool programs for their children. Since many families had more than one child they were asked to answer the questions based on their oldest child. A total of 1043 parents/legal guardians/caregivers responded to the survey. Of the total number of parent/caregiver responses that were received, 53% reported that they had two children, 20% had one child, 20% had three children and 7% reported they had more than three children. Fifty-four percent (54%) of the youth described in the survey attend middle school and 45% attend high school.

According to parent/guardians about 19% of their middle school and 37% of their high school youth participate in afterschool activities/sports at their school and 10% of middle school and 6% of high school youth participate in sports/lessons/tutoring/religious outside of school during the afterschool hours.

⁴ U.S. Dept. of Health and Human Services. (2004). Estimating supply and demands for afterschool programs: A tool for state and local policymakers.

Parents were asked what kind of afterschool activities they would be interested in having their child attend. Parents were most likely to prefer sports or other physical activities (54%), opportunities for their child to socialize or interact with other youth their age (46%), and homework support or subject tutoring (43%) (see Table 2).

Table 2 - Parent preferences for afterschool program activities

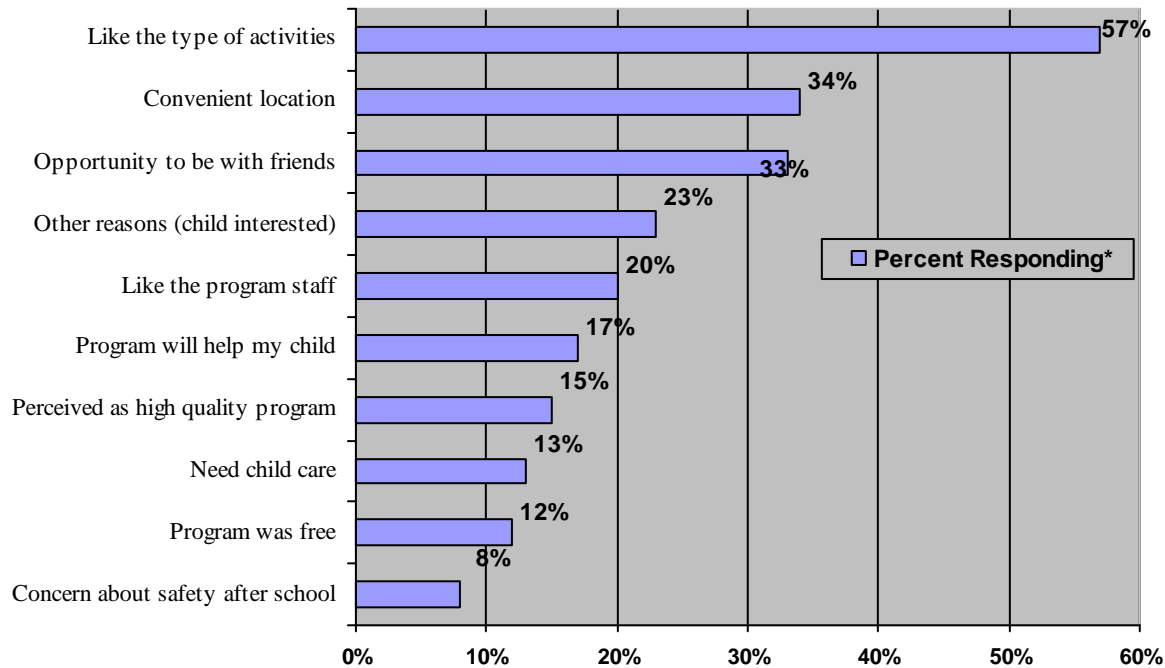
Choice of Activities	Percent Responding*
Participate in sports, organized games, or other physical activities	54%
Opportunities to interact and socialize with kids their own age	46%
Homework help or subject tutoring	43%
Hands-on experiences in projects that are related to regular school work like science or history projects	41%
Learn about or get instruction in arts	41%
Learn about careers or college	34%
Access to and instruction on computers	29%
Opportunities to go on field trips (museums, zoo, etc.)	12%

*Percentages will not equal 100%. Respondents could select more than one.

A majority of parents (both middle and high school) would prefer programs to stay open until between 5:00 - 6:00 PM. The overwhelming majority of parents (93%) are willing to pay a program fee for their child to attend. Parents of high school-age youth were slightly less willing to pay than parents of middle school-age youth. Fifty-five percent (55%) of all parents had an oldest child participating in an afterschool program last year (2005-2006). Most of the children attended between one and three days a week. Only 27% attended for five days a week. The overwhelmingly majority of these programs (81%) were located in the child's school. Seventy-percent (70%) of all parents expected their oldest child to attend an afterschool program this school year (2006-2007).

Parents reported a variety of reasons as to why they enrolled their child in an afterschool program. Social opportunities for the child, types of activities offered, and convenient location were the most frequent reasons given (see Figure 1).

Figure 1 - Reasons parents enrolled child in afterschool program. (Check all that apply).



*Percentages will not equal 100%. Respondents could select more than one.

When asked what was the most important factor influencing their choice to enroll a child in a particular afterschool program during the last school year, parents ranked child's interest and location of program as the most important factors.

Parents were asked to choose from two statements the one that most closely represented their impression of afterschool programs. Sixty-three percent (63%) of all parents felt that afterschool programs are more about providing extra learning/academic opportunities for their child and 37% of parents felt that afterschool programs are more about providing help with child care needs and keeping children safe and supervised. Parents of youth actually attending programs were slightly more likely to see afterschool programs as providers of extra learning/academic opportunities and child care/supervision.

Survey responses suggest that parents believe afterschool programs can be beneficial to their children in a variety of ways including their physical fitness and self-confidence. The majority of parents believe that afterschool programs can "help a great deal" or "somewhat help" youth with their creativity, behavior, safety, and progress in school.

Parents noted that caring and supportive staff (83%), safety (83%) and location of program (75%) were the most important qualities of an afterschool program for them (see Table 3). That a program offered food, drop-in hours, or was operated for the entire school year was less important.

Table 3 - Most important qualities of afterschool programs

Quality	% Very Important	% Somewhat Important	% Not Important
Offers a variety of activities	52%	28%	17%
Drop-in	19%	38%	36%
Opportunity to develop friendships with other teens	56%	32%	6%
Program environment is safe place to be	83%	15%	1%
Meets all school year rather than only a portion of the year	31%	30%	34%
Includes free time to finish homework	44%	26%	25%
Includes food and snacks	19%	31%	43%
Staffed with caring adults	83%	15%	1%
Program is close to home or school/easy to get to	75%	21%	2%

* No opinion accounted for 1-7% of responses

Most parents (middle school and high school) prefer for their child to be participating in a program two or three days a week versus five days a week or occasional participation. Parents show mixed opinions about the duration of programs with 47% preferring school year program enrollment while 38% prefer semester-long program enrollment.

For those parents whose oldest child was not enrolled in an afterschool program last year, the overwhelming majority (75%) of these parents expressed interest in enrolling their child but had specific reasons that discouraged them from doing so. Major barriers for non-enrolling parents were: (1) not having a program at their child's school or close to home that interested their child; (2) not having convenient transportation to and from programs; and (3) their child was not interested in participating in a program. Non-enrolling parents indicated that they would be very likely to enroll their child if programs were made available that fulfilled their concerns about convenient location, activity interests, and transportation.

When asked what can be done to help parents locate fun, safe and supportive afterschool activities for their children, parents replied that the most important accomplishments would be to:

- Create additional safe places for teens to hang out after school.
- Make programs more fun and supportive.
- Find more program staff that can connect with teens.
- Make it easier to get to and from the programs.
- Increase the number of programs available.

Findings from Youth Survey

There were 30 questions on the Youth Survey. The demographics for youth responding to the survey were:

Total responses = 439

Grades
6 th - 4%
7 th - 9%
8 th - 11%
9 th - 16%
10 th - 27%
11 th - 19%
12 th - 13%

Gender
Female – 69%
Male – 31%

Race
White – 63%
Black African American – 21%
Asian – 14%
Hawaiian or Pacific Islander – 1%
American Indian or Alaskan Native – 3%
Hispanic or Latino - 10%
Other – 12%

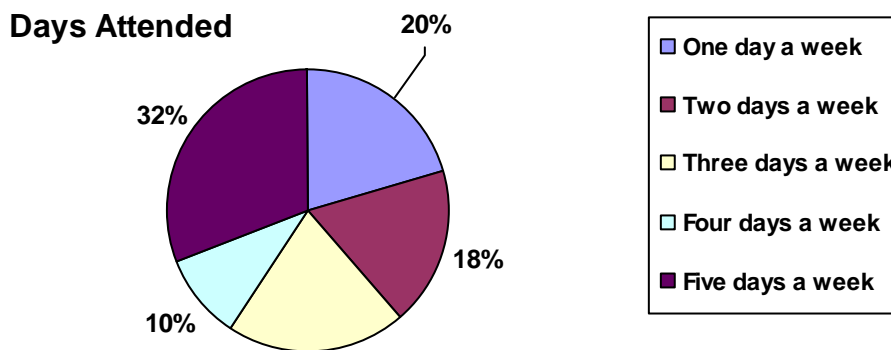
Thirty-five percent (35%) of youth indicated that they participated in afterschool programs or extracurricular activities at their school or at another community location during the week before completing the survey (see Table 4) for at least three days of the week.

Table 4 - Where youth spent the most time after school (3 or more days in the school week). Six most frequent responses.

Place	Percent Responding
Afterschool/sports at home school	24%
Home with parent/relative	18%
Home alone	14%
Sports/lessons/tutoring not at home school	11%
At home taking care of siblings	7%
Hang out with friends (not in programs)	7%

The large majority of youth (71%) responding to the survey participated at some level in an afterschool program during the prior school year. Ninety percent (90%) of the youth reported being very satisfied or at least somewhat satisfied with afterschool program experience. Patterns of attendance at programs varied (see Figure 2). Most of the youth attended programs that were located at their home schools (77%).

Figure 2



When asked how they found out about the afterschool program they attended (check all that apply) the most frequent responses were through friends (29%), teachers (19%), program fliers (15%), and parents (10%).

Youth provided information about what activities they participated in during their afterschool program. Their responses fit a four point likert scale with the following choices: often, sometimes, rarely, and never. The majority of youth rarely or never participated in homework help/tutoring, reading activities (not for homework), math or science activities (not for homework), computer activities, field trips, hands-on learning, or college and career prep activities. In fact, most program activities in which youth participated fell into the category of arts activities, sports or other physical activity, and opportunities to socialize with other teens.

The youth were asked why they chose to attend their particular afterschool program. The most frequent response (45%) was that the youth "liked the activities." Having friends who attend the program (33%), opportunities to learn new things (20%), and feeling that the program offered a safe and comfortable place to hang-out (16%) were the other most influential factors for participation in their particular program. When asked to comparatively rank the most important reasons for choosing to attend their afterschool program, youth indicated that types of activities offered and the location were the most significant factors.

Youth who had not attended afterschool programs last year also pointed to the importance of "interest in activities" as an influential factor towards participation. Youth were less likely to participate in an afterschool program if they: (1) did not have a program at their school that interested them; (2) had too much school work; or (3) did not have friends in the program.

When considering afterschool programs in general, youth rated the following qualities as the most important qualities making an afterschool program appealing:

- Location close to home or school/easy to get to
- Opportunity to develop friendships with other teens
- Program environment is a safe place to be
- Staffed with supportive and caring adults

Having free time during a program to finish homework or drop-in hours were considered by 22% of the youth as "not important at all."

Youth were asked what kind of activities they would like to participate in during an afterschool program. The survey provided 20 activity choices. The most frequent responses (see Table 5) included participation in sports or organized games (44%), socializing or relaxing with friends (40%), music (31%),

and homework help or tutoring (23%). The least frequently chosen activities were peer leadership, stress management, and martial arts.

Table 5 - Kinds of activities preferred during an afterschool program. Most frequent responses.

Activity	Percent Responding
Sports or organized games	44%
Socializing or relaxing with friends	40%
Music	31%
Homework help or tutoring	23%
Video games	22%
SAT Prep	22%
Dance	22%
Photography	21%

When asked if they were planning to attend an afterschool program this year 84% of the youth responded "yes."

Findings from Supplemental Survey of Providers

The Supplemental Survey was completed by 29 afterschool program representatives. Information collected related to such topics as program capacity, program content, parent involvement, and location. The overwhelming number of programs operate at or above program capacity. Newer operating programs tend to be those with a non-child care focus. Offering afterschool programming is for most programs (65%) only a segment of their organization services.

Academic enrichment, arts and cultural enrichment, and leadership development/civic engagement are the "primary program focus areas" listed most frequently by respondents (see Table 1). Non-child care programs were more likely than child care programs to focus on career development and leadership development, and less likely to emphasize recreation, sports, and arts.

Table 1 - Primary program focus (Check all that apply)

Primary Focus	Percent Responding
Academic enrichment or Intervention	56%
Arts and Cultural	47%
Leadership development/Civic engagement	47%
Recreation and Leisure	44%
Sports and Physical fitness	44%
Career/Workforce development preparation	29%
Therapeutic or Treatment focus	12%
Technology/Media	12%

All of the child care focused programs completing the survey were located in school buildings while slightly more than half (60%) of the non-child care programs were located in schools. Most of the programs (child care-focused and non-child care-focused) reported little if any knowledge of or interaction with other afterschool programs serving the same school, community, or target population.

APPENDIX B2

Organizations Providing Programming to Youth Afterschool

Academy Child Development Center
Adat Shalom Reconstructionist Congregation
African Immigrant and Refugee Foundation*
African-Haitian Student Alliance
Afterschool Martial Arts
Arts & Humanities Council of Montgomery
County*
Arts on the Block*
Asian American LEAD*
ASK Martial Arts
B.R.O.T.H.E.R.S.
Bar-T, Inc.
Best Buddies
Bethesda Extreme
Big Brothers, Big Sisters of National Capital Area
Black Rock Center for The Arts
Boat People S.O.S.
Boys & Girls Club - Germantown
Boys & Girls Club - Silver Spring*
Calverton Rec. Council
Camp Fire USA
Carderock Rising Stars BB
Catholic Archdiocese of Washington DC -
Catholic Youth Organization
Catholic Community Services - Kennedy
Institute*
Chinese Culture & Community Service Center
City of Gaithersburg - Dept of Recreation & Teen
Center
City of Rockville - Community Services
City of Rockville - Dept of Recreation & Teen
Programs *
Commonweal Foundation*
Community Bridges*
Community Ministry of Montgomery County
Cosmic Kids Inc.
Council For Exceptional Children
Create Arts Center
Creative Adventures, Inc.
Creative Art Studio
Creative Computers
Damascus Sports Association
Denise Shores Studio of Dance
Edgewood Community Services
Family Learning Solutions
First Tee
Florence Crittenton Services of Greater
Washington
GAP Buster Learning Center
Glen Echo Park
Great Strides Therapeutic Riding
GUIDE Programs, Inc.*
Housing Opportunities Commission
I AM Smart
Identity, Inc.*
Interages, Inc.
Jewish Social Services Agency
Jhoon Rhee Institute of Tae Kwan Do
JJ FAIR
Junior Achievement
Latin Youth in Action Puente, Inc.
Lee Middle School PTA
Liberty's Promise
Long Branch Athletic Association
Maryland 4-H Montgomery County
Maryland Flames Basketball
Maryland Multicultural Youth Center*
Maryland Vietnamese Mutual Association
MCPS - Wheaton LFI-SCB
Mental Health Association*
Montgomery College - Workforce Development &
Community Education *
Montgomery County Department of Police
Community Services Division
Montgomery County Tennis Association
Montgomery County Volunteer Center
Montgomery Housing Partnership
Montgomery Village Foundation
Montgomery Youth Lacrosse Association (MYLA)
Most Valuable Kids
MSI Montgomery Soccer Institute
National Capital Area Council, Boy Scouts of
America
Planned Parenthood of Metropolitan
Washington, DC
Potomac Community Resources
Potomac Valley Youth Orchestra
Pride Youth Services*
Somali American Community Association
St. Lukes' House
Takoma Park Department of Recreation
Task Force on Mentoring of Montgomery County
The Family Support Center*
The George B. Thomas, Sr. Learning Academy*
The Girl Scout Council of the Nation's Capital
The Music Center at Strathmore
THR Mental Health Clinic
uKnow, Inc.*
Washington Chiefs Youth Service Organization
Wheaton Majorettes
Wider Circle
Xtreme Acro and Cheer
YMCA Bethesda
YMCA Silver Spring
YMCA Upper Montgomery
YMCA Youth & Family Service*

APPENDIX B3

What Constitutes After or Out-of-School programs?

Using the Middle School as the example:

Activities available at a Middle School include MCPS-funded extra-curricular activities as well as outside groups such as the recreation department and community-based organizations.

1. School Stipend Programs (MCPS-funded, Class III): activities that occur in all MS run by school staff.
 - a. Athletics
 - b. Non-Athletic Activities like Chorus, Drama, Jazz Ensemble, Math Olympiads, Newspaper and Student Government
2. Extra-curricular Programs (MCPS-funded, Class I): activities determined by each MS run by school staff
 - a. Sports
 - b. Student Organizations
 - c. Mental Games (Chess)
 - d. Sciences
 - e. Literary (Literary Magazine, MS Yearbook)
 - f. Languages
 - g. Intellectual Pursuits (Math Club, International Club, It's Academic)
 - h. Arts
 - i. Nature
 - j. Entertainment
 - k. Vocational
3. RecExtra Programs (Recreation Department funded): activities that are determined by the After School Activity Coordinator as an activity of interest to students such as STEP classes, babysitting classes, or sports.
4. Community Programs (Outside funding: Federal, state, county, foundation): activities that are located at the middle school run by a community-based organization with outside funding who may pay to use the school site. Typical programs are one or two day a week activities.
5. School-age Child Care (parent fees): licensed child care operating at a school site

Who Operates After School Programs

- Certain public agencies at both the county and municipality levels
- Public schools
- Higher education
- Housing management organizations
- Licensed school-age child care programs
- Community-based nonprofit youth services organizations with a focus on youth development in many formats
- Community-based nonprofit organizations that have a singular focus such as specific sports, fine and performing arts, recreation, chess, martial arts, etc.
- Cultural arts centers that house several arts organizations with after school activities (Black Rock Center for the Arts, Strathmore)
- PTAs affiliated with schools
- Faith-based organizations
- Culture-specific organizations
- Youth sports leagues which include many community-based teams (MSI, Bethesda Extreme, Washington Chiefs, etc.)
- Umbrella organizations that have community-based "chapters" (Girl Scouts, Boy Scouts, 4-H, Camp Fire Girls, Junior Achievement)
- For-profit commercial businesses/professionals that partner with nonprofits or give discounts or fill unmet need
- For-profit commercial businesses/professionals that charge market rates
- Individuals that have volunteered to run a specific interest-based activity (chess club, Step class—may or may not be associated with PTA or individual school's staff)

APPENDIX C1

Findings from the Programs Standards Workgroup DRAFT from the November 9 Meeting

Status of After School Program Standards in Montgomery County

- Standards need to be relevant to the ages of youth being served, the purpose or type of program, its location and schedule (number of hours; number of weeks, etc.) There is no agreed-up set of standards to measure health and safety and program quality across all types of after school programs in Montgomery County.
- There is probably a set of commonly occurring practices among various local programs and organizations that could be agreed-upon as a beginning set of standards, such as criminal background checks, staff-youth ratios and assessment of impact on youth.
- Baltimore City and other U.S. jurisdictions have developed sets of standards that could be adopted here.
- Licensure by the Maryland State Department of Education's Office of Child Care is required for certain after school programs. While the regulations are very specific, general guidelines for defining licensed school-age child care (referred to as school-age center programs for acceptability to the participants—not child care or babysitting) are those programs operated by nonpublic entities which operate on a regular schedule at least twice weekly for more than 6 weeks per calendar year and accepts responsibility for overall supervision of children younger than 16 years of age who attend school in grades K-12. Licensure is primarily about health and safety, including staff—child ratios.

Centers for elementary school-age children have stricter licensing especially in terms of supervision (being in sight of staff at all times). The regulations also provide for licensure of programs serving middle school youth with the submission of a plan that responds to a set of questions with more flexibility in how youth are supervised with programming that's developmentally appropriate. There are licensed school-based middle school programs in the county.

- The National Association for the Education of Youth Children (NAEYC) no longer accredits school-age child care programs. However, the National Afterschool Association (NAA) has a newly-developed accreditation process for programs serving children ages 6-14. Accreditation goes far beyond health and safety to examine several program quality factors. Accreditation is expensive—about \$2,150 for the fees and any other expenses the program may have to incur to reach the accreditation standards.
- License school age centers that operate in public space must be licensed and accredited per their leasing agreement with county government. Thus several centers serving elementary school children are now seeking NAA accreditation. Few resources are available to support the expense of accreditation. There is some funding through the Child Care Resource and Referral Network. Some of the provider organizations are networking amongst themselves. The After School Institute is piloting after school accreditation with partners in Baltimore City and County and the District of Columbia.
- However, there is little incentive for programs to become accredited, especially if they rely on parent fees for their operating expenses. By the time their children reach school-age, parents often believe that the children can care for themselves and accreditation as a marketing tool does not outweigh the family pocketbook.

- There is a disconnect between licensed school-aged centers and other after school programs—both lack information or have misinformation about the other and there are few, if any, examples of partnerships. There are sometimes concerns regarding competition within school communities, especially if the after school programs are free and set their own “standards” and licensed school age programs are forced to charge parent fees and have the requirements of licensure. Some schools communities have many after school programs while others have very few. The principal may exercise his/her discretion in allowing programs into the school.
- After school programs are places where effective practice curriculums addressing substance abuse prevention or underage drinking or physical activity/nutrition to prevent obesity could occur; some of these programs are being delivered in the county but not through after school venues.
- Local after school programs measure program performance or outcomes if their funder requires this evaluation or the program itself values such accountability.

Desired State

- All types of after or out-of-school services are coordinated, with equitable and standard implementation across school communities.
- Definitions of quality as shown in a set of standards has been agreed upon, accepted and supported by providers and funders. These program standards would be universally applied to all providers of after school programs where there is public funding or resources (such as athletic fields and school space) involved. An example of categories of standards is attached.
- An infrastructure, including funding and incentives, is in place to support, financially and through training and technical assistance, programs achieving higher standards, licensure and then NAA accreditation as measures of quality.
- Evaluation of program outcomes or positive impact on youth is accepted as a determinant of high quality and utilization of best practices and universally expected with evaluation resources available to programs for data collection and analysis.
- Social marketing needs to occur to help parents understand and value the positive contributions to positive youth development that can come from participation in quality after school programs. This marketing should include information from recent adolescent brain research that shows the youth are “wired” for risky adolescent behaviors and need adults in their lives at most times of the day.

APPENDIX C2
Draft Categories of Program Standards

Program-related Standards Categories (and examples of subtopic areas)

- Human Relationships (relationships between staff, youth and families)
- Connection with cultural, ethnic and linguistic diversity of participants
- Safety and health (criminal background checks; program activities; environment hazards; emergency procedures)
- Program (curriculum/content related to purpose and developmental stages of youth and unique individual needs)
- Space (appealing to adolescents and suited to purpose; indoor and outdoor)
- Healthy and nutritious food/snacks
- Family involvement
- Youth voice & choice (opportunities for leadership and decision-making)
- Supervision (appropriate knowledge of whereabouts of participants based on risk of activities and youth age)
- Accessibility to youth for which the program is designed -in terms of costs, location, transportation.

Administration Standards Categories

- Information Management (enrollment, emergency information, attendance tracking; assessment for outcomes; participant satisfaction)
- Financial management and funding
- Community partnerships
- Program management (design, development, implementation, staffing patterns and coverage, back-up plans)
- Human Resources (Staff recruitment, qualifications and professional development and compensation)
- Communication (staff, parents, youth, funders, community, etc.)
- Regular examination and adjustment of values/programs against changing community needs and field knowledge, research and practices.
- Consideration of transportation, especially for inclusion of youth with disabilities
- Other accommodations for youth with disabilities per the Americans with Disabilities Act

APPENDIX D1

Findings from the Organizational and Professional Development Workgroup

Status of Organization and Professional Development in Montgomery County

- A search of professional development activities showed that there is considerable information on training for licensed child care providers (one example is the Maryland Committee for Children), but no listing of professional development activities geared towards youth workers.
- There is no county wide professional development training for youth workers in after school programs. The majority of providers provide pre-service training and new staff orientation and in service training conducted by their own staff. The District of Columbia uses the BEST (Building Exemplary Systems for Training Youth Workers) program, which could be adapted here.
- Providers report that staff turnover (staff trained and then leave) as the most challenging; with the second most challenging being matching the professional development strategy to the needs of various levels and skills of staff.
- The group noted that there need to be some differentiation among various types of after school programs and the level of training, with some being basic to anyone who works with youth (league coaches for example).
- What needs to be determined is the cost of implementing training as part of the total out-of-school time system.

Desired State

- For youth workers in all after school programs to receive the same professional development standards which includes training on youth developmental stages; health, safety and nutrition; and youth leadership and participation among others.
- A comprehensive listing of professional development activities that includes higher ed institutions, local training entities, workshops, academic courses and providers geared towards youth workers should be created, preferably web-based (similar to achievethecore.org.)
- Professional development settings to also include higher education, such as continuing education courses and degree programs; training seminars and resource centers provided by external organizations outside the program setting; local and national credentialing systems and programs; local and national conferences; mentoring programs and relationships; on going informal resources, such as newsletters, online discussion boards and “brown bag” lunches for youth workers to share ideas and expertise.
- Explore partnering with nearby organizations/jurisdictions who are already delivering professional development activities, including:
 - The After School Institute in Baltimore City; and
 - The BEST program to the County. Cities can partner with NTI to bring the BEST curriculum to their community to offer youth development training and other professional development opportunities to better equip youth program staff to serve young people from a developmental approach.
- Identify training models from other industries that could apply to after school workforce.
- A future project could be the development of a guide to recruiting and retaining after school workers.

APPENDIX E1
 Findings from *the Finance and Resources Workgroup*
From November 29, 2006 Meeting

Current Status	Desired State
Private and Public Funding in the System	
<p>Public Funding</p> <ul style="list-style-type: none"> • <i>Sources of public funding by department and funding source (County general fund, etc.)</i> • <i>Alignment of public funding with need or area of the county</i> <p>The above are placeholders until the actual data is obtained by December 15.</p> <p>Further analysis of public funding should be done in order to determine whether resources should be reallocated, expanded and/or leveraged.</p>	<p>Significant increase in investment from diverse public and private sources is needed to</p> <ul style="list-style-type: none"> • Create the system infrastructure • Increase and sustain direct service slots, including adequate support for space and transportation • Establish and implement standards, training and technical assistance to organizations and their out-of-school time workforce • Establish accountability system that shows “return on investment” <p>Consistent policies adopted regarding expectations of parental fees as primary support of programs and how to subsidize low income participants or programs serving large numbers of low income participants</p> <ul style="list-style-type: none"> • Resources must include volunteers and inkind supports • Businesses and the several Federal agencies in the county must be engaged as key partners as sites/resources for after school programs (mentors, for examples) in addition to financial support. —<i>United Way could be the conduit; also, MCPS has adopt-a-school programs and other partnering of businesses with specific schools.</i> • Private foundation community could be coordinated via the Montgomery County Community Foundation (building on its Funder’s Roundtables)
<p>Private Funding</p> <p>Overview of nonpublic funding sources</p> <ul style="list-style-type: none"> • <i>Especially parent fees and incomes/fund-raising</i> • <i>Private foundations</i> • <i>Business</i> • <i>United Way</i> 	

Funding to System Components	
<p><u>Resource Coordination/Integration</u></p> <ul style="list-style-type: none"> ▪ No entity/group officially held responsible for out-of-school system-building with accompanying resources to do the work at either the county or community-levels ▪ Past example of school level attempt within a county structure was the Community School Program Coordinators through ICB-CUPF in approximately 1999-2002. It was then determined that ICB-CUPF’s mission was as leasing entity, not programming entity; in 2003 the program was transferred to the Recreation Department with the staff now called After School Activities Coordinators through RecExtra with FY2007 expansion to all middle schools. The ASACs do not have authority for building an integrated system at the school level. ▪ Certain PTAs or other parent groups in more affluent school communities are playing a role of needs assessment, securing of providers, common marketing and fee collection. 	<p>A collaborative infrastructure is needed that is specifically tasked with supporting the development of effective, high quality sustainable after school opportunities with accountability for financial investment.</p> <p>Potential Roles of the infrastructure entity</p> <ul style="list-style-type: none"> ▪ Holding the vision and the focus ▪ Hosting the table for stakeholders ▪ Formalizing relationships ▪ Planning and resource mapping ▪ Accountability at program and system levels ▪ Funding integration, expansion and allocation ▪ Implementation of standards and organizational/professional development ▪ Sustaining political will, public awareness and advocacy <p>Characteristics of the infrastructure entity</p> <ul style="list-style-type: none"> ▪ NIOST help with more descriptions? ▪ Intermediary—brokering and facilitation business ▪ Official designation and accountability ▪ Engagement of community and county-wide key stakeholders ▪ Enabling local flexibility and responsiveness
<p><u>Direct Services</u></p> <ul style="list-style-type: none"> • Elementary school licensed programs (child care centers) funded primarily by parent fees; MCPS extracurricular; and private organizations using public and private support, including parent fees. • Middle school is a mix of licensed programs supported by parent fees; MCPS extracurricular activities, RecExtra via the Recreation Department (includes some parent/user fees), and private organizations using public funding and private support, including parent fees and fundraising • High school is primarily extracurricular activities, some Recreation Department direct services (includes parent/user fees), and private organizations using public funding and private support, including parent 	<p>After school programs are meant to serve all youth to promote positive youth development and academic success and ensure safety.</p> <p>A variety of programs must be available in a community that will respond to needs of youth (regardless of income, special needs, language and culture, and academic performance). Funding must support the expenses that may come from additional staff or program requirements; language competency; accessibility for youth with disabilities, including transportation across school</p>

Funding to System Components	
<p>fees and fund-raising</p>	<p>boundaries.</p> <ul style="list-style-type: none"> • Adoption of common language/universal terms for out-of-school programs (Page 3 is list of program categories and all possible types of providers of out-of-school programs) • Recognize need for and develop interdependence between public child-serving agencies and private community-based organizations and their key roles in the out-of-school system
<p>Standards and Accreditation</p> <ul style="list-style-type: none"> ▪ There is a minimal amount of local public funding to support for accreditation of both pre-school and school-age programs. ▪ Yet the National Afterschool Association's fees are \$2,500, excluding any expenditures required by the program to meet accreditation standards <p>Organization/Professional Development</p> <ul style="list-style-type: none"> ▪ There is no entity responsible for training and technical assistance and professional development to after school programs beyond what individual agencies do for themselves or the local resource and referral agency does in the context of licensed school-age child care. Much of the training is fee-based. 	<p>See Findings from Standards and Program Quality Workgroup</p> <p>See Findings from Organization/Professional Development Workgroup</p>

Funding to System Components	
<p><u>Access to Space</u> Access to public space, especially school space, is determined by any one or a combination of the following:</p> <ul style="list-style-type: none"> • Leasing policies, procedures and fees via Community Use of Public Facilities • MCPS school principal interest and discretion • MCPS central office directives, which can be related to extracurricular areas (ex., sports and gyms), school safety or other concerns • Relationships between school personnel and community groups and businesses • Negotiated union contracts for school personnel, such as teachers' work hours and classroom availability • Policies and procedures developed between agencies (examples include between MCPS & DHHS for shared and dedicated space for elementary school licensed school age programs; MCPS & Recreation for RecExtra) may be in writing or informal based on staff relationships • PTA in partnership with school <p>No overall County consistent policy that ensures youth-serving programs have priority with collaborative advance planning to ensure an array of services.</p>	<ul style="list-style-type: none"> • Clear policies and procedures that afford equal opportunity/access for all types of after school programs (operated by both public and private entities) to ensure an array of choices for youth responsive to their desires/needs. • Universal public policy that the school building serves as a community facility once the school day ends with priority for services to youth from the end of the school day until 6:00 pm. • Need for cross-public agency identification of costs and revenues for space and transportation so that one agency does not bear the financial burden. • Continued work is needed to quantify available public space and fields and track actual usage in order to determine how much would be available for expansion of the capacity of after school programs.
<p><u>Access to Resources: Athletic Fields and Recreation facilities (see above for access)</u></p> <ul style="list-style-type: none"> • Access to park-school fields under Park & Planning is administered by the Community Use of Public Facilities office. Permit fees apply. • There are 19 park-school fields. None are currently permitted for after school use. Fields are open to the public after 3:30 pm. • CUPF administers fields at Kennedy, Richard Montgomery and Paint Branch High Schools. MCPS controls the use of all other HS fields. • The Recreation Department operates after school programs at many of its Community Centers, sometimes in partnership with other public agencies. 	<ul style="list-style-type: none"> ▪ Partnerships with Department of Public Works and Transportation are needed to adjust routes/stops between programs and home. ▪ Expansion of use of nonpublic space and partnerships between schools and recreation community/centers for transporting youth to and from these sites.
<p>Access to Transportation</p> <p>Youth to and from programs and home</p> <ul style="list-style-type: none"> • Primary resources for transportation for youth (see supplemental survey) <ul style="list-style-type: none"> ○ Parents or other responsible adult; youth on their own 	

Funding to System Components

- Public School activity buses- check on # of private rental of MCPS buses
- Public transportation (Ride-on)
- Activity buses funded via Student Activity fee as part of extracurricular program? Inconsistency in which students pay the fee. Plus, transportation for special education students in after school is paid out of this same fund to transport youth back to their home community if they participate in the after school activities.
- Private programs or other agencies using a school try to coordinate their schedules to piggy-back on the activity buses which in turn limit their ability to operate the program to the extent desired. These programs may not check whether their youth have paid the activity fee.
- Cross-agency communication regarding activity buses is uneven. There is no mid-school year projection of utilization rates and joint funding of deficits. MCPS frequently stops the activity buses stop in March due to budget freeze. Communication issues between central office to school and school to the site-programs
- Activity buses typically run by 4:30 which means youth still can be unsupervised until parents arrive home from work closer to 6:00 or so.
- Concern for safety of youth in winter when it is dark outside earlier in the day as they walk home, miss buses or travel alone on public transit.
- In some communities, the parents provide support for increased activity buses beyond what is allotted by the central office.

ATTACHMENT E2

Overview of Public Funding for After School in Montgomery County

Note: The actual financial data and exact program titles will be added to this table by late December; however, the number of public agencies and sampling of program categories is initially informative

Agency	Programs	Fiscal Year 2007 Funding
Collaboration Council	After School Activities Project—Governor’s Office for Children	
Economic Development	Contracts--County funding (noncompetitive list and operating budget) Junior Achievement of NCA Maryland Multicultural Youth Center	
Health and Human Services	Contracts—County funding (noncompetitive list and operating budget) Contracts—Federal Gang Prevention Child Care Subsidies (Local and State/Fed)	
Housing Opportunities Commission	Designated property programs <ul style="list-style-type: none"> ▪ Tanglewood HOC \$17,500 (run by Recreation) Stand-alone programs	
Montgomery County Public Schools	21 st Century Learning Center Academic Programs—Title I Middle School Extended Day Kids First Alliance Extracurricular Activities	
Police Department	Police Activities League (PALs) (with Recreation Dept)	
Public Libraries	READ Therapy program with MCPS Scrabble Clubs, Chess Clubs, Go Clubs and Book Discussion groups for older children and teens	
Recreation Department	RecExtra After School at Recreation Centers Sports Academies—Rec run Einstein Sports Academy-contract Non-competitive Contracts PALs \$17,500	

APPENDIX F Key Findings from Stakeholder Interviews

Background on Stakeholder Interviews

Stakeholder interviews were conducted by NIOST staff between July and September 2006. There were ten interviews conducted. Each interview lasted about 45 minutes and they were primarily conducted in person. Interviewees represented a diverse set of organizations (see Appendix A for list of organizations and interview protocol). These interviews were conducted to: (1) inform the Collaboration Council and Task Force on the out-of-school time issues facing Montgomery County children, youth, and families; (2) gain an overview of needs and services; (3) gather information on the strengths and weaknesses of the current afterschool landscape; and (4) collect opinions about a vision for a county-wide afterschool system.

There were six key issues that emerged from a review of the stakeholder interviews.

1. Growth, Capacity, and Program Quality
2. Coordination with schools
3. Funding
4. Diversity
5. Transportation & Facilities
6. Infrastructure

These issues are discussed in the following sections.

Growth, Capacity, and Program Quality

Several interviewees referred to growth, capacity, and quality in programming as an ongoing priority for afterschool and youth service providers. Delegating sufficient resources and making investments that support continued growth in the afterschool arena is an issue that respondents felt needs to be addressed in order to meet service needs. Respondents specifically mentioned that an overriding concern of the county community is educational success for students. Many children and youth who could benefit from participation in afterschool programs that support learning objectives are not regular participants.

“Another challenge is how do you define success? That is the seduction of working on education issues because you get report cards, testing data, and all this data that is very clear input and output and outcome. With the whole child activities that you are looking at for out-of-school time activities and initiatives it is harder to connect the dot with the services you provide. There needs to be recognition of the important role of each of the stakeholders and taking the lead from the people most closely associated with the youth -- encouraging and nurturing and helping them define success beyond attendance.”

According to some of the respondents, principals seem to be looking for more out-of-school time programming especially at the elementary level. There needs to be a widespread effort at the middle school level to make afterschool programming attractive to middle school-age youth. Respondents agreed that activities need to be relevant and promote more engagement for both students and staff, and allow for a greater youth voice in program planning. Afterschool program options also need to be accessible to families of lower economic means.

Lengthening hours of afterschool program operation and allowing afterschool programs to run year-round were suggested as strategies to increase program quality and close the achievement gap. Afterschool programming that operates for longer hours may provide more enriching learning opportunities along with a greater variety of recreation and social experiences

Respondents discussed the need for standards and professional development and training as an approach to drive quality. Creative strategies such as hiring retired teachers to fill afterschool program staff and tutoring positions should be vigorously and systemically explored. Staff training is essential. Respondents suggested building on the work of existing training providers to expand the scope of training experiences and to align training content with standards and quality indicators would be important. Respondents voiced particular concern about the need for monitoring/accountability structures for non-licensed programs.

Coordination

Many respondents indicated that the lack of coordination between schools, afterschool programs, and the community is a pressing issue for the county. A coordinated system is needed where partners work together without boundaries in ways that reflect the needs and desires of families, staff, and the community. Organizations, sometimes in local partnership arrangements, are still working in silos. Respondents felt there needs to be more directed effort at effectively coordinating activities and services across the county. Many respondents felt the school system needs to take on a greater role in supporting partnerships with community-based service providers.

Establishing effective leadership for county-wide coordination is a key step. Respondents suggested that effective and sustainable initiatives have specified leaders (governors, mayors, councilors, intermediary organization leaders) responsible and willing to make final decisions. One interviewee advised that a process be undertaken which establishes community-wide consensus about afterschool priorities for the future and portrays a common definition of success so that all partners are working towards the same goals. Some respondents suggested investigating current afterschool program models and providers as potential coordinating entities. Some providers have a significant history in providing afterschool program services to the county community and have a deep understanding of the school system and the nature of working within school systems and local communities. Several respondents suggested that there is a need to grow the “community school philosophy” philosophy in the county.

Lack of a consistent and comprehensive method of obtaining information on afterschool providers and opportunities was another concern raised which would be improved through a coordinated system. Due to the disconnected system, information does not get transferred effectively between users and providers.

“The Collaboration Council’s development of the database and the continued monitoring of those indicators of need are so critical. It cannot be a snapshot; it has to be a motion picture that allows you to continually update the data. If we continue to take snapshots and build assumptions based on that snapshot, then the data is old the day you present it. We really need a mechanism for that motion picture.”

Funding

Respondents identified adequate funding as a major issue facing the afterschool program field. Programs are constantly in the process of investigating sources of funding since many of the grants that are received are often short-term or monetarily modest. Respondents explained that the financing sources that do exist remain competitive which often results in funding delays and smaller less established programs being left out. There is a need to systemically examine the use of funds available to support transportation and ensure that these funds are being utilized/accessed to the fullest capacity.

Respondents also pointed to the important role that the school system has related to raising public dollars. Respondents wondered if there were ways that the afterschool program arena and public schools could work more closely in partnership to take advantage of potential currently untapped funding sources. Funding from private funders is also often problematic. Funders may hold different viewpoints on program priorities and outcomes which can contribute to mission drift at providers organizations. Establishing consensus among participating funders about the highest priority issues to support in afterschool programming would enhance program development and sustainability.

Respondents imagined that donors must feel like they are taking on their particular issue or piece of the pie, but question where the system is and how it is all working together. Solidifying programming and funding priorities along with establishing accountability measures for funders to know that investments are “paying off” would be an important improvement.

Diversity

All respondents mentioned the broad cultural and economic diversity of Montgomery County. While some families can afford large fees for afterschool programming, others do not have sufficient funds to cover such costs. One respondent noted that if this discrepancy is not remedied, only those on either end of the economic spectrum will be served rather than having afterschool programming that is welcoming to families of all means.

Many respondents considered the “underserved” by afterschool programs to be those of lower economic means and speakers of other languages. There was concern expressed that some services were limited in particular communities or that information about services was not communicated in adequate ways which limited participation.

To some extent, respondents suggested, current technology to monitor afterschool program opportunities has inadequacies and limitations - whether they are school system regulations that don't allow you to share information about families with some other department, or databases that are created by people who manage a program rather than understanding the big picture. When you have resources, you tend to put them in the program, not the infrastructure.

One respondent mentioned how the school district has done a good job of highlighting “at risk” schools. The Collaboration Council is continuing to map, not just the demographics, but the services that exist. But there is no one entity that knows as much as needed about the church that has the afterschool program or the recreation association that may do things in the summer, etc.

Transportation and Facilities

Every respondent voiced concern regarding the issue of transportation. Lack of adequate transportation directly affects participation in afterschool program opportunities. Respondents agreed that transportation from schools to programs and from programs to home is a major barrier in the county. Lack of transportation resources limits program providers to reaching out to youth who are not located at the school. Respondents suggested that there is an urgent need to develop/extend funding for transportation to supply additional busses, vans, and drivers to transport students home once afterschool programming has ended. Respondents expressed concern that transportation priority is placed on athletic participation and less services allocated towards other afterschool program activities.

Interviewees expressed some concern over the challenge of using school facilities. Currently the Interagency Coordinating Board prescribes a process for space and facility use. Any expansion in afterschool programming would need to closely coordinate with the existing process for allocating space. A new set of priorities in space allocation would need to be negotiated between the public schools and program providers. Respondents considered this a very important and complicated task.

“The schools have to be more of a player and that has to come from the top. We need to be willing to take some risks in creating some partnerships. The community youth and public facility who manages all the school property for all non-school activities has to be in this and the principals have to feel comfortable about their facilities, they are key pieces along with the PTA.”

Infrastructure

Respondents expressed concern about where the decision-making authority for a coordinated system would reside, how public and private dollars will be utilized, and what entity will control the flow of funding that supports the afterschool system. Respondents indicated that there needs to be a leading entity that oversees interagency agreements, policy, regulations, accountability, governance, and

funding. Policies and processes for system-wide communication and validation of programs needs to be build into the system infrastructure. One respondent reminded that it is important in building the infrastructure that emphasis is on enhancing services, rather than providers competing. If the system is being built correctly - then everyone is keeping their eye on how organizations are best serving the needs of children and the community.

“A coordinated system would provide some real structure such as a pyramid with the coordinating organization up top and the building blocks of local assessment, local evaluation of your data, local assessment of the effectiveness of your programs, local identification of additional needs, etc. ...a place for community people to go to identify what isn't working. And then building up to the coordinating organization which would be responsible for managing that contractually, and a report to the decision makers who would allow these people to do their work. That's a possible vision for the county.”

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