

Strengthening Citywide After-School Opportunities: *New Insights, New Tools*



All About Intermediaries

August 16, 2012



THE COLLABORATIVE
for BUILDING
AFTER-SCHOOL
SYSTEMS



the
forum
FOR YOUTH INVESTMENT

***What is your role
in after-school?***



Agenda

Introduction

*Dara Rose, Senior Program Officer,
The Wallace Foundation*

National survey findings

Jessica Donner, Director, CBASS

Respondents

*Liz Nusken, Director,
Ohio Afterschool Network*

*Chris Smith, Executive Director,
Boston After School & Beyond*

Q & A

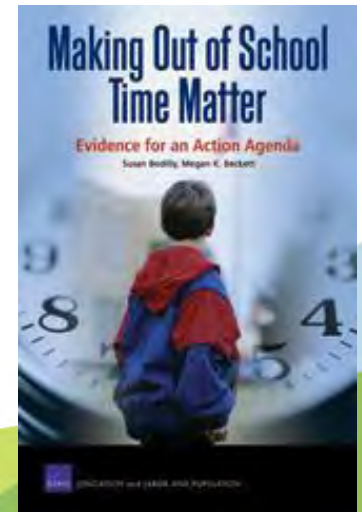
Previously submitted and live questions

After-school's origin: Crucial need, decentralized response

- “As the afterschool field was elaborated during the first two decades of the twentieth century, it took on the decentralized, idiosyncratic form that would characterize it throughout the century. Different kinds of agencies sponsored after-school programs and each local sponsor set its own policies and priorities.”
 - Robert Halpern, *A Different Kind of Child Development Institution*, 2002
- “The demand for OST services has increased dramatically... and with the increased demand has come concerns and sometimes calls for increased quality of services to meet the needs of today’s youth.”
 - *Making Out-of-School Time Matter*, RAND, 2005



Robert Halpern



After-school: From fragmentation to integration

Four Keys to Community-wide Coordination

BEFORE...

- Waste of public and private resources
- Uneven program quality
- Fewer children participate
- Public skepticism
- Children lose



LEADERSHIP: Mayor tasks coordinating group to set priorities, involve after-school programs, and collect data.

DATA: A complete city after-school picture – service gaps, children's participation, program quality – emerges.

QUALITY: Coordinators set standards, then use assessment and training to lift program quality.

PARTICIPATION: With carrots and sticks, coordinators nudge programs to meet attendance goals.

AFTER...

- Smarter use of resources
- Program quality improves
- More children participate
- Public support
- Children gain

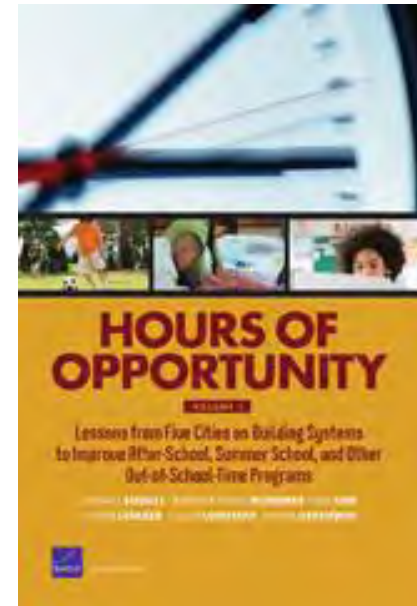


Systems make a difference and coordination mechanisms are key.

“Coordinated system-building efforts can work to improve access and quality.”

“Cities can consider an array of mechanisms to increase coordination. Putting such mechanisms in place ensured that some sites kept moving forward toward shared goals.”

-- Hours of Opportunity, The RAND Corporation, 2010



All About Intermediaries

Jessica Donner

Director

CBASS

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CBASS is a coalition of intermediary organizations in cities and regions dedicated to increasing the availability of high- quality learning opportunities.

Our mission. We help cities and regions employ coordinated approaches to increase the scale, quality, and accountability of programs, and to leverage the power of community organizations and schools to create inspired learning systems for our children and youth.

Strategies

- Communications
- Practice
- Policy

What is an intermediary organization?



Intermediaries

Improve scale, quality and sustainability of OST programs by:

- Funding and overseeing programs
- Conducting research and evaluation
- Convening providers and policymakers
- Disseminating knowledge
- Providing professional development
- Raising money
- Influencing policy

Policymakers & Funders

- Foundations
- Government
- Elected officials
- Local leaders

Providers

Direct service organizations:
schools,
community based organizations,
faith based organizations

Source:

[Shaping the Future of After-School, CBASS](#) and [Rising to the Challenge: The Strategies of Social Service Intermediaries](#), Child Trends and P/PV

Why a national OST intermediary survey?

- Map the intermediary landscape
- Identify scale and scope of organizations building the capacity of after-school programs.
- Better understand organizational impact, priorities and challenge areas.

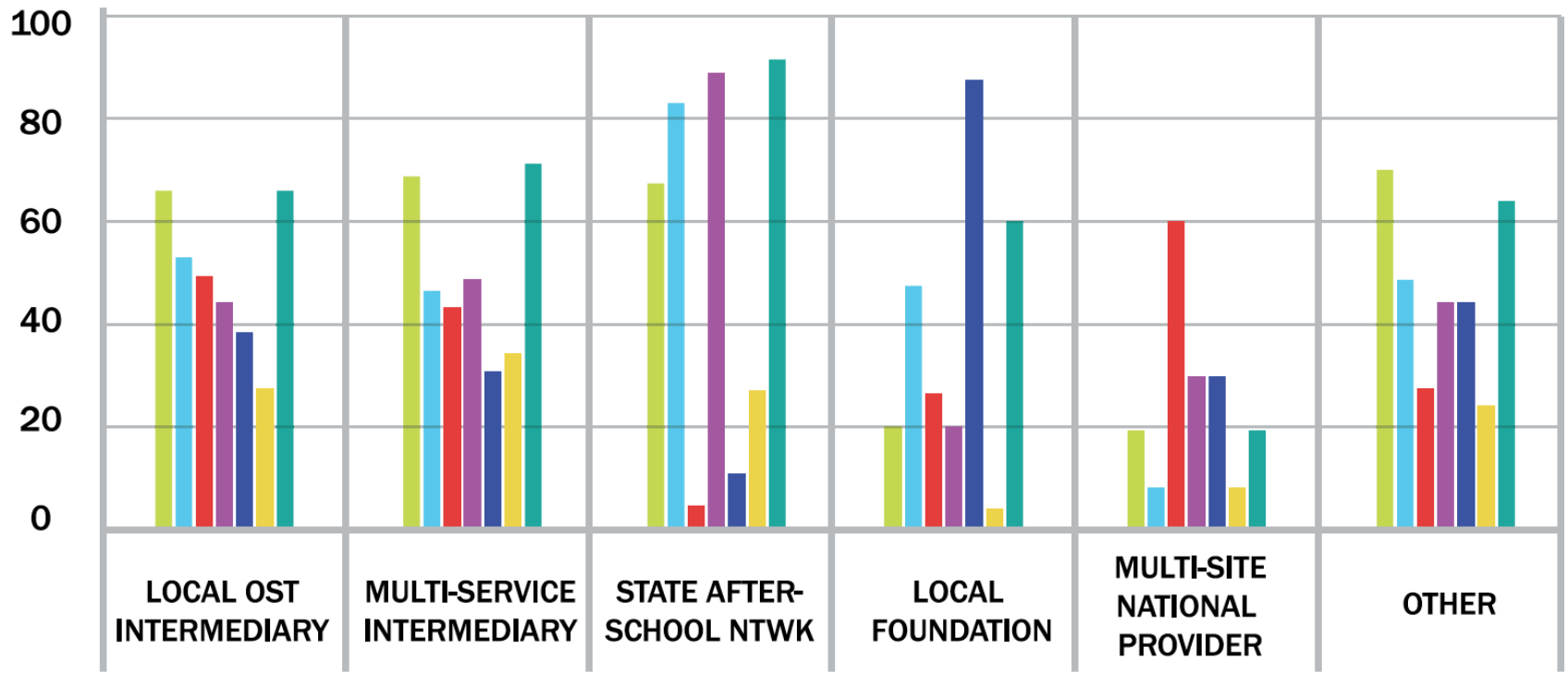
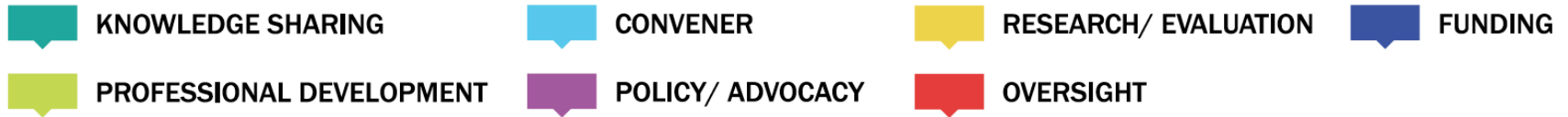
Intermediary Characteristics




Intermediaries vary by type



Intermediaries fulfill many functions; knowledge sharing and professional development most common



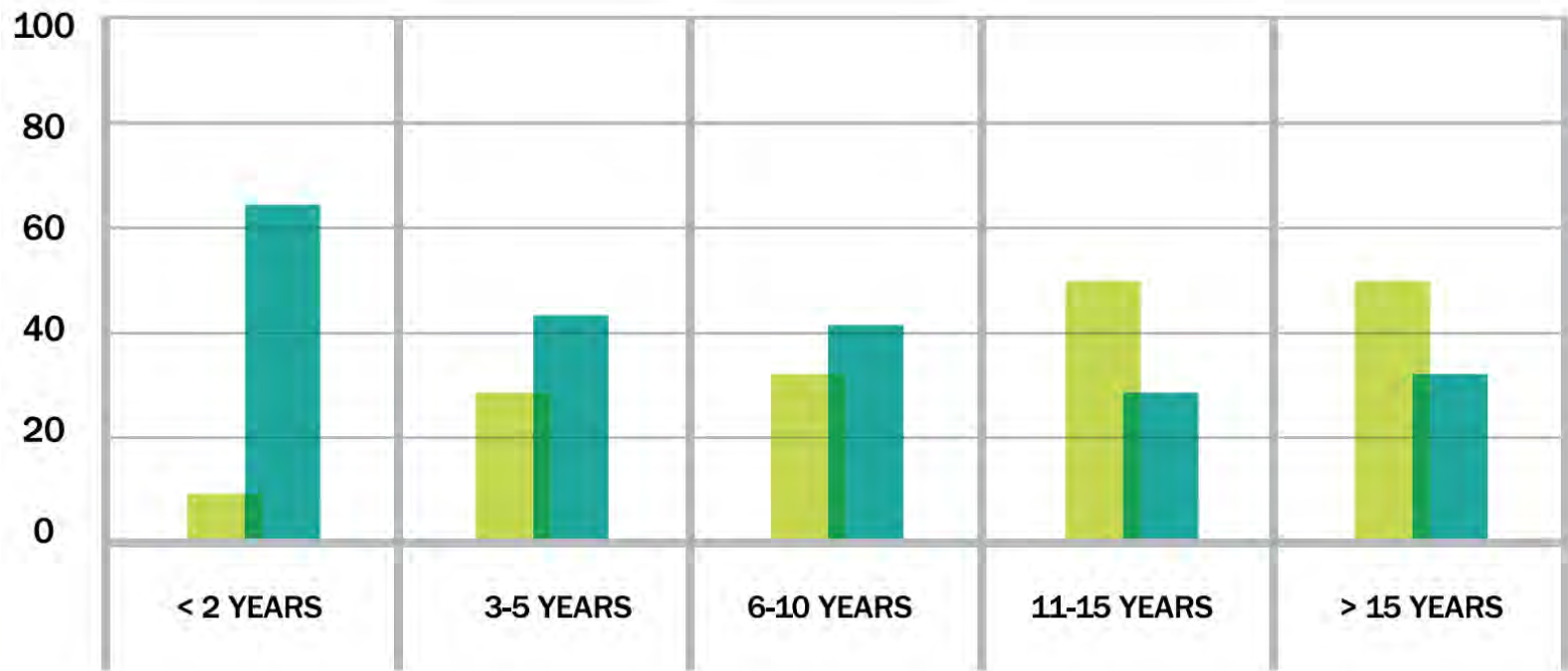
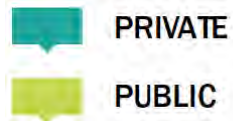
Other characteristics

- Operate with modest budgets
 - Depend equally on private and public revenue streams
 - Are mature and survived past the start up phase
 - Grew out of community demands
 - Are needed by their communities
- 


Impact



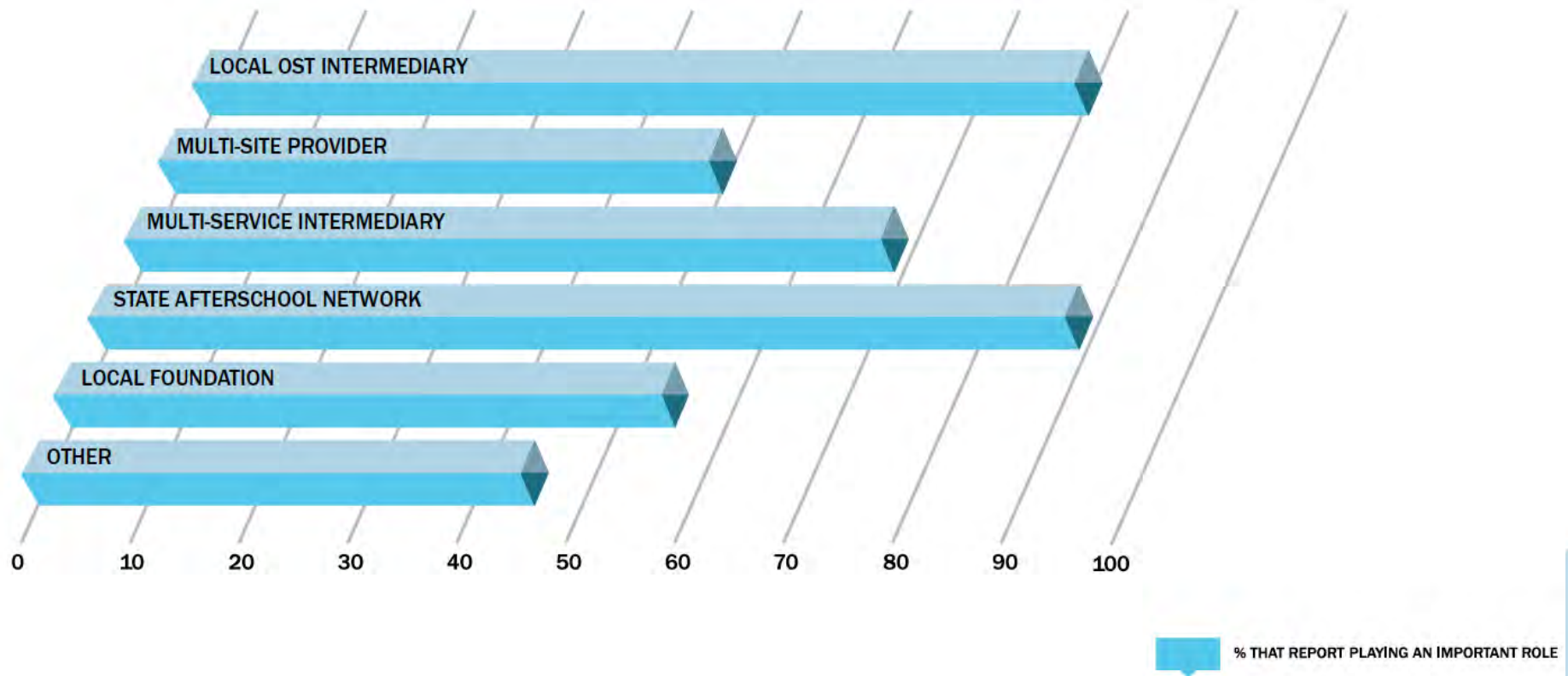
Building a system often depends on private revenue coming in first



Intermediaries help communities serve more kids, even in a recession.

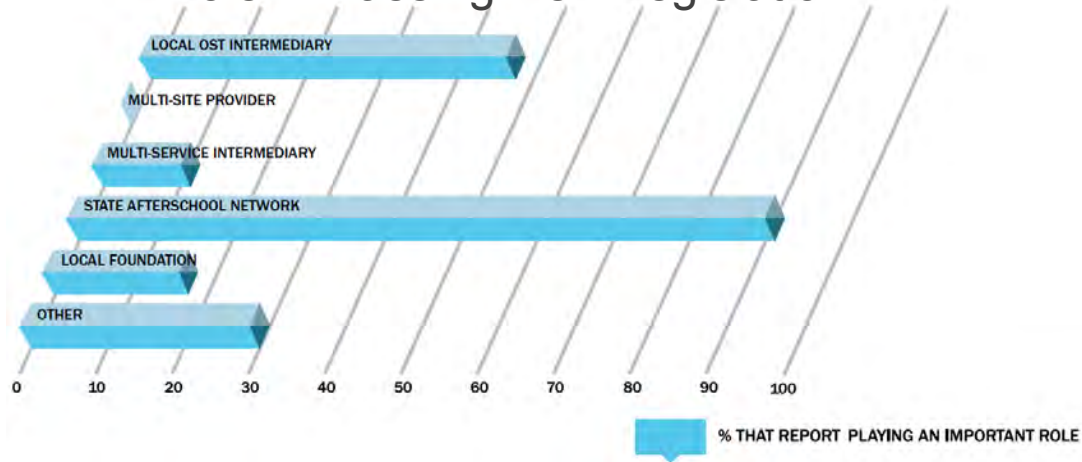
- 64% of respondents reported the number of youth served by OST programs increased.
 - 80% of survey respondents report helping increase the number of youth served.
 - More mature intermediaries played a critical role in participation rates.
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OST intermediaries and state afterschool networks: instrumental in developing of quality standards and tools.

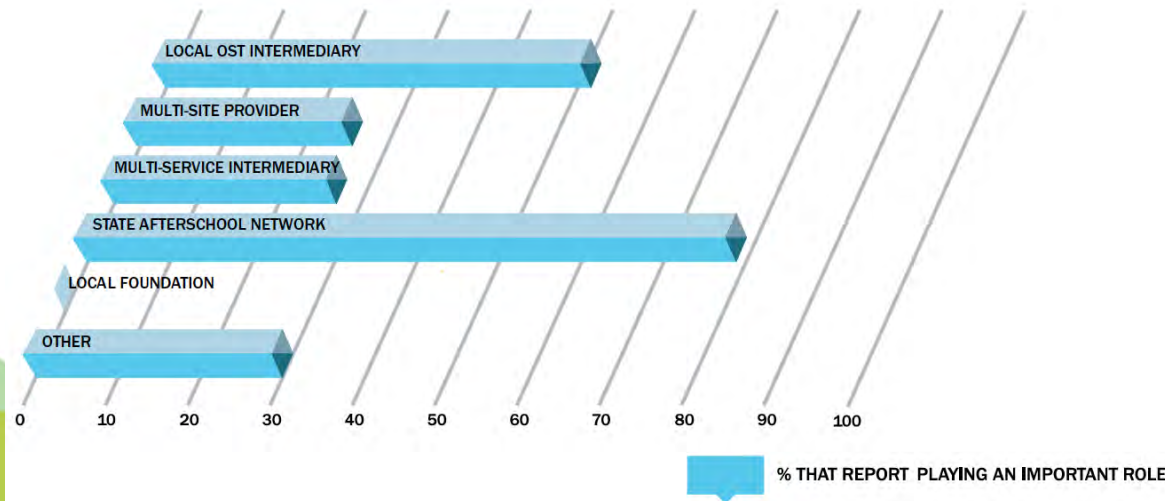


Policy change: largely a missed opportunity, except for leadership from OST intermediaries and State Afterschool Networks.

Role in Passing New Legislation



Role in Establishing New Funding Streams



Pressing Issues



Priority content areas for the next five years


Top challenges

- Increase access for underserved youth
- Raise funds for programs
- Establish data systems, use data to drive improvement
- Improve professional development for program staff
- Implement quality improvement systems

Pressing issue areas for technical assistance

- Funding and program sustainability in a difficult economy
- Building coordinated OST systems
- Determining youth, program, systems outcomes
- Expanding access and improving services for older youth

Concluding thoughts

- Stick with it for the long haul
 - Staging may be key to success
 - There's no need to start from scratch
- 

All About Intermediaries

Liz Nusken

Director,

Ohio Afterschool Network



Ohio Afterschool Network

- The Ohio Afterschool Network (OAN) supports children, youth, families, and communities by advocating and building capacity with a unified voice for sustainable investments in safe, healthy, and nurturing afterschool experiences.
- One of 40 statewide afterschool networks supported by the C.S. Mott Foundation

Ohio Afterschool Network

- Over 800 members representing providers, child advocacy organizations, educators, state agencies, funders and other stakeholders.
- A program of the Ohio Child Care Resource and Referral Association

Ohio Afterschool Network's policy and funding work

- State funding: mixed success
 - Secured \$20M for afterschool and summer programs in 2006
 - \$10M in 2007
 - Funding wasn't sustained
- Go-to organization
 - Information for funders
 - Afterschool voice on policy committees and task forces

Ohio Afterschool Network's policy and funding work

- Create afterschool advocates
 - Mobilize membership on timely policy issues
 - Statehouse Days
 - Legislative site visits
- Strategic allies on policy issues
 - Child care regulation, quality investments, system changes
 - Health and wellness

Ohio Afterschool Network's quality work

- Created quality tools
 - Program quality guidelines and assessment tool
 - Physical activity guidelines
- Brought national resources to Ohio
 - Asia Society's Expanding Horizons global learning resources
 - EDC's National Partnership for After School Science
- Knowledge sharing, communication and networking

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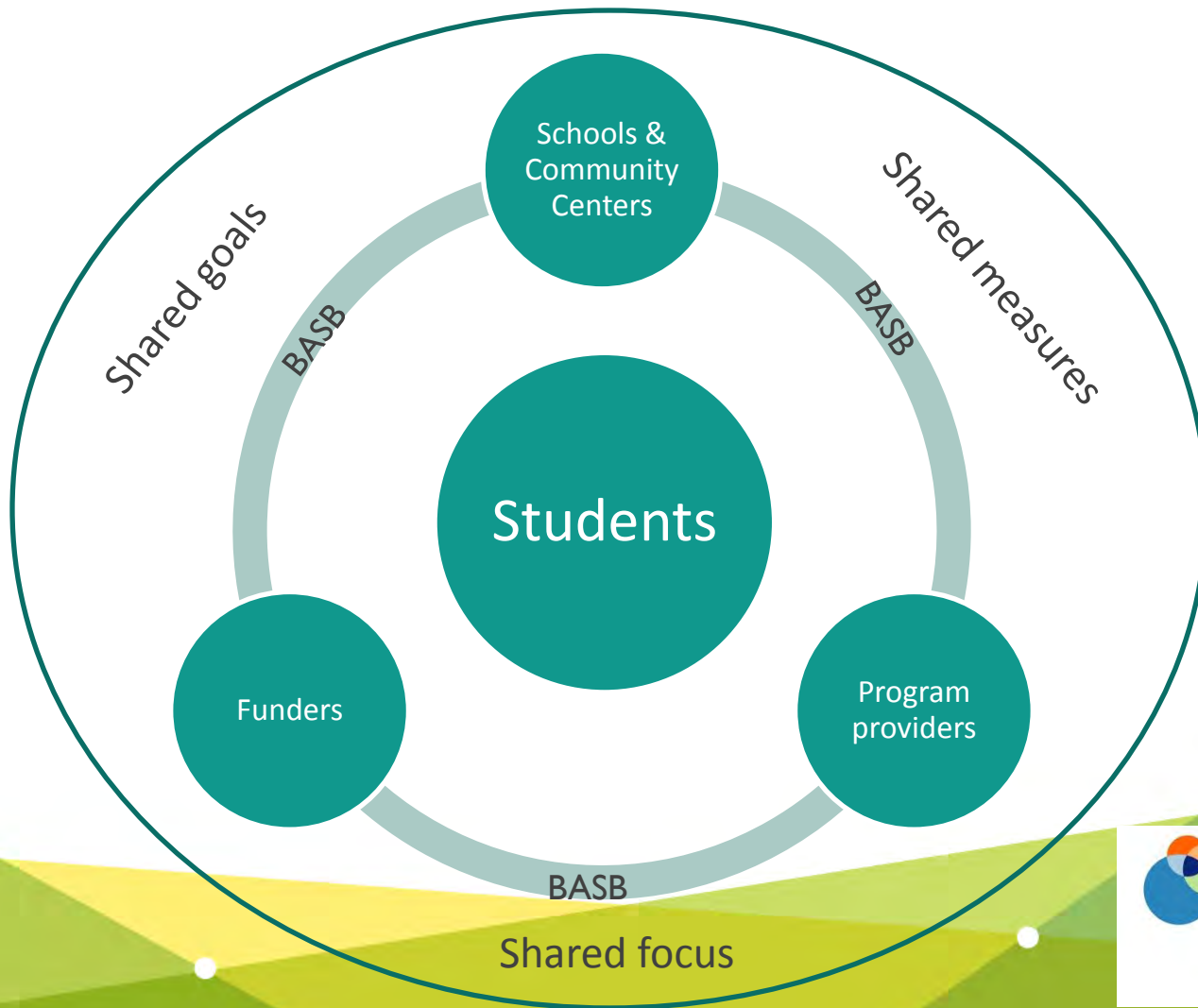
Chris Smith

Executive Director

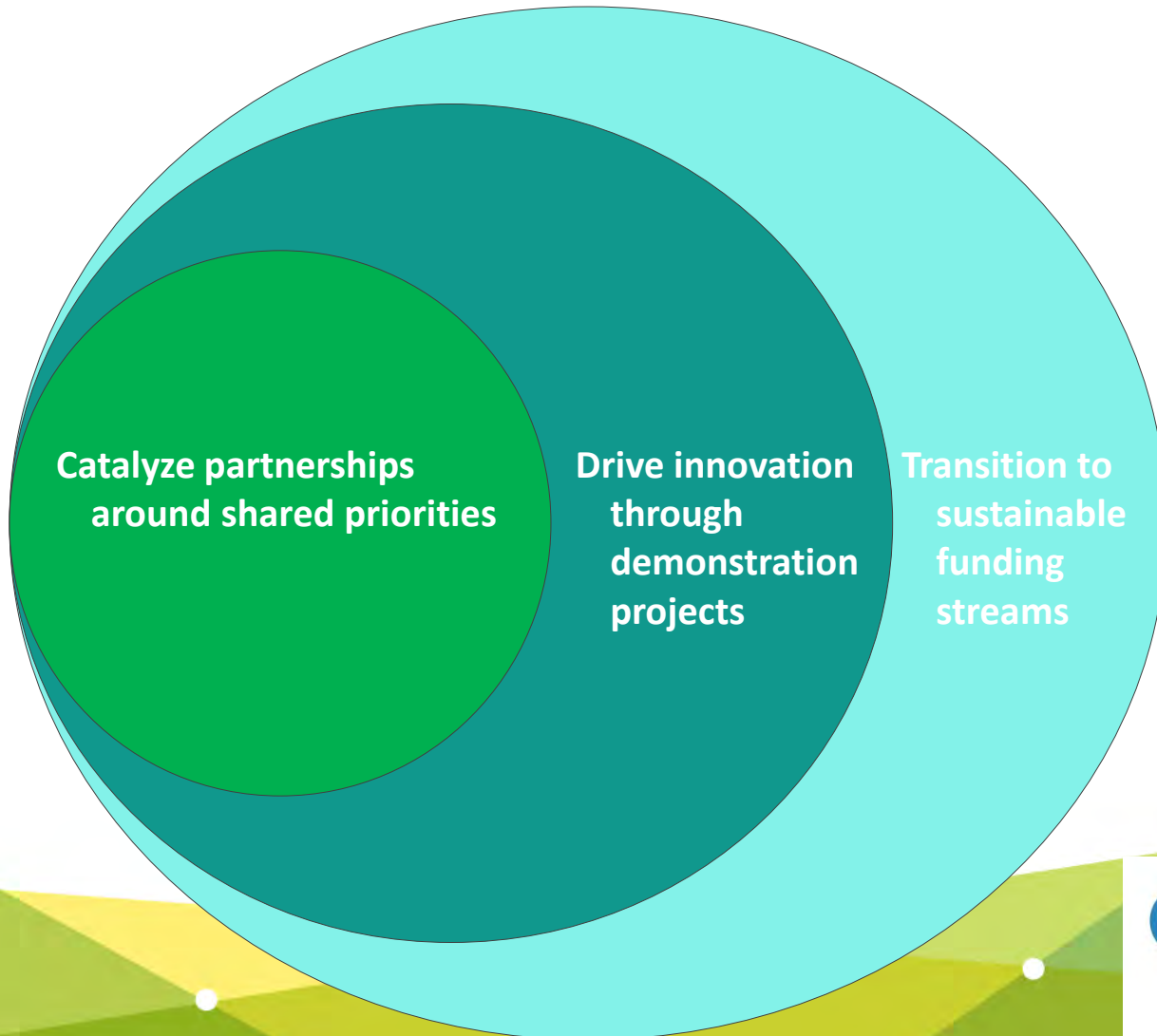
Boston After School & Beyond



BASB mobilizes key stakeholders into a system that embraces shared goals with measurable results



BASB achieves impact by managing demonstration projects and identifying strategies for sustaining successful efforts



BASB's initiatives are structured to promote whole child development through partnerships

AN INTEGRATED LEARNING SYSTEM

Focused on equipping students for success:

ACT skills framework

Supported by strong partnerships:

Developing a data system

Partnership Council

Driving innovation through practice:

Summer Learning Project

School partnerships

Teen Initiative

BYEN/STEM

All About Intermediaries will be archived at:
www.wallacefoundation.org and
www.afterschoolsystems.org

Please direct follow up questions to:
Jessica Donner at jdonner@tascorp.org or
(646) 943-8738

Thank you for participating!

