The After-School INSTITUTE

A DRUM MAJOR FOR THE AFTER-SCHOOL FIELD:
A CASE STUDY OF THE AFTER-SCHOOL INSTITUTE (TASI) OF BALTIMORE, MARYLAND

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I. INTRODUCTION

Since the mid-1990s, with a new emphasis on what takes place during the non-school hours, interest in the after-school field has grown by leaps and bounds. While a tremendous amount of funding has been allocated to direct services for after-school providers and programs, very little has been directed at systems, and at understanding and strengthening the roles of intermediaries in strengthening the after-school field. Little attention has been paid, for instance, to understanding the value of services that intermediaries provide, such as technical assistance, professional development and capacity building at local, regional, and national levels. Intermediary organizations are important, as they serve as independent entities whose main role is to address the needs of the communities that they serve, and also to serve as a link between State Education Agencies (SEAs), Local Education Agencies (LEAs), local funding agencies and federal policy. We write this report to inform you of one such intermediary agency located in Baltimore, The After-School Institute (TASI), in hopes of informing cities intending to create similar entities about lessons learned, obstacles and challenges faced, and successes. We do not claim to have all of the answers about what it takes to create, operate, fund and sustain a successful intermediary organization, but we do believe that this report will have relevant information for such entities. The main premise that TASI operates on is that youth workers just like all other professional workers need training. The nation is recognizing the need for professional development for youth workers, but there have been no case studies conducted to specifically investigate this need in the after-school area. This case study can serve as a profile of an intermediary after-school organization in a city that is on the front end of many after-school efforts.

TASI was established in Baltimore in 1999, and the main purpose of this institute is to provide training and technical assistance to after-school programs in the city of Baltimore. The After-school Institute has its origins in the Safe and Sound Campaign of Baltimore and in B.BRAVO for Youth, which was originally developed to provide training and technical assistance to organizations serving youth during non-school hours. The need for such an organization (and for such services) arose out of a citywide and nation wide need to increase professional development for after-school providers serving school-aged students, including middle and high school youth. This trend began with the passing of legislation, which provided after-school services for children residing within an Empowerment Zone, mandatory after-school programs for school-age students as a result of the Baltimore Public School System's Master Plans, community funding for after-school programs from foundations, and by the ongoing 21st Century Community Learning Centers legislation that provided funding for school and community based organizations to provide out-of-school time services. TASI, as a part of Baltimore's After-School Strategy, sought to raise the bar on after-school programs and to provide professional development opportunities for after-school providers serving students in grades K-12. TASI also strove to instill a system of performance and accountability to increase the skills of both providers and the youth that they served. This trend, which is now a movement sweeping the nation, meant that high expectations would have to be met by providing training, technical assistance, and professional development to practitioners.

Since the mid-1990s, when the Safe and Sound Campaign and the 21CCLC initiative were initially funded, the after-school field has expanded rapidly. Although after-school programs have always been in existence (Halpern, Vandell, Fashola, etc.), the idea of public schools and public school systems providing after-school programs was novel when the initiatives were initially passed. Today, after-school in the public schools is emerging as a field in its own right, but as with most innovations, it is challenged and invigorated by a host of expectations. For instance, in the city of Baltimore, as well as around the country, most after-school programs are expected to serve both as a vital support to school based academics and as a conduit for social

and preventive interventions. This means that after-school programs are now expected to build upon the best goals of the school day (high academic achievement) and the best goals of after-school programs (improved socio-emotional, developmental, character development, and behavioral skills, as well as better opportunities for informal learning). This may sound like an ideal opportunity, but it is also a tall order. If these goals are to be met, along with these expectations must come support, opportunities for development, technical assistance, professional development, funding and policymaking. This is where TASI plays a critical role. TASI functions as an intermediary that constantly brings together funders, school and community based organizations, researchers and professional development organizations.

This report will serve as a preliminary case study of Baltimore's main after-school intermediary organization, TASI, with the main goal of informing other communities about operating procedures, challenges, successes, lessons learned and visions for the future.

In an article in the Spring 2004 issue of the Harvard Family Research Project's *Evaluation Exchange*, leading experts in the after-school field were asked for the single most important ingredient necessary to create, sustain and improve systems to ensure quality out-of-school-time programs for all youth. Five of eight respondents articulated issues of staff recruitment, training and development. The question that this report addresses is how best to deliver these services. One answer pursued by various cities, regions, national nonprofits and funders has been to create or ramp up support for intermediary organizations that have the capacity to perform this professional development function -- organizations situated between funders and the community-level organizations that implement the actual after-school programs. This type of model, involving intermediaries, is increasingly being regarded as efficient and effective "because it allows for the introduction of standards of service/support delivery and sharing best practices across institutional clients."[1]

Within Baltimore and to an extent more broadly across the state of Maryland, TASI and its predecessor B-BRAVO for Youth[2] served as the key intermediaries addressing professional development for after-school program staff (since 1999). Through this work, TASI has contributed significantly to the rising quality of after-school programs in the region, and offers a useful model for other communities seeking to enhance their after-school sector in several key ways.

First, unlike other intermediaries that combine funding, advocacy and other functions, TASI was deliberately planned as an entity that would focus solely on technical assistance and training. At the same time, however, its founders chose to link it in a ***strategic triangle*** with funding and advocacy/policy entities. This clear focus on professional development positioned strategically within a larger after-school system has proven to be highly effective.

Second, TASI promotes *both* diversity and efficiency of after-school programs by designing professional development tailored to Baltimore's ***multiple after-school program channels,*** including school-based channels, where the priority is a strong academic component, community-based channels, and other channels whose main purpose is to foster mastery of particular arts, academic, athletic or advocacy skills.

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[1] "The Quiet Revolution in Nonprofit Capacity Support," Jonathan Peizer, October 31, 2003; http://www.soros.org/initiatives/information/articles_publications/articles/revolution_20031031. Concerning local professional development intermediaries specifically, J.R. Wynn states that they "operate in a position between the youth-serving organizations they assist and a body of knowledge, skills, contacts, and other resources. They take a deliberate position as brokers and facilitators, functioning both as representatives and agents of change." Cited in *New Directions for Youth Development*, No. 104, Winter 2004 (Wiley Periodicals), p. 51. http://nti.aed.org/BEST%20Report%20Final%20proof.pdf (Summary Report). The role of professional development intermediaries is also mentioned in the staffing section of the Robert Wood Johnson Foundation's report *After School Grows Up* (Tony Proscio and Basil J. Whiting, 2004), p. 15.

[2] Hereafter, the name "TASI" will be used to refer to both.

Third, across all of its professional development components and partnerships, TASI demonstrates the decisive and often under-rated power of human relations. TASI's ***responsiveness*** to the Baltimore after-school community, especially its program providers, has united the after-school field in Baltimore and led a march forward to higher quality, quantity, and professionalism.

Funded by the Robert Wood Johnson Foundation, this case study of TASI will focus on the after-school context in Baltimore and aspects of TASI and its work that make it a useful reference for other communities. In addition to a review of key strands in the field of professional development for after-school, the case study will cover the after-school system set up in Baltimore and TASI's structure, professional development components, partnerships and evaluation efforts. We hope that you will find this case study useful and welcome questions or comments at:

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II. EXECUTIVE SUMMARY

This report represents a unique contribution to all stakeholders involved in the after-school world. It represents documented information about the important role of intermediaries in the after-school field. With many of the changes, regulations, policies, and new systems of accountability that affect the daily operation of after-school programs, intermediary organizations have begun to increasingly play a critical role in brokering professional development, technical assistance, fundraising, and dissemination of valuable information. This report documents the creation and the progress of Baltimore's after-school intermediary organization, The After-School Institute (TASI), and the critical role that it plays in both networking and professional development for all after-school entities in Baltimore, and to some extent in Maryland and the eastern region of the U.S.

Over the last ten to fifteen years a growing number of policymakers in education, juvenile delinquency prevention, and recreation realized the importance of keeping children in environments that were safe, stimulating, enriching, and positive during the non-school hours -- and so did funders. TASI came into existence in the late 1990s, when the Robert Wood Johnson Foundation funded the Safe and Sound Campaign for a ten-year project to address five priority areas to improve children's health, education and safety , including after-school opportunities in Baltimore. That funding helped establish Baltimore's After-school Strategy, an effort to increase the quantity, quality and utilization of after-school programs in Baltimore. There are several components to the strategy including quality standards, fund allocation, fund development, evaluation and the establishment of a training and technical assistance center. That center is TASI, and it has responsibility for training the workforce who provides services to the children. To build capacity of programs to deliver quality services that result in positive outcomes for youth, it provides training, technical assistance, a regular networking opportunity, extensive communication, site visits and an annual regional conference. Funds to establish TASI were provided by the Open Society Institute, Annie E. Casey Foundation, and Aaron and Lillie Straus Foundation and it is currently funded by Baltimore City Government, Open Society Institute, Maryland AIDS Administration and various small grants and fees-for-service.

At the time of TASI's establishment, there were already some standards in place for some after-school staff, but these standards were inapplicable for older youth who are served by the strategy and constitute a great number of the after-school population. TASI provided training on the newly developed standards for Baltimore, bringing these standards from lists standards and indicators to actual practice. In the true sense of the word, by serving as an intermediary, TASI had the foresight to anticipate the needed areas of training based upon rules and policies being handed down, but they also had the prudence to be responsive to the needs of the providers in the field. This report helps the reader understand that as the after-school policies increasingly become a fixed part of educational systems across the country, the existence of an intermediary organization is essential for a number of reasons. These reasons will be briefly explained in this summary of the report, but readers are encouraged to read the entire case study, as it provides specific examples of the role that TASI has played that could be replicated across the country.

Intermediary organizations such as TASI serve as a buffer for many of the demands and requirements being placed on the different after-school providers. Issues of universal qualifications, centralized access to professional development, workshops, evaluation, sustainable funding and many other requirements can be quite a heavy burden to shoulder for individual providers. TASI's ability to continue to

shoulder these responsibilities is a benefit to individual providers, and to systematic initiatives. This enables providers to do what they do best: provide quality direct services to their clientele.

When systematic initiatives are launched, it usually takes some time for the initiative to indeed function systematically. Activities such as networking and conducting workshops usually help systematization to become more of an infrastructure. This networking task of intermediaries helps to eliminate or reduce potential multiplying of mistakes made by one or more agencies on a large scale by constantly sharing information. It also fosters peer mentoring and collaboration. In Baltimore, TASI has taken the lead in bringing together the various service provider agencies for monthly network meetings, and has also been able to turn them into a network of providers of peer mentors and collaborators, as opposed to competitors. This vast and strong network presents a formidable group for advocacy for sustainable funding. A proven example is the creation of the Collective Fund Group comprised of members of the network, Safe and Sound and TASI that successfully convinced Baltimore City to invest $17 million of Baltimore's surplus funds in children's programs, including after-school programming, capacity building and contract monitoring.

There is also the role of research and funding. Although TASI is not necessarily the entity that secures funding for the providers, TASI's strategic position as a part of the strategy triangle makes it crucial to both Safe and Sound (the strategic planning, coordinating and fundraising arm) and the Family League (the fundraising, fund allocating and contract monitoring arm). Through workshops, technical assistance, conferences, research briefs, and self studies, the organization is able to work directly with the provider agencies as well as with the strategy teams to build the capacity of programs to deliver quality services that result in positive youth outcomes and ensure that what is funded meets the standard of what is required, and in turn is evaluated properly to yield important findings.

Finally, there is the role of training, technical assistance, and more importantly professional development. From its inception, in its capacity as an intermediary one of the most critical roles that TASI has played has been to serve in the role of providing quality professional development to practitioners. This role has required TASI to remain in a constant state of alert. This means following closely funding, policy and research trends and sharing these trends and preparing the network of service providers for what is to come. TASI plays a role of informing research and practice. At a time when both the field and the populations being served continue to expand rapidly, there is a great need for qualified youth workers who have the appropriate training to work with "older" after-school youth, TASI provides professional development opportunities that will create positive and effective services and outcomes.

In conclusion, this report should be seen as a useful resource for duties and districts intending to implement after-school initiatives system wide. This report has shown that the centralization of professional development, technical assistance, networking, conferences, and sometimes funding and fundraising is very beneficial to the intermediaries and the entities providing the services. This is especially the case if the organization is willing and able to be proactive and responsive at the same time. While there are still many lessons to be learned about how to comfortably work with the entities within the strategy triangle and with the organizations out in the field, this case study provides important information to current and future groups seeking to initiate similar efforts. In the case of TASI, it has worked for the city of Baltimore, and to some extent in Maryland and the eastern region of the U.S.

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III. PROFESSIONAL DEVELOPMENT FOR THE AFTER-SCHOOL FIELD: A SHORT HISTORY OF THREE STRANDS

The history of professional development for the after-school field in Baltimore is a fast-motion story of the coming together of three strands of professional development: youth development, academics, and field professionalization. As one of the first after-school professional development intermediaries in the field, TASI had very few predecessors to look to in forging its own strategic path. Intermediaries such as the Seattle, Chicago and Boston's Making the Most of Out of School Time (MOST leaders have a long history in this field, and their work has mostly preceded the work of TASI. Many of these organizations have been in existence and working on similar issues for more than 25 years. However, the breadth of organizations and the goals that Baltimore's After-School Strategy covered outreach those of the aforementioned organizations. Also, the rate of the funding of different policy pieces pertaining to after-school came at a pace that was much quicker than those of those organizations. When these factors are taken into consideration, it can be stated that the strategy and TASI paved its own way while benefiting from exchanging information with other citywide networks organized by the National Institute of Out-School-Time and the Academy of Educational Development. The main goal of TASI was to focus on building the quality of after-school programs by using quality standards as the framework for defining quality and providing training on applying these standards to practice. This section will introduce and describe the three strands individually to paint a clear picture of the interrelationship among these strands and to focus on the richness of TASI's professional development.

YOUTH DEVELOPMENT

The first strand of professional development for the after-school field, youth development (also referred to as "positive youth development") took off in the mid-1990s, a time when initiatives and legislation such as the Empowerment Zones (EZs), 21st Century Community Learning Centers (21CCLCs), and Baltimore City Public Schools System's Master Plan, were being created and implemented at a rapid pace. During this period, the Academy for Educational Development (AED) was given a first grant by the Wallace-Reader's Digest Funds (now the Wallace Foundation) to begin planning its Building Exemplary Systems for Training Youth Workers (BEST) initiative. An impact study of the 15-city National BEST Initiative[3] published in 2002 describes the bleak training conditions for youth development workers:

> *…most youth workers did not have access to coherent education, training, and professional development opportunities that can effectively prepare them for this work. Indeed, in most communities across America, core training in youth development concepts, principles, and practices was not available….Further, youth worker training often had limited effect because it was fragmented, with staff attending a variety of different training programs not connected to one another in language, theory, or approach—underscoring to many the*

[3] Baltimore was not one of the original 15 cities, but is one of 25 total cities and states comprising a second phase of BEST.

need for a common language and a shared understanding of concepts and principles in the field. Finally, training youth workers often received little support in "infusing" their training into their practice or that of their organization. Without such support, the time, energy, and money spend on training are often wasted.[4]

As a part of this research, telephone interviews and focus groups conducted at the time by AED's Elaine Johnson and her colleagues brought to light the varied deficiencies of the youth development training that was available at the time. For example, in public systems such as parks and recreation departments, the worker training programs focused on legalities rather than skills meant to develop youth in a positive direction. Training programs for national youth-serving organizations were most often shaped to enable local affiliates to implement a national program rather than to meet the needs of particular communities or sites.

While professional development training opportunities for staff in the Early Childhood Education (ECE) field were available, similar opportunities for staff working with older children and adolescents were rare. Training opportunities that addressed adolescents were usually more appropriate for clinical settings, and therefore employed a medical model. Although Johnson did encounter some training opportunities by individuals that focused on developing youths' strengths as a way of helping them solve particular problems, very little of this training sought to develop broader themes, such as developing capacity or resiliency among youth, which could either protect them from problems or assist them in meeting the many challenges that they could encounter.

During their first planning year, BEST recommended seven intermediaries to implement youth development training in different U.S. communities that would address the areas of need that were voiced in the interviews and surveys. As a result of this, AED's National Training Institute for Community Youth Work organized train-the-trainer workshops that included providing guidance on how to establish professional development systems in communities at the seven sites. The BEST effort was later expanded to include 15 sites across the country, and its impact on the professional development of youth workers was assessed in 2002. At the time of the evaluation of the effort, over 5,000 youth workers had been trained through the initiative. The evaluation revealed that specific practices of youth development workers had changed in positive ways, thus establishing the potential of intermediaries to implement youth development training.[5]

As the BEST program developed and trained more youth workers, other efforts to integrate a youth development perspective into youth work and the after-school also field grew stronger. For example, a similar program named the Youth Development Practitioner Apprenticeship Program (YDPA), a national initiative of the U.S. Department of Labor aimed at providing certification to current and future youth development practitioners, was developed. The YDPA began to provide apprenticeships that required 3000-4000 hours of on-the-job training and 343 hours of related instruction that focused on improving the core competencies of youth development professionals.[6] Another initiative titled the National Collaboration for Youth, a convening organization for national youth-serving organizations, developed a working group for its members called the National Youth Development Learning Network. This initiative focused on learning about youth development through information exchange and dissemination. So, the youth initiative that began as a professional development workshop eventually developed a consciousness process for many other programs.

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[4] *Impact Study of 15-City National BEST (Building Exemplary Youth Workers) Initiative.* April 2002. http://nti.aed.org/BEST%20Report%20Final%20proof.pdf (Summary Report), p. 5.

[5] *Impact Study of 15-City National BEST (Building Exemplary Youth Workers) Initiative.* April 2002. http://nti.aed.org/BEST%20Report%20Final%20proof.pdf (Summary Report), p. 2.

[6] www.nae4ha.org/ydpa

A key point to note is that the BEST Initiative utilized a curriculum called Advancing Youth Development (AYD) that was produced through a partnership between AED and the National Network for Youth, with funding from the U.S. Department of Justice. After researching a number of options, TASI selected this curriculum to implement as the centerpiece of its training for after-school practitioners in Baltimore, investing $3,000 in 2000 for two TASI staff to be trained and subsequently investing in one of the TASI staff members and one after-school provider to be trained as facilitators. TASI also worked with AED to incorporate their quality standards into the AYD curriculum and training.

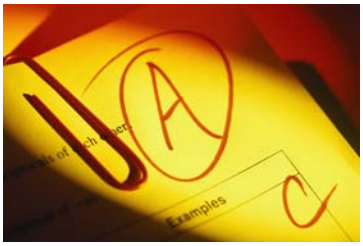
Today the AYD curriculum continues to serve as a pillar of TASI's work and training taking place in communities across the country including, in the estimation of TASI, about half of the participants in the Cross-Cities Network for Leaders of Citywide After-school Initiatives (CCN). While conducting interviews for this case study, several after-school providers in Baltimore cited the AYD training presented by TASI as one of the most meaningful and important trainings they participated in during their after-school careers for its "eye-opening" perspective on youth work and for the fact that it made them feel as though they were a "part of a movement." In fact, TASI found through a survey of its AYD participants that, for more than 50%, AYD was their first exposure to youth development principles. This revelation indicates that we have after-school program providers working with youth without the necessary qualifications, and TASI's AYD training is addressing this gap in knowledge.

During the time that organizations were becoming more invested in training opportunities for youth, Bonnie Bernard's work on resiliency had also begun to draw greater attention to prevention strategies that strengthen protective factors in families, schools, and communities. As a large portion of the youth work in the 1990s was aimed at prevention and intervention in areas such as drug use, teen pregnancy, etc., this was an important development for TASI. Karen Pittman, who came to head up the newly created Center for Youth Development Policy Research in 1990, credits Bernard's work in resiliency as one of the three forces under girding the shift of programs from deficit-based prevention to asset-based youth development during the decade of the1990s.[7] TASI has created opportunities for Baltimore after-school providers to hear from Bernard and others through a series of training focusing on resiliency.[8]

There were many other efforts, both large and small, to integrate a youth development perspective into professional development for the after-school field after 2000, so much so that a youth development perspective has become one of the key strands in those cases where intentional professional development reaches after-school practitioners.

ACADEMICS---THE NEW AND EMERGING PRESSURE POINT

A second strand of professional development for the after-school field arrived with the reauthorization of the 21st Century Community Learning Centers Program under the No Child Left Behind Act in 2002. This new authorization shifted the emphasis of many after-school programs from professional development and youth development to academic achievement. While this new legislation could be viewed as having broadsided some professional developers who had begun to build the youth development components of their training, it can also be said that this legislation presented after-school programs with opportunities to address an



[7] http://www.wested.org/cs/we/view/u/339

[8] In 2003, TASI offered a training series to providers entitled "Fostering Youth Resiliency in Baltimore" which included two days of intensive training with Bonnie Benard. Karen Pittman has been a speaker at TASI annual conferences.

area that was increasingly becoming a point of high accountability: academic achievement during the non-school hours. Rebkha Atnafou, Director of TASI, states, "I believe the 21st Century Community Learning Centers program has elevated to a national stage the importance of after-school programming with $1 billion in federal funding annually."

The reauthorization of the 21st Century Community Learning Centers Program and linkage with No Child Left Behind resulted in several key changes to after-school programs in Baltimore: greater focus on working with low-income populations; transition of administration of the grants to State Education Agencies (SEAs), which put out competitive Request for Proposals; the first-time eligibility of nonprofit and community organizations;[9] and, most importantly, *a strong emphasis on academics*.

The U.S. Department of Education web site describes this new focus of the 21st Century Learning Centers Program as follows:

> *The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic component of the program.*[10]

TASI was invited as part of a five-member team from Maryland to attend the U.S. Department of Education's national meeting to discuss the reauthorization, and engage in Maryland's process to develop the state plan for executing 21stCCLC as a state block grant. This is possibly because TASI is on Maryland State Department of Education's 21stCCLC advisory board and is frequently asked to present at bidders conference and to conduct training for grantees. Every year since 2002, TASI has organized a statewide conference turned regional conference. Beginning in 2005, MSDE has been the co-sponsor of the conference and has sent all of its 21stCCLC grantees (turn to Appendix 2 to learn more about this annual conference).

Ron Fairchild, Executive Director of the Center for Summer Learning at Johns Hopkins University, feels that in a sense the 21st Century Learning Centers Program reauthorization and NCLB divided into two camps the professional development needs of after-school programs. The first had to struggle just to make sure they had a safe place for children, with possibilities of some field trips and other enrichment activities. The professional development programs described in the previous section studied this purpose. A second group, however, needed professional development that would enable them to look at the whole issue of learning and modify their activities to meet what after-school programs were being asked to do. Atnafou adds that yet a third group consisted of organizations that must now actively engage parents either as active participants in their children's after-school program and/or recipients of various services (e.g. GED, adult literacy).

As shown in this report, TASI's strategy for professional development worked jointly with Baltimore's Safe and Sound Campaign, the Family League of Baltimore City, City government, after-school program providers and other partners to create avenues for these different types of programs to receive whatever professional development was needed. Nonetheless, on the whole, these new developments forced TASI and many others involved in professional development for the after-school field to generate training opportunities that would be responsive to an increased focus on academics, mainly on reading and math, and many other informal learning opportunities.

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[9] Prior to this, applicants had to be Local Education Agencies (LEAs)—usually school districts.

[10] http://www.ed.gov/programs/21stcclc/index.html

While this new focus on academics, a field in which many paraprofessionals had little pre-service training, seemingly posed challenges, TASI was able to turn the challenges into opportunities for growth, especially as these changes had positively influenced the field of after-school to the tune of a $1 billion federal commitment. Atnafou comments that while the U.S. Department of Education is clearly interested in improving academic outcomes for children engaged in 21stCCLC, it clearly states in its federal guidance that the delivery of academics should not replicate what takes place during the day. It is an opportunity to build on lessons learned through, for example, interactive activities, field trips, and group projects. A summary of a panel discussion at RWJ's After-school Grows Up symposium in December 2004 states "After-school programs are pressured to deliver what other youth programs and schools have not, particularly academic outcomes. This focus may subvert other bona-fide goals….It is unlikely that the after-school workforce, especially when faced with the current fiscal pinch, can teach skills that move academic test scores." (The After-School Project Newsletter, March 2005). At the Eastern Regional Conference on After-School organized by TASI in May 2005, keynote speaker Beth M. Miller looked at the bright side of the new requirements to show academic results. "We need to understand the special role that after-school programs can play in supporting children's educational success," she said. "This doesn't mean more school—far from it. It means getting kids engaged in learning, excited about learning, and seeing themselves as learners" (refer to Appendix 3 for Eastern Regional Conference 2005 flyer for a brief description on the conference).

Ron Fairchild felt that this new direction simply meant that after-school systems have to make some strategic investments to develop quality academic programs. "Excellent programmatic and professional development resources are one priority," he said, and he also recommended that programs be directed towards resources such as those produced by SEDL, the Southwest Education Development Lab in Austin, Texas. SEDL has done a tremendous amount of work on content for after-school program providers and is developing after-school training toolkits in literacy, math (both completed), as well as the arts, science, technology, and homework help. These materials are available online and can be accompanied with training through SEDL's National Partnership for Quality After-School Learning. [11]

Private sector companies—Foundations, Inc. and Voyager Learning, for example—have also become a strong force in providing professional development opportunities and educational materials to integrate academics into after-school. They have the advantage of having developed extensive materials and training for use in the schools, but their main challenge now is to adjust these materials to fit the style of after-school and the professional development needs of a more diverse group of after-school practitioners and policymakers. One of the roles already being served by TASI is providing input to such companies concerning their materials and training. TASI has suggested that these companies involve practitioners in materials development and that they run their training sessions at a slower pace, thus providing more time for reflection and discussion, and with a greater understanding of at the imminent needs of after-school providers.

To remain competitive or have the competitive edge for sustainable funding, TASI has continued to emphasize the importance of incorporating academics into after-school programs. Along these lines, the organization has increased its trainings on the topic of academic achievement and after-school by partnering with Baltimore City Public Schools and the Center for Summer Learning at Johns Hopkins University On a similar note, in an attempt to assist providers to effectively select and use academically oriented materials from the multitude of those available, the education development specialist at TASI has continued to work in collaboration with the Center for Summer Learning to create a provider resource that lists and describes the different reading, math and other curricular materials available.[12] TASI has also organized educational

[11] www.sedl.org/afterschool

[12] See Appendix 2 for academic integration plan and a list of afterschool academic resources.

materials fairs, provided academic educational materials at resource tables during its monthly network meetings, and had an education development specialist provide technical assistance to programs implementing some of the curricula.

FIELD PROFESSIONALIZATION—THE CONTRIBUTION OF TASI AND OTHERS

The third and final strand of professional development for the after-school field is field professionalization. An initial milestone in this strand occurred on October 27, 2000, when the U.S. Department of Labor's Office of Apprenticeship Training, Employer and Labor Services (OATELS) established the term "youth development practitioner" as an occupation in which young people could pursue nationally recognized apprenticeships. This was the first time that youth work was recognized as an occupation by the U.S. government—implications of which included government collection of data on the occupation and tax accountability for practitioners of this new occupation. This new designation allowed for the development of the Youth Development Practitioner Apprenticeship Program (YDPA), mentioned in the previous section. The 2002 Solicitation of Grant Applications (SGA) on the Department of Labor's web site states the two main goals of YDPA:

> *The first [goal] seeks to strengthen the field of youth work by providing training, mentoring and a career path for incumbent and prospective youth workers and, consequently, improve retention in the field. Secondly, this undertaking attempts to improve the quality of youth services by providing training standards; upgrading incumbent youth worker skills by increasing the number of youth workers who receive extensive, quality training; and increasing the stability of programs by helping to retain caring adult staff.*[13]

Photo courtesy of Marshall Clarke Studios

The program's grant-making period lasted only two years. During this time, AED, along with organizations such as the YMCA of the USA, National 4-H Council, SER Jobs for Progress National, Inc., Opportunities Industrialization Center of America, Inc., and Youthbuild USA were granted awards to pursue the aforementioned goals at a national level, while local groups such as the Milwaukee Private Industry Council and the Urban League of Broward County (FL) were granted awards to develop programs for apprenticeship training at a local level.

A second focus for field professionalization has been the research and analysis of the after-school/out-of-school-time workforce. The goal of this new focus has been to elucidate ways to strengthen and retain the work force, especially given the normally high turnover rate. A seminal report conducted by the Human Services Workforce Initiative (HSWI) of the Annie E. Casey Foundation in 2003 researched a number of human services professions, and found indications that, for youth service workers, " professional tools and career incentives would make a great difference in job satisfaction"[14]. Nonetheless, the report was able to say little about the youth services workforce itself: "Youth services is the least documented, least understood, and probably the most varied field we studied. There is no national data set on youth workers, or on youth-serving programs…. the lack of good information about youth workers and what they do stands in sharp contract to the documented benefits of youth programs."[15]

[13] http://www.doleta.gov/sga/sga/02-110sga.cfm#content

[14] http://www.aecf.org/initiatives/hswi/report_rev.pdf (p. 26)

[15] http://www.aecf.org/initiatives/hswi/report_rev.pdf (p. 12)

Since the release of the report, many efforts are in place to change this limited knowledge about the field. For instance, a conference held at the Johnson Foundation's Wingspread Conference Facility in November 2004 called "Attracting, Development & Retaining Youth Workers for the Next Generation" brought together more than 30 participants who sought to create "a collaborative, comprehensive strategy to attract, development, and retain youth workers within the field of youth development."[16] According to AED's Elaine Johnson, one significant result of the conference was that the Annie E. Casey Foundation funded a nonprofit spin-off organization called Cornerstones for Kids designed to grant to qualified parties small amounts of funding to conduct research on the youth development workforce. Some of the funded projects include:

- A project of the **National Collaboration for Youth** designed to gather and share promising practices in the recruitment and retention of frontline youth workers
- A project at the **National Institute on Out-of-School Time** created to collect information on existing credentials in youth development or out-of-school time with ties to higher education
- A project of **AED's Center for Youth Development and Policy Research** and **The Forum for Youth Investment** called the "The ABCs of Youth Work," which aims to get a snapshot of frontline youth workers—demographics, how they are supported on the job, and what sort of infrastructure and benefits are needed to effectively recruit and retain them.

TASI has played a significant role in this reform effort by participating in telephone interviews and distributing and collecting surveys for this project at its monthly network meeting to assist in providing data on the youth-serving sector, particularly the workforce involving older youth. Other organizations, such as The Charles Stewart Mott Foundation, and the Robert Wood Johnson Foundation in collaboration with the Harvard Family Research Project and The National Institute on Out-of-School Time have also taken a leading role in this effort by conducting symposia for a select group of after-school researchers and practitioners to focus on the issue of evaluation for the after-school field, both in terms of the programs themselves and in terms of professional development efforts.

In addition to national-level projects and research, local and regional intermediaries have begun to pursue efforts to professionalize the field. According to AED's Elaine Johnson, most BEST sites formed agreements with institutions of higher learning to obtain credits for their youth workers. TASI's role in professionalization of the field includes several strategies. For instance, TASI has established a relationship with Baltimore City Community College that enables after-school staff to obtain Continuing Education Units for TASI trainings that they have attended. TASI is currently in discussion with several institutions of higher education to partner in establishing certificate or degree programs in youth work.[17] To this effect, TASI has been in close consultation with other after-school intermediaries such as The After-School Corporation in New York and Connecticut.

Monthly after-school program provider network meetings have provided the opportunity for these groups to organize, network, learn from each other and advocate for themselves. In collaboration with the Safe and Sound Campaign, practitioners testify at the State House in Annapolis and at Baltimore City Council meetings to inform policymakers of the important contribution of positive youth outcomes and to demand adequate funding for their programs. TASI celebrates the accomplishments of practitioners through award ceremonies, certificates and holiday celebrations. While on a national level the field is burdened by high staff turnover, Baltimore boasts of a stable workforce. A recent survey of Baltimore after-school staff indicated

[16] http://www.national4-hheadquarters.gov/library/wingspread_report.pdf, p. 3

[17] Baltimore City Community College (certificate program), the Johns Hopkins University (degree program), and Charter Oak State College (online program)

that over 40% the program staff surveyed said that they had been with their current after-school program for more than three years. This stability is undoubtedly a result of a city-wide after-school strategy with all of its key components -- including millions of dollars, training, technical assistance, networking and professional support provided by TASI. Elaine Fersh, a presenter at RWJ's After-school Grows Up symposium stated "Sustainability is about more than just money; it is also about anchoring your agenda, engaging your constituency, and embedding your work in your community." This is what has been achieved in Baltimore ---but we also believe that it must continue at this high level of achievement. An especially interesting field professionalization effort at the regional level has been made by Achieve Boston, which is a collaborative of intermediary organizations, research organizations, and service providers founded in the Boston area in 2002. This collaborative, whose efforts were profiled in the Winter 2004 issue of *New Directions in Youth Development*, has produced a document titled *Blueprint for Action: Professional Development System for the Out-of-School Time Workforce* that addresses field professionalization areas such as core competencies, a system of training, development of trainers, a professional registry, career lattice and pathways and recommendations for action.[18]

The newspaper *Youth Today* reports on a write-up of Achieve Boston that: "Noam et al. write in *New Directions for Youth Development*, 'Achieve Boston's training efforts have integrated the core competencies for two traditionally separate fields – after-school and youth work -- to create a set of 11 competency areas that are important to both.'"[19] In this example, we at last find an integration of youth development, academics, *and* field professionalization--all three strands of professional development for the after-school field similar to those pursued by TASI of Baltimore.

[18] http://www.achieveboston.org/pdf/blueprint%201204.pdf

[19] http://www.youthtoday.org/youthtoday/May05/noseknows.html

IV. BALTIMORE'S AFTER-SCHOOL SYSTEM

What would need to happen if a city wanted its children to grow up healthy and was intentional about making this a reality? What would that look like? This is one of the main questions that guided the Robert Wood Johnson Foundation's Urban Health Initiative (UHI). The UHI was funded in response to Baltimore's pursuit of five citywide strategies over the course of 10 years beginning in the mid-1990s. Among other things, Baltimore was able to use this opportunity to build a broad-based constituency for after-school programs and an after-school system with TASI strategically positioned to provide training and technical assistance.[20] At the onset of the funding, TASI was known as B. B.R.A.V.O. for youth, and the organization eventually evolved into TASI. As a result of the funding, some of Baltimore's systems building efforts under the UHI have been documented, and they will be mentioned in the "Lessons Learned" section of this case study.

Through the "After-School Grows Up" symposium in December 2004 (attended by TASI) and the *After-School Grows Up* report which focused on after-school systems in four major cities, the Robert Wood Johnson Foundation has been able to focus on some of the major lessons learned from building large-scale after-school systems. This case study, therefore, will briefly touch upon on Baltimore's after-school system before moving on to the specifics of TASI's professional development efforts for the after-school field.

Interviews with several stakeholders revealed that two aspects of Baltimore's after-school system have continued to play key roles in TASI's professional development work. They are ***the After-School "Strategic Triangle"*** and Baltimore's ***multi-channel program structure***. Both of these structural elements were deliberately designed as part of the UHI, but have proven flexible enough to enable the After-School Strategy to progress as opportunities have arisen and as politics, education, and financial circumstances have changed on both a local and national level.

THE AFTER-SCHOOL "STRATEGIC TRIANGLE"

The After-School "Strategic Triangle" refers to the inter-relationship of the three key organizations in Baltimore's After-School Strategy (see Appendix 4 for strategy fact sheet). The three organizations that comprise the triangle meet monthly as the "After-School Strategy Team." The first of these three organizations is Family League of Baltimore City Inc. (FLBC), which is the local management board for Baltimore City and is responsible for fund development and contract monitoring. The second organization is Baltimore's Safe and Sound Campaign, which is responsible for sustainability and strategic positioning for the Strategy. The third organization is The After-School Institute (TASI), which is responsible for training, field development and technical assistance for the Strategy.[21] Structurally, FLBC is a quasi-governmental entity,

[20] Other cities/organizations awarded UHI grants akin to the one for Baltimore and Baltimore's Safe and Sound Campaign were Detroit (Mayor's Time, a.k.a. The Youth Connection of Greater Metropolitan Detroit); Oakland (Safe Passages); Philadelphia (Philadelphia Safe and Sound); and Richmond, VA (Youth Matters). For a history of the Urban Health Initiative, see http://www.urbanhealth.org/docs/The%20Origins%20for%20web.pdf. For an overview of the five strategies that are part of Baltimore's Safe and Sound Campaign, see http://www.safeandsound.org/site/strategies/index.htm.

Baltimore's Safe and Sound Campaign is a 501c3 nonprofit organization, and TASI is a quasi-independent program under the fiscal sponsorship of Baltimore's Safe and Sound Campaign. While each organization has the autonomy to perform its own individual responsibilities, according to one party: "The relationship between the three agencies drives all things."

Part of the success of this triangle, ironically, can be attributed to the fact that each of the key organizations can cite instances one of the other parties overstepping its bounds at different junctures. Interestingly, though, all three parts of the triangle were unanimous in stating that, despite some "family-style" challenges, the relationship between the three organizations works "fabulously", enabling each organization to focus on a specific component of the strategy. The three organizations also unanimously agreed that this relationship was one of the most important aspects of their existence that they thought should be shared with other communities considering after-school professional development.

The chart in Appendix 5 lists some of the benefits and hurdles of Baltimore's "After-School Strategy Triangle" as told by the major parties. One thing that the chart further demonstrates is that beyond the components and partnerships of TASI's professional development, TASI's positioning within this after-school system contributes to broader professional development opportunities, policies and implications for the after-school provider community.

MULTI-CHANNEL STRUCTURE

The after-school program consortium in Baltimore is structured through a limited number of defined channels. The channels both shape the professional development provided by TASI and enable TASI to provide professional development to a diverse array of programs with varying capacities. Three main channels of after-school programming are currently funded through Baltimore's After-School Strategy: Youth Places, A TEAMS, and Baltimore's Out of School time Initiative/After-School to Community School (BOOST/ASCS). The next section will provide brief descriptions of these channels.

1) **YouthPlaces**: YouthPlaces are one of the two original program channels begun in 1999. At first they were defined as programs run by community-based organizations either in neighborhood settings or in schools. Since 2004-05, however, YouthPlaces have been redefined solely as programs run by community-based organizations in neighborhood settings.

2) **A-Teams**: A-Teams provide opportunities for young people to participate in intensive after-school programs with skilled professionals who provide regular opportunities for the youth to practice, master, and publicly demonstrate their academic, artistic, or athletic skills. The settings may be independently run or otherwise housed within other after-school programs. Similar to YouthPlaces, the A-Teams Initiative was begun in 1999 and supported solely by the Baltimore Community Foundation for a period of five years.

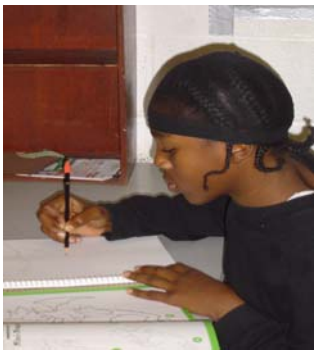


Photo courtesy of various Baltimore City After-School Programs

BOOST/ASCS (Baltimore's Out of School Time Initiative/After-School to Community School)

As the potential for partnership between the After-School Strategy and the Baltimore City Public Schools System arose in 2004, BOOST was added as an after-school channel during the 2004-05 school year. BOOST sites were defined as being "located in schools and run in partnership with Baltimore City Public Schools and community-based organizations." BOOST became BOOST/ASCS in 2005-06 as a result of the desire of the Baltimore City Council and the Mayor's Office of Community Investment to use BOOST sites and the well-trained after-school staff there to create "community schools" that would have an array of wrap-around services for families (refer to www.boostbaltimore.org for details on BOOST).

The $6.9 million dollars Baltimore City allocated to after-school programs for 2005-06 continues to provide funding for YouthPlaces and A-Teams. These channels, though, are not as heavily funded as the BOOST/ASCS channel, where there is believed to be greater potential for leveraging additional resources, such as free facilities with children already there, teachers qualified in academic areas who can be recruited as staff, school support around evaluation, and the opportunity to tap into other funding sources such as Title I and 21st Century Learning Centers.

In addition to the above three channels funded through the After-School Strategy, other Baltimore after-school programs include those funded under 21st Century Learning Center grants, those funded through other private sources, programs based in churches or other houses of worship that may or may not have any significant funding, and a number of other types of programs.

Grouping the different after-school programs into these broad categories allows TASI to focus its training and technical assistance on the structure and goals of a smaller and more manageable number of

broad program channels. Acknowledging the importance of multiple channels also allows TASI to "empathize with the needs" of the diversity of Baltimore providers and to raise the professional level of the entire after-school field.

According to Erin Coleman, After-School Strategist with the Safe and Sound Campaign, this was, in fact, the original plan. It was necessary to "start where the children were…if the children were in a church, if the children were in a school—we as a system have to protect that." Yet, at the same time, she said, "there is a tension because we are quantity (scale, money) and quality (richness). It is harder to monitor [programs] when they are doing their own thing, but programs do the best when they respond [to the needs that they observe in the children]." Dr. Jane Sundius, Education Program Officer at the Open Society Institute—Baltimore, echoed this need for balance. Initially, she said, there was a feeling to "let every healthy flower bloom." However, "Creating large blocks of programs with particular structures has been a useful tool for moving programs forward in desirable directions," she said, "such as towards 5-day/week schedules and cost standardization."

The current structure of program channels, while sensitive to a certain extent to where funding is available, seems to provide a balance. TASI, with the best direct access to the voices of program providers, however, will continue to serve a valuable role by advocating to keep the after-school movement a community owned entity. TASI expects to be able to continue to adhere to voices of providers when they say things like: "My program cannot work in a school." Rebkha Atnafou, Director of TASI, adds, "One of the beauties of Baltimore's After-school Strategy is the diversity of its programs that speaks to the diverse needs of children, parents and communities. If this strategy is grounded in the culture of the community, then it must celebrate that diversity to maintain the citywide movement that is embraced by school-based programs, community-based programs, faith-based programs, comprehensive after-school programs and league-type of projects.

V. TASI: STRUCTURE, PROFESSIONAL DEVELOPMENT COMPONENTS, AND PARTNERSHIPS

MISSION AND THEORY OF CHANGE

The mission of TASI is to build the capacity of after-school program providers so that they can deliver high-quality services in a caring, supportive environment that allows children and youth to develop civic, academic, artistic and athletic talents and skills. TASI's work focuses upon building the capacity of programs to deliver quality programs while sharing best practices with practitioners. TASI aims to respond to the needs of the practitioners, while focusing on outcomes for practitioners and the youth that they serve. Atnafou emphasizes that TASI's role as an intermediary organization bridges the gap between research and practice. She adds, "Often these goals ran on parallel paths. This is because while TASI reviews research reports and engages in research discussion, it also deciphers information in a way that is useful to practitioners. Often, that is through brief research updates at network meetings, on listserv messages or at trainings."

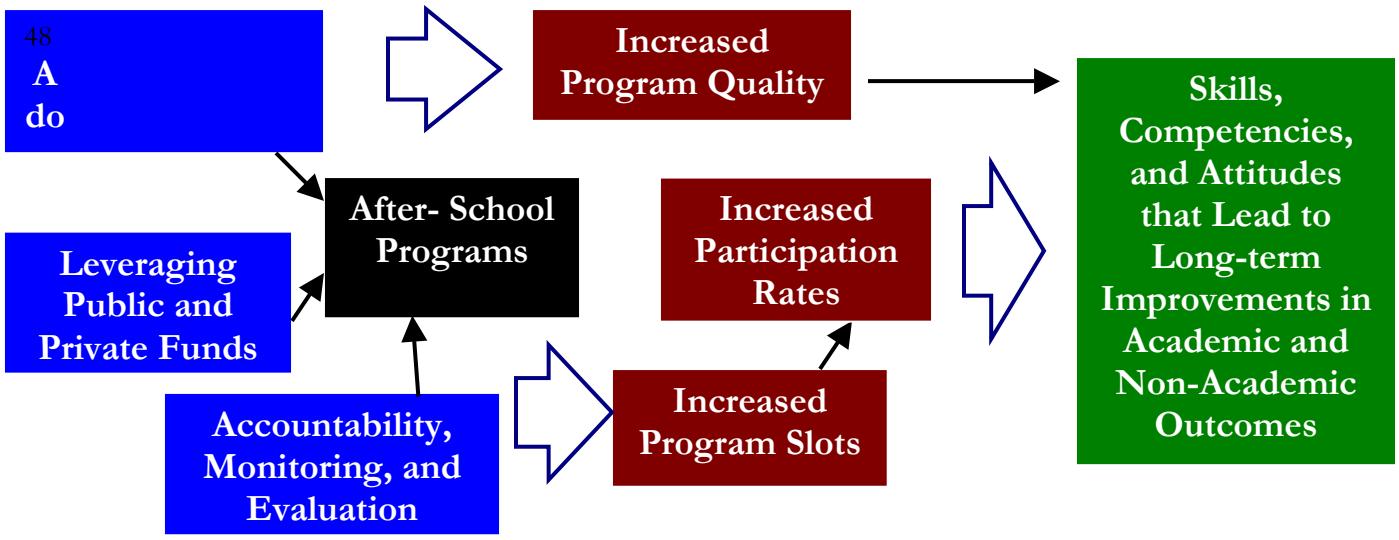
The vision of TASI is to be the premier training and technical assistance organization for after-school programs in Maryland focusing on professionalizing and expanding the field by providing and establishing the following:

- Innovative and multiple approaches to distilling and presenting national best practices
- Quality training experiences
- Tailored technical assistance
- Unique networking opportunities
- Effective policies
- Engaging, convening, and supporting critical constituencies
- Brokering and leveraging resources and monitoring program quality establishing quality standards and promoting

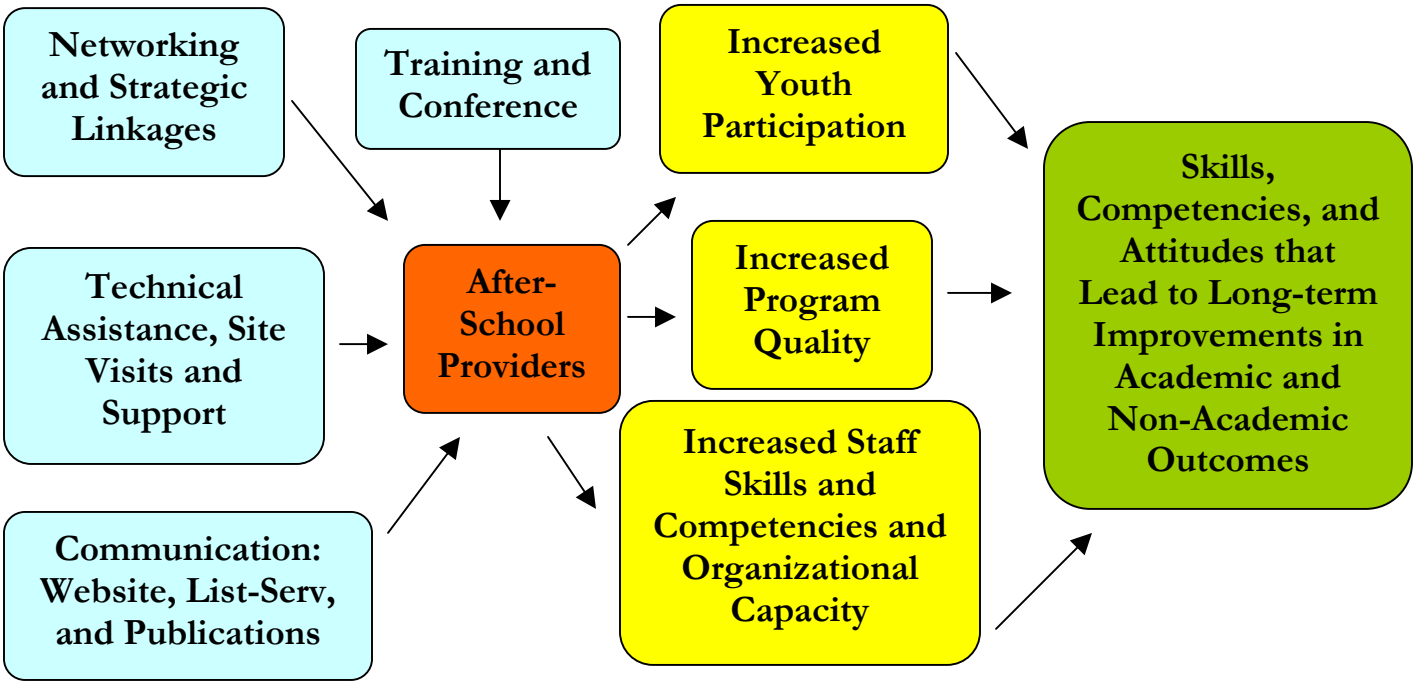
Photo courtesy of Marshall Clarke Studios

Taking a cue from the philosophy of UHI, this mission is based on a logic model of what TASI and the other members of the After-School Strategy Team want to come out of the system. The diagrams below show the theories of change of the After-School Strategy and of TASI for the area of professional development.

BALTIMORE'S AFTER-SCHOOL STRATEGY'S THEORY OF CHANGE



THE AFTER-SCHOOL INSTITUTE'S THEORY OF CHANGE



FUNDING

Sustainable funding is a required source of support if an organization like TASI intends to continue to support itself. Although TASI began in 1999 with three years of funding from its three founding funders, the Aaron and Lillie Straus Foundation, Open Society Institute (OSI)—Baltimore, and the Annie E. Casey Foundation, only the OSI continues to provide funding for the Development Officer position. The Annie E. Casey Foundation has recently provided additional support in more recent years through the "Reason to Believe" campaign, a small portion of which has gone to TASI.

In October 2003, when TASI had completed the three-year term of its founding funders, The Finance Project's profile of TASI's financing strategy had positive things to say about TASI's role. The report stated, "Intermediary organizations often face additional funding challenges because they do not deliver services directly. Rather, these organizations support system-building efforts that can be difficult to quantify in terms of dollars invested."[22] The report was positive overall and it applauded TASI's efforts in the areas of "Making Better Use of Existing Resources" and "Maximizing Federal, State and Local Revenue."[23] It cited, in particular, contracts and grants that TASI was able to secure from local and state government entities, some of which were assisted by the After-School Strategy as a whole, and some of which were developed through TASI's own initiative.

At this point, TASI's funding sources for its 2005-06 fiscal year are approximately the following:

- $302,000 City Government
- $60,000 Maryland State Department of Health and Mental Hygiene (MSDHMH) AIDS Administration
- $25,000 MSDHMH, Maternal and Child Health
- $100,000 Open Society Institute (OSI)
- $7,000 Membership Fees

It is clear that TASI cannot be self-sustaining even over the long-term based on fees for services for conferences and trainings, as these activities themselves do not yield much income after rental, catering and copy costs. In addition to continuing to aim for contracts and grants, therefore, TASI is pursuing a strategy to become a line item in Baltimore's city budget—a possibility that is more realistic, given its increasing reputation. On a national level, there are efforts underway to share the importance of intermediaries such as TASI, and to seek ongoing funding from major national foundations as well as from local government. A recent gathering of six intermediaries and five major national foundations resulted in a plan to produce a report on the impact of intermediaries and to conduct presentations to build the field of after-school. There is also initial interest in funding that currently requires further discussion.

STAFFING

[22] See http://www.financeproject.org/Publications/Tasi%20Brief%20(2).pdf

[23] See http://www.financeproject.org/Publications/Tasi%20Brief%20(2).pdf

Staffing is, of course, directly connected to available funding. TASI's current staff consists of the following:

Rebkha Atnafou, Director, responsible for the overall management, establishing strategic linkages with local, state and national organizations, and expansion and sustainability of the Institute

Lori Carter, Professional Development Coordinator, responsible for network meetings and trainings

Nicole Carter, Office Manager, responsible for daily office operations

Stacey Reed, Youth Engagement Specialist, responsible for technical assistance and training support to increase enrollment and youth engagement in after-school programs

Marianne Reynolds, Technical Assistance Coordinator, responsible for technical assistance and materials development

In addition, there are two positions shared with the Safe and Sound Campaign.

Gail Lee, Development Officer, responsible for fund development for Baltimore's After-School Strategy

Katie McCabe, Education Development Specialist, responsible for providing support for the academic component of after-school programs

In addition to the staff listed above, TASI calls on a list of consultants that it regularly calls upon to provide additional support in the key areas of TASI's interests. Two specific positions bear some elaboration in this section. They are the youth engagement specialist and the education development specialist.

Youth Engagement Specialist

The position of the Youth Engagement Specialist was established by TASI because it was clear that after-school programs in Baltimore needed to engage youth at a higher level. TASI created this position and made the person in the position a critical part of the TASI team. In an organization as small as TASI, devoting one staff slot to the position of Youth Engagement Specialist demonstrates both a visible commitment to the youth of the city and the high priority placed on what this position can accomplish. TASI's current Youth Engagement Specialist finds TASI a youth-friendly organization where the staff is all on an equal level. Although she herself is young, she comments further that she has been trained so well at TASI that it is even hard for others she trains to tell that she as young as she is. The person in this position serves as a link between the youth served and the after-school community serving the youth.

Both she and TASI's former Youth Engagement Specialist began their work with the Safe and Sound Campaign. The former Youth Engagement Specialist began his involvement on a Safe and Sound youth council, while the current specialist began her association with TASI as a "Youth Ambassador" at the Safe and Sound Campaign during middle school. Both moved over to TASI because of the opportunities for more hands-on work involving direct interaction and training of other city youth and youth workers. The current Youth Engagement Specialist was particularly interested in TASI's HIV/AIDS peer-to-peer training called BART (Becoming a Responsible Teen), and funded by Maryland AIDS Administration and Baltimore City Health Department. In their positions, they helped create strategies to increase youth engagement in programs and helped TASI implement the strategies. Youth Engagement Specialists experienced some obstacles, such as program staff lacking the understanding of the importance of youth engagement and resistance to change in general. The Youth Engagement Specialists believed that BART, youth-created public service announcements, a science-oriented program called Design It!, the Baltimore Youth Leadership Institute—which brought together ten youth from different programs—and the collaboration of the

Youth Engagement Specialist as a guest facilitator during the Advancing Youth Development training series were the most successful efforts.
At first the strategies were very general, but as programs started to connect, and TASI had data to show this connection the emphasis of the position moved to more topic-specific projects—such as a project working with Baltimore youth to create public service announcements related to HIV/AIDS, a significant problem in the city, and to BART training.

The Youth Engagement Specialists also contributed to the production of a marketing toolkit for after-school providers to aid them in recruitment and retention, particularly of older youth, and to a project to train program youth as facilitators and evaluators that was funded by the William T. Grant Foundation.

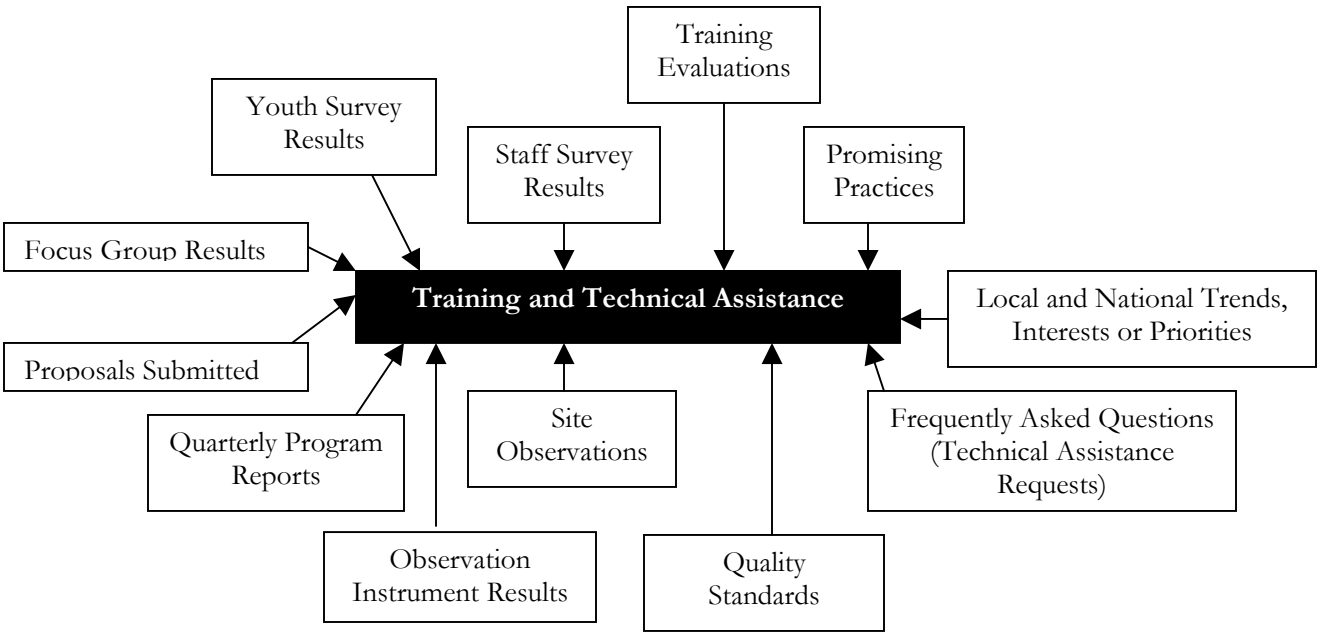
Education Development Specialist

The Education Development Specialist position was created as a joint position of TASI and the Safe and Sound Campaign within the last few years, with the recognition that targeted and higher level technical expertise in the academic area was necessary to bring after-school programs forward to higher levels of excellence. The duties of the Educational Development Specialist for TASI include coordinating the academic portions of TASI's training institutes, responding to technical assistance requests for support in academic areas, site visits to program sites where technical assistance in academic areas is needed, and researching how professional development can be rolled out for the new After-School to Community School (ASCS) track (refer back to Appendix 2 on academic integration).

PROFESSIONAL DEVELOPMENT COMPONENTS

The professional development component of TASI utilizes a variety of coordinated strategies and methods based on adult learning principles. This component also adopts formal and informal learning opportunities to build the competencies of after-school program providers to deliver quality programming. TASI conducts its professional development based on a variety of inputs detailed in the diagram below.

Elements that Inform TASI's Professional Development System



TRAINING & TECHNICAL ASSISTANCE PLAN

The outputs of this process are a number of professional development components, including Network Meetings, Training, Technical Assistance, Conferences, and Publications/Communications.

1) Network Meetings--*"You get so many different resources; you'd be a fool not to be here…."*

Monthly Network Meetings were one of the original components of TASI's professional development efforts to continue to occupy the central role in TASI's professional development strategy. TASI states the purposes of the Network Meetings as:

1) To create a vision and mission that will guide the network in its autonomous growth;
2) To nurture, augment and build the capacity of practitioners, organizations and partners within the after-school movement and other spheres serving youth to forward practitioner/youth development, best practices, and strategies.[24]

As with TASI itself, the monthly Network Meetings have evolved since they began in 1999. In the early days, the meetings served as conversation sessions for representatives of the first 25 after-school programs funded under Baltimore's After-School Strategy, who were contractually required to attend these meetings. They were initially somewhat suspicious of each other, because they were unfamiliar with one another and because their funding was at stake.

Today, however, the network meetings have taken on a completely different atmosphere. The sign-in sheets can boast of a diverse representation of after-school providers from the core of Baltimore's After-School Strategy Triangle: the Family League of Baltimore City Inc., Baltimore's Safe and Sound Campaign, and TASI. This representation also includes the Maryland State Department of Education and a variety of other resource providers that, while not after-school programs themselves, offer one-time or multiple session experiences for after-school program providers. These include a wide range of arts, youth media, ethnic, literary, cooking and other experiences. These meetings also include perhaps 50 or more representatives of the after-school providers who are at the heart of the Network. Some of these representatives are funded by any of the main channels of after-school funding in Baltimore, as well as 21st Century Learning Centers and other programs that are unfunded, but aiming to grow and develop. Providers at a recent meeting, for instance, ranged from the UMAR Boxing Program to YMCA programs, youth media programs, arts programs, school-based after-school programs, the Archdiocese of Baltimore, and many more. What is so special about the Network Meetings is that each of these programs or agencies make the necessary contacts and is able to retain the information needed to advance their corner of the after-school world.

One innovation, which has made the Network Meetings and the Network itself so different, is the Network Steering Committee created by TASI several years ago. The 2005-06 Steering Committee consists of ten members who plan the monthly Network Meetings in concert with TASI. They suggest topics that should be covered, ideas for table groups in which small-group discussions could take place, and bring up other issues that should be brought forward to TASI. The Network has become provider-driven, a feature that makes it special as well as effective. Dr. Jane Sundius, Education Program Officer at the Open Society Institute—Baltimore, said that one of the best things TASI has done in professional development is "take people who were thought of as classroom aides and let them run the meeting."

[24] A sample Network Meeting agenda and FY06 Network Meetings at a Glance document are available in Appendix 6.

Providers almost exclusively had positive things to say about the Network Meetings. A YMCA senior staff member called the Network Meetings very helpful for staff in knowing where the field was, and that TASI was a connector to larger networks on what was cutting edge and what resources were useful. She felt that her organization had been able to develop partnerships that led to rich programming. For example, meeting a representative of the International School of Protocol at the Network Meetings led to their etiquette program being built into all YMCA programs in the city. As part of the meeting format, TASI gives such "resource providers" the opportunity to show their programs at tables around the perimeter of the meeting room, and they also occasionally serve as presenters during meeting sessions.

One Steering Committee member talked about the way the efforts to integrate advocacy updates into the meetings had affected people's feelings towards what they do. "There used to be more emphasis on after-school being only a community-type thing—now we're going to help each other out besides doing the best in our own community," she said.

2) **Training—*"[The AYD training] has a HUGE impact still, even though I was in the first class four years ago."***

The Training component of TASI is designed to advance institutional/practitioner development. Trainings are designed to build and enhance the skills of practitioners, support the development of youth, and strengthen the community in which the organization is located. Trainings are scheduled throughout the year. While TASI is clearly aware that it cannot address all the training needs of such a large and diverse network of after-school programs, it has no intention of duplicating other training efforts, and thus it provides information about training opportunities from various programs across the city. TASI also invites trainers to conduct presentations at TASI's trainings. Training is developed with several factors in mind, including trends in the field results of program observations, and results of staff and youth surveys.

Trends in the Field: As TASI acknowledges the national trend and substantial financial resources to programs that have strong academic components, the Institute has increased the level and the amount training offered to incorporate academics into after-school programs. TASI has hired an Education Development Specialist to conduct site visits to programs to observe their academic programming and provide technical assistance. The organization has developed guides to promising curricula and has helped organize educational resource fairs. TASI provided training and technical assistance that eventually allowed programs to be competitive when applying for 21stCCLC funding. Details on TASI's academic integration strategy are included in Appendix 2.

Results of Program Observations: Site observations of funded programs conducted in 2003 revealed that children had limited opportunities for skill mastery and high order thinking. TASI subsequently modified its training to address these limitations, which included providing a session on differential learning, multiple intelligences and key questions help to build higher order thinking skills. Observations in the fall of 2005 indicate the on-going struggles to incorporate academics in after-school programs. In response, TASI's January 13 2006 training institute focused on strategies for successful academic inclusion in both the general session and the workshops. The general session also incorporated shared lessons learned by programs that formerly used interactive games to build academic skills. TASI, in collaboration with Safe and Sound Campaign, is developing core principles that address incorporating academics into after-school programs -- these were also presented at the January training.

Staff and Youth Survey Results: In the early years of Baltimore's After-School Strategy, staff and youth survey results indicated that youth did not have opportunities for input on program development or youth leadership activities. With this in mind, TASI has since hired a youth engagement specialist, with years of experience on youth organizing, to provide training and technical assistance pertaining to different levels of

youth engagement. Some of these areas include establishing youth councils, youth recruitment and engagement strategies and youth peer leadership in HIV/AIDS prevention. In addition to this responsibility, the youth engagement specialist and other staff from TASI have developed a training guide, titled "How to Market Your After-school Program to Increase Recruitment, Engagement and Retention." Subsequent survey results indicate a positive shift in the level of youth engagement in Baltimore's after-school programs.

To frame its training principles TASI incorporated recent findings from a survey titled "Evaluating the Impact of Teacher Training on OST Program Quality", performed by researchers at the Out of School Time (OST) Resource Center/The University of Pennsylvania. The researchers found that in all of the literature, effectiveness of professional development is generally evaluated on four levels:

(1) Gathering the participants' reactions to the experience;
(2) Measuring the knowledge and skills acquired by the participants;
(3) Measuring the participants' actual use of the acquired knowledge and skills; and
(4) Measuring the impact of the participants' increases in knowledge and skills on student learning.

TASI strives to ensure that learning experiences allow for flexibility in after-school staff schedules, individualized trainings, face-to-face learning, interactive activities, and professional preparation. Each learning climate is designed to allow for the following:

(1) An atmosphere of mutual helpfulness and peer support;
(2) A sense of trust and acceptance;
(3) Opportunities to express views and an openness to hear the views of others; and
(4) Clear expectations of these learning environments and a commitment from instructors to accommodate these expectations.

TASI also believes that teaching strategies must provide valuable problem solving, cooperative learning and active participation in the learning process. TASI incorporates a myriad of teaching strategies that include presentations or lectures, roundtable discussions, hands-on exercises, role-plays, worksheets, videos, and training manuals. To ensure that learning has taken place, TASI assesses the impact of its trainings through the use of evaluations, focus groups, staff and youth surveys, and key informant interviews. The end result of these measures translates into effective teaching and programming for students participating in after-school programs.

TASI'S Training Institutes[25] are offered under the following guidelines:

- Objectives will be developed for each training session, and trainings will provide skills development and resources for after-school programs and partners in an efficient and effective manner;
- Each training session will include an experienced after-school or community school provider as part of the co-facilitation team. All trainers will be knowledgeable and experienced in adult learning and interactive teaching methods;
- All training sessions will result in course evaluations and/or participant skill evaluations; and
- Opportunities will be provided between each Training Institute to follow-up with technical assistance to ensure training content is understood and implemented at each site.

Feedback from the Community

[25] A sample Training Institute agenda with presenter bios and an evaluation form are available in Appendix 7.

After-school providers have cited a variety of TASI trainings as having had the most impact on their programs. AYD, having trained almost 300 after-school staff in over 11 different courses, was mentioned the most. One veteran after-school educator stated, "It has a HUGE impact still, even though I in the first class four years ago." She found it useful both during the year that she performed direct-service work and later in her work as a supervisor. Echoing Elaine Johnson's analysis of the value of regional professional development intermediaries, a senior staff member from the YMCA said that although the YMCA has its own trainings, "AYD gets at the specifics of community and sharing with other providers."

A youth empowerment training that was the culmination of a project funded by the William T. Grant Foundation and implemented in collaboration with Johns Hopkins University was cited by a third provider. Through this project, youth from two after-school programs were trained to become facilitators, and then ran focus groups of youth and staff from other after-school programs and conducted trainings for adult staff at two pilot after-school sites. , One of the sites where these programs were conducted was that of the provider who made the following comment. She called the training "powerful for staff" and said that it "reinforced the program's own mission to be youth-driven." She particularly noted the impact on the school-day teachers that work with her program: "They see the same kids in this leadership situation and it switches their belief system; they can also see you need to put time into this kind of youth development."

TASI does not, in fact, see its role as providing or facilitating all trainings for Baltimore after-school providers, but rather as referring providers to additional training opportunities. Another provider felt that TASI's knowledge of each one of the providers in the Network enabled them to identify organizations within the network with particular learning needs. For example, she cited a case where MetLife and the Robert Wood Johnson Foundation held a "Healthy Children, Healthy Communities" training and subsequent "booster training" with an incredible curriculum focusing on obesity prevention. TASI selected the 20 organizations most appropriate to be a part, and hers was one of them.

Other providers cite more practical trainings as crucial. For instance, TASI training on free lunch and breakfast programs walked providers through the forms. One provider said that the snack program has a big impact because resources once devoted to snacks can now be reallocated to enrichment activities. The same provider mentioned a TASI training that helped the program to "take their data system to the next level." The program is one that serves a large number of children, including new students every day. It was crucial, the provider felt, for all staff to know how to track attendance effectively, especially as Average Daily Attendance (ADA) is a measure that affects program efficiency and funding decisions.

Two of the most recent innovations to TASI's training efforts are the inclusion of an after-school provider as a co-facilitator for every training and the grouping of trainings into larger "Training Institutes" three times a year in October, January and April. TASI had tried having after-school providers co-facilitate trainings in previous years, and provider evaluations praised the effectiveness of having someone who could translate theory into practice and who could relate easily to on-the-ground program situations. The "Training Institutes" were created to bring a larger number of after-school community members together at the same time for a wider selection of training options, and so far these efforts have been well received. Camille Burke of the Family League called the Institutes a "phenomenal" idea because providers can "get it all in one fell swoop." One of the key challenges mentioned by the respondents, however, is also one of the greatest challenges that TASI faces in its training—the limited amount of training time available.

3) Technical Assistance and Site Visits—*"This is the date we are coming and this is what we are doing"*

Technical assistance is the provision of extensive information and assistance to strengthen a program's capacity to deliver high quality services, meet the Standards for Baltimore After-School

Opportunities in YouthPlaces, facilitate the adoption of research-based practice, and support other dimensions of program development. TASI states that its technical assistance has both general objectives and specific objectives aimed at helping providers deliver high quality programs. The general objectives include:

- Mastery of functional skills
- Team-building
- Enhanced capacity for organizational learning
- Changes in organizational culture
- New capabilities to respond to changes in external environment

The specific objectives include helping programs:

- Form partnerships
- Incorporate academics
- Strengthen the connection between after-school and school
- Develop strategies to recruit and retain youth
- Work towards sustainable programming and funding

TASI's technical assistance principles and process to support after-school programs are outlined in Appendix 8. The table includes information on technical assistance issues, guiding principles, and options.

Previously, due to limited resources and a small staff, TASI conducted a few site visits mainly to programs that were struggling or who called for assistance. In a report by Dr. Robert Halpern in 2003on Baltimore's After-school Strategy, results of his interviews with program providers indicated that they did not know what technical assistance to ask for. That coupled with TASI's interest in utilizing the newly designed observation instrument developed by Policy Studies Associates for Baltimore's After-school Strategy prompted TASI to begin to consider conducting more site visits. Now TASI conducts site vists twice a year to BOOST sites, and once a year to YouthPlaces and select A-Teams. The site visits are intended to provide on-site observation of the quality of programs and address technical assistance issues. TASI developed a protocol that includes actions before, during, and after the site visit.

Prior to site visits, programs are contacted to schedule the visit and discuss any technical assistance needs. TASI staff review the proposals that the programs submitted for funding and read any information that may have been gathered from contractual site visits conducted by the Family League. The observation instrument is also sent to the site director prior to the visit. Once on site, TASI staff conducts a 15 to 30 minute interview with the site coordinator followed by approximately two hours of program observation of different activities (see Appendix 9 for Site Visit Observation Form, Technical Assistance (TA) Site Visit Observation Form, list of interview questions, and a sample completed TA site visit form). At the completion of the visit, TASI staff meets once again with site director to debrief about the visit. Technical assistance may be delivered on site during the site visit or as a follow-up. A written summary of the observation, quality assessment and recommendations are then sent to programs for their feedback before being entered into a database. In the meantime, the Family League of Baltimore contract monitors also conduct observations using an observation protocol instrument developed for Baltimore's After-school Strategy by Policy Studies Associates.

At the After-School Strategy Staff meetings, TASI and FLBC contract monitors present their findings. Often the results of using two different yet similar observation instruments yield almost identical results. Following the presentation, the team discusses a plan of action for technical assistance and training to address the needs identified. In some cases, the plan of action requires individual site level meetings and technical assistance or training. In cases where several programs have the same needs, TASI organizes a

meeting for a group technical assistance session. Such meetings would serve to facilitate group problem solving based on their operating experiences, using principles of adult learning.

Although not all the providers interviewed had experienced technical assistance from TASI, those who had, found it useful. TASI's site visit interview questions included matters ranging from the schedule for the day to partnerships with other local organizations, staff orientation, involvement of the board, program sustainability, best practices, advocacy efforts, needs for technical assistance, etc.[26] Visits are followed up with detailed reports describing "commendables," "challenges," "recommendations for future action," and "technical assistance rendered."[27]

One provider felt that TASI had to come out to programs to continue to have a high level of understanding of each of the programs, because as this provider stated, "You don't know what a program is about until come on-site." Another provider saw that there was action from TASI's technical assistance visits to A-Teams project sites. As a result of A-Teams site visits, this provider said, TASI realized that there was a common theme of concern about transportation issues and thus they worked on behalf of the collective of funded projects to get a discount on bus service for after-school programs. Technical assistance on special issues related to youth engagement and retention was also provided through site visits by TASI's Youth Engagement Specialists. While providers believe that technical assistance from TASI—and site visits in particular—are valuable, they also lament the infrequency and irregularity with which they have occurred over the years. One provider whose program had been funded since the initiation of the After-School Strategy could only remember one site visit prior to this year while having "so many needs." She believes that a better approach compared to previous years would be for TASI to say: "This is the date we are coming and this is what we are doing." This year, she said, she does believe TASI is making a concerted effort to become more proactive. Now that trust has been firmly established between TASI and after-school providers, she feels that the potential for TASI to be highly effective exists.

Some programs may receive site visits from agencies other than TASI—usually the Family League. While many providers previously viewed the Family League's visits as potentially punitive, due to the trust factor they have now come to see those from TASI more as pure technical assistance or even as visits from a friend. According to Camille Burke, Senior Contract Manager with the Family League, these different relationships are ultimately beneficial for the Family League as well, as TASI's openness may lead to a provider expressing a problem, thus enabling TASI to work with them on a solution before the problem becomes more serious.

TASI does admit that its site visits have been reactive until recently. Now, TASI has a Technical Assistance Coordinator on staff with significant experience running a large-scale technical assistance program for educational after-school programs for the military. The TA coordinator has already set a calendar of "First Round" site visits for October and November that included visits to all funded program sites. There still remains an issue, though, of TASI's capacity in this area, as there is little possibility for site visits to non-strategy funded sites and it is unclear whether follow-up visits will be able to be made in all cases. TASI staff noted that another nearby city with a different structure for after-school professional development had more than 30 staff in their technical assistance department.

4) Conferences—*"People…are really wowed by TASI at the conferences"*

[26] See sample form as Appendix 9

[27] See sample report as Appendix 9

TASI's interest in professionalizing the field of after-school, acknowledging program providers as professionals and providing expanded opportunity to network and learn from others led to their establishment of a statewide annual conference on after-school in 2000. It was originally planned as a citywide conference but the support of Maryland State Department of Education, Maryland State Department of Human Resources and the Governor's Office for Children, Youth and Families led TASI to launch its first conference as a statewide conference. Four years later, this annual conference has evolved into a regional conference representing nine states from New Jersey to Tennessee and several national, local and state co-sponsors. TASI's main conference themes are:

- Embedding Core Academic Content in Enrichment Activities,
- Promoting Policy and Practices to Create Capacity, Partnerships & Sustainability,
- Integrating Youth Development Principles,
- Merging Research & Practice to Improve Quality, and
- Showcasing Programs in the Region.

One provider said that she often hears that people *like* the network meetings, but are really *wowed* by TASI at the conferences, where providers have the chance to be exposed to the latest research and best practices from across the country. Since 2001, TASI has organized four after-school conferences, including three at the state level and the most recent one, a regional conference, involving the targeted states of Pennsylvania, West Virginia, Virginia, Kentucky, Tennessee, the District of Columbia, New Jersey, Delaware and Maryland—for which registration capacity of over 500 attendees was reached one month before the conference. [28]

The quality of TASI's conferences has been a boon to its own reputation and visibility, but has also played a strong role in professional development for after-school providers. A provider, for instance, commented that at TASI's annual conference two years ago she had heard Michelle Gambone, president of Youth Development Strategies, Inc. (YDSI), talking about youth development. The timing was powerful for the provider as she was planning evaluation for her own program at that time. Gambone said that it was important to measure youth development and showed the attendees how to do it. At this year's conference, the provider came full circle and did a joint presentation about after-school programs evaluating youth development.

Another provider said that she could use a lot of the information from the previous year's conference, which she said hadn't been the case with other conferences she had attended in her career. For example, a session called "Academic Content, After-School Style" demonstrated activities that she now actually does in her program. She gave the example of a literature activity in which you take a play and make it exciting for a group of children. The conference session showed how to tailor it and divide participants into groups so that they each had a chance to perform. When she took program staff through the same exercise it clicked for them, she said. The program implemented that project and others learned at the conference as well. She recalled that the program resonated with the program staff once they themselves went through the exercise. She stated that the kids "really enjoyed it because it's not the sit-down type."

Vanessa Diggs, After-School Specialist at the Maryland State Department of Education, said that she includes the TASI annual conference (of which MSDE has become a co-sponsor) in professional development for the state's 21st Century grantees because she knows the grantees "will receive quality professional development."

[28] For a look at the basic agenda for this year's Eastern Regional Conference on After-School, refer to Appendix 3

This year TASI also began working with the Out-of-School Time Resource Center at the University of Pennsylvania's School of Social Work to evaluate the annual conference at an advanced level that includes effectiveness in influencing program outcomes. Information from this evaluation will certainly be used in planning subsequent conferences.

5) Publications/Communications—*"I give the listserv…an A+"*

TASI' publications includes not only producing youth worker brochures and identifying resources to sustain quality after-school programming, but also The After-School Institute's web site—www.afterschoolinstitute.org. Members of The After-School Institute can access an interactive *Standards* document, post inquiries and responses on the bulletin board, and build a web site for their program if they do not already have one. The web site allows members to obtain contact information of fellow colleagues and provides access to online trainings. It is through materials development and distribution that The After-School Institute informs after-school programs of best practices and local/national resources.

TASI has traditionally not had as much time to invest in the area of publications/communications as it would like. A theme that runs through its efforts in this area, however, is the primacy of human relationships that is a part of the culture of after-school providers in Baltimore and, perhaps not coincidentally, the first area covered in Baltimore's After-School Standards. Thus, TASI rarely, if ever, relies on any publications as stand-alone products. They are most often parts of trainings, resource presentations, or vehicles for communication themselves.

The TASI publication most cited by providers as useful to their program and their professional development is the TASI listserv. This is sent to approximately 200 subscribers two times per week and it includes information about funding opportunities, promising practices, studies and events. A sample is included as Appendix 10.

The e-newsletter of the After-School Alliance, the national advocacy group for after-school programs, is also shared by TASI on the listserv, something appreciated by one of the providers.

Resource providers also take advantage of the listserv. "I can put out things I want to distribute," said one resource provider. TASI's web site was not viewed as significant a resource as the listserv. Although many providers found it fairly static, some did use it to download RFPs, register for conferences and training, and find links to other sites.

Due to TASI's understaffing and strategic prioritization, they have not been able to make the web site more dynamic or produce many other written resources.

Lastly, one after-school provider said that as a result of TASI guidelines on salary issued "a few years ago," she adjusted staff salaries upward from the $5, $6 or $7/hour she had been paying initially. She suggested a reissuing of these guidelines, as it had contributed to the professionalization of her program.

E. Partnerships

TASI has been proactive in seeking out and sustaining meaningful partnerships with a variety of agencies in Baltimore and beyond that assist in achieving the organization's mission or the mission of the After-School Strategy as a whole.

Some of TASI's key partners include the city of Baltimore, the Baltimore City Public Schools System, the state of Maryland, state funders, providers, other after-school intermediaries, and institutions of higher learning. The next section describes these partnerships in greater detail.

City of Baltimore

TASI has forged substantive relationships with individual Baltimore City Council members and City Council President Sheila Dixon, the Mayor's Office of Employment Development (MOED), The Mayor's Office of Community Investment (MOCI), and the Baltimore City Health Department (BCHD).

At the request of City Council President Sheila Dixon, for example, the Safe and Sound Campaign researched and built a partnership around a highly successful Chicago-based after-school program for older youth called After-School Matters. MOED (spell out acronym) did not have the capacity to initiate this program in Baltimore, so TASI was asked to manage the pilot program. After the pilot phase, the program was passed on to MOED, which now runs at two Baltimore high schools with training and technical assistance from TASI. TASI also coordinates internships related to HIV/AIDS peer training. TASI has also partnered with MOED for a number of years in training OED youth to serve as assistants in after-school programs.

The Mayor's Office of Community Investment (MOCI) is the office responsible for the new After-School to Community School (ASCS) initiative that involves using school-based after-school programs as a platform to build a broader range of services for families at school sites. Since the majority of the program sites rely on existing after-school site coordinators to develop and coordinate the additional services, a training partnership with TASI has been a key element in getting the program up and running. The new training program developed primarily by TASI in collaboration with a group called Baltimore Community School Connections (BCSC) included four key components:

- Training Institutes (3 Institutes during the year)
- Participation in the TASI Annual Conference
- Participation in TASI Monthly Network Meetings
- Technical Assistance

It is obvious from the list that the components that TASI already had in place could be flexibly enhanced with appropriate content and directed to this new purpose and style of after-school program. David Costello, Director of MOCI, expressed great confidence in TASI's ability to bring the "well-organized, resourced" TASI providers for this program to the table. While the after-school community benefits because $6 million of funding from MOCI covers a good deal of the after-school program costs at ASCS sites, MOCI in turn benefits from the relationship by being able to launch "community schools" "in 48 schools for around $6 million and ultimately, families benefit from having all of these services in one place.

TASI has also partnered with, and received funding from Maryland State Department of Health and Mental Hygiene (Maryland AIDS Administration), and Baltimore City Health Department (BCHD). Dr. Pierre Vigilance, assistant commissioner at BCHD Division on Disease Prevention and Health Promotion (who is now the Health Officer, Baltimore County Health Department) who deals primarily with surveillance and prevention of HIV, STDs, and acute communicable diseases, and TASI's director attended the same leadership program and discovered they had common interests and goals that could be achieved through a stronger partnership.

Baltimore has high HIV/AIDS and STD infection rates and, although the majority of cases are among those aged 25-40, there has been a notable increase in incidence rates of HIV among people under 25. Prior to Vigilance's involvement with TASI, BCHD had made outreach attempts to youth by hosting block parties with radio stations and other partners and some youth centers—PAL and Youth Opportunity Centers. These efforts, however, were "not as formal or didactic" as the BART (Becoming a Responsible Teen) HIV and AIDS-prevention curriculum offered by TASI, which involves recruiting teen participants to serve as trainers. Dr. Vigilance stated that he would liked to have seen such a program in the schools, but that he could not "crack the school system while I was there." On the other hand, according to Dr. Vigilance, public health is no longer just community health. "It's also collaborating in ways that you haven't thought about collaborating before. Collaborations have to be inventive, forward-looking and sometimes a little unconventional." To him, the collaboration between TASI and the after-school movement in general makes natural sense for entities striving to reach vulnerable populations.

Baltimore City Public School System

While it might seem like one of the most natural fits, a partnership between the Baltimore City School System and the After-School Strategy—including TASI--was a long time coming. It took a change in administration, persistence, and timing to establish a road to progress. Ron Fairchild, Executive Director of the Center for Summer Learning at Johns Hopkins University, attributes the positive direction of the relationship between the after-school and public school communities to "a convergence of all of the partners working together to present a really strong voice with the school system" as well as "significant change in the school system." He and others specifically credit BCPS CEO Bonnie Copeland's focus on partnerships, and leadership from Everene Johnson-Turner, Deputy to the Chief Academic Officer, for this change.

While the Safe and Sound Campaign perhaps worked most persistently at the relationship, TASI's role in securing the partnership was also cited. One of the key players in the After-School Strategy said: "The best thing that TASI has done is to create and to run the Network. When the school system was ready…TASI just had to snap their fingers and 100 people were there."

TASI's role in after-school, and particularly youth development training is also important for the Baltimore City Public Schools. Ron Fairchild of the Center for Summer Learning said: "There's some really great convergence with what schools need and what after-school programs can provide…teachers need good principles of youth development and after-school programs can communicate the message of the importance of developmental assets." Since many of the school-based after-school programs have been encouraged to hire BCPS teachers from their school sites, this partnership provides opportunities for after-school programs in general to have a better understanding of what is being taught and to raise the level of their academic content, while the teachers have a chance to learn from after-school's youth development approach, which may eventually translate positively into their school classrooms.

TASI and BCPSS have also managed to turn the relationship into a two-way street with BCPSS responding to after-school providers' interest in offering training on the Maryland Voluntary State Curriculum and academics in general at TASI's September 2005 Network Meeting.

While the BCPSS partnership has not meant any direct funding for after-school programs yet, the relationship is estimated to involve $2 million for 2005-06, mainly through space, facilities, and time (teachers attending TASI training on professional development days). Plans for the future include an increase in the number of trainings that TASI and BCPSS co-facilitate in an attempt to learn about each other's modes of operation. TASI is currently working on a product with a framework for improving academics in the after-school hours that will include a glossary of youth development and BCPSS terms.

State of Maryland

Having originated as a Baltimore organization and as a key component of the Urban Health Initiative, which focused mainly on Baltimore,[29] forging a relationship and establishing partnerships with the state of Maryland as a whole was not without its challenges in the beginning. Eventually, however, with time, trust, and positive performance on the side of TASI, the relationship became stronger, and has developed into sustainable partnerships. Some examples of Partnerships that TASI has established include the State Department of Mental Health, which provided a grant for an assessment of after-school opportunities for middle and high school youth in Maryland,, the Maryland AIDS Administration which provided support for BART training and an accompanying service-learning toolkit, and perhaps most significantly, a partnership with the Maryland State Department of Education (MSDE).

In 2001, the 21st Century Community Learning Centers program was reauthorized, with federal money for the program being funneled through the states. MSDE invited TASI as one of its five state team members attending U.S. Department of Education national meeting on re-authorization. TASI worked MSDE and others in crafting Maryland's 21stCCLC state plan for funding and managing the grant. Soon after, MSDE became involved in TASI's first statewide after-school conference in 2001 sending 21stCCLC grantees to the conference, which took place in Baltimore. Since then, MSDE has co-sponsored all of our annual statewide conferences, which actually became a regional conference as of 2005. As a result of this Conference, TASI came to be considered a "state resource," though it still faced the problem of being extremely short-staffed.

Today, although TASI's Baltimore constituency continues to be its priority, TASI will conduct training sessions in Arlington, VA; North Carolina; Connecticut; Boston; and Washington, D.C.—and staff have also made many conference presentations at different locations.

For the 2005-06 school year, TASI's relationship with MSDE has deepened. TASI is now paid to provide a one-day youth development training and a supervisory version of the Advancing Youth Development training (SYDP) for all 21st Century (CCLC) grantees statewide. MSDE after-school specialist Vanessa Diggs states that she knows that the trainees will receive quality program and professional development as a result of MSDE's partnering with TASI on required professional development for 21CCLC grantees.

Key Funders

Three funders who would fit in this category are the Open Society Institute—Baltimore, Baltimore Community Foundation, and the Annie E. Casey Foundation, also based in Baltimore. Both were founding funders of TASI and continue to provide substantial advice and support although only one of them (OSI) continues to provide financial assistance.

Providers

The after-school providers of Baltimore are TASI's biggest partners and they "guide our work." TASI especially appreciates the eleven Network Steering Committee members.

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[29] According to the Occasional Paper *The Origins of the Urban Health Initiative*: "Architects of the UHI believed that a regional approach would include the often more politically powerful suburban areas. Although most UHI sites did not build a regional approach or one as originally envisioned, many did seek to add clout to their efforts by considering the location of new programs within the city or by creating statewide coalitions." http://www.urbanhealth.org/docs/The%20Origins%20for%20web.pdf, p. 4.

Other After-School Professional Development Intermediaries

TASI has collaborated with professional development intermediaries in Washington, DC, and Philadelphia, PA, on an initiative concerning support of Black males as well as working with the Philadelphia group on a revision of after-school standards and on our structure for professional development. TASI also participates in two national networks for leaders of citywide after-school systems—one organized by the National Institute on Out of School Time focusing on large systems and the other by Academy of Educational Development focusing on professional development intermediaries.

Institutions of Higher Education

TASI has collaborated with the Johns Hopkins Center for Summer Learning to conduct training around summer learning loss and to guide providers towards offering year-round programming. TASI has worked with the Out-of-School-Time Resource Center at the University of Pennsylvania School of Social Work and Public Policy on evaluation of professional development. TASI also has a partnership with Baltimore City Community College, which enable providers to receive Continuing Education Units for attendance at TASI trainings.

VI. EVALUATION OF TASI'S PROFESSIONAL DEVELOPMENT EFFORTS

Baltimore's After-School Strategy has devoted significant attention to evaluation and quality assurance from its inception in 1999. According to Eric J. Bruns, who served as the Principal Investigator for the "Baltimore After-School Strategy Evaluation" from July 2002-July 2004:

> *These efforts have been guided by faculty at local universities (Johns Hopkins University School of Public Health and the University of Maryland, Baltimore) and have included partnerships with nationally prominent researchers, including Dr. Robert Halpern of the Erikson Institute and the Washington, D.C. firm Policy Studies Associates. Evaluation components have included a comprehensive MIS that keeps records of the enrollment and attendance of youth people; youth surveys; bi-annual staff surveys; on-site observations of the quality of After School YouthPlaces; an independent evaluation of the Baltimore City A-Teams; a systems study conducted by Dr. Halpern; and the determination of school outcomes (school attendance, school achievement and grade promotion) for Strategy participants through matching to Baltimore City School System records.*

Lessons from these evaluations have been incorporated into TASI's professional development work. For example, youth surveys for the year 2000 showed little or no youth engagement within the programs, thus leading TASI to focus on this area with work spearheaded by a youth engagement specialist. The 2001, youth and staff surveys both showed a clear increase in engagement. In another example, evaluation by Policy Studies Associates using an observation instrument especially created for the After-School Strategy showed that of the multiple domains expected to be addressed under the *Standards for Baltimore After-School Opportunities in YouthPlaces* and evaluated by the instrument, Baltimore programs were weak on mastery and critical thinking. Consequently, TASI chose to focus more on those areas for its professional development of providers (as detailed in the training section of this case study).

TASI also needed to be able to evaluate the efficacy of its own professional development work more directly. This was not easy, because evaluation of after-school professional development efforts is still at an early stage. An After-school Evaluation Symposium held in the fall of 2005 by the Harvard Family Research Project, with funding from the Mott Foundation, brought together high quality program providers and researchers. This was followed up by a smaller on-going meeting to focus more deeply on issues of effective professional development system for after-school.

TASI has focused its professional evaluation efforts in the past few years on a model laid out in the August 2004 issue of the Harvard Family Research Project's *Issues and Opportunities in Out-of-School Time Evaluation* briefs. The model contains four-levels, which move closer and closer to assessing the actual effects of staff professional development activities on youth participants in the programs. When adapted to TASI's professional development evaluation, the model looks something like this:

Evaluation Level	Data Source Suggested and Data Obtained by TASI
1. Reaction to the training	Feedback from providers about training needs and satisfaction TASI's Data: Survey questions such as: How is TASI doing?
2. Learning of information and practices from the training	Providers' knowledge of best practices TASI's Data: Survey questions after training such as: What did you gain? What are three messages you took away?
3. Transfer of this knowledge into practice	Practices used by providers TASI's Data: Reviews of action plans developed by providers combined with follow-up site visits and reports on progress of action plans
4. Results for key stakeholders	Positive developmental outcomes for youth and other stakeholders, such as families and communities TASI's Data: Annual after-school staff and youth surveys)

TASI has since utilized a variety of ways to evaluate its performance. It conducts evaluation following every training and network meeting. It conducts (or hires consultants to conduct) focus group and key informant interviewers who in turn review annual after-school program staff and youth survey results. In 2006, TASI will begin to conduct evaluation of its technical assistance by providing a survey to every program that received extensive technical assistance.

Below are a few examples results of evaluations of surveys.

After-School Staff Survey Results

- 84% of the participants surveyed said that the trainings helped them design new and better activities.
- 77% of the participants surveyed said that the training helped them better manage youth behaviors
- 77% of the participants surveyed said that the trainings helped them meet youth's social and emotional needs
- 72% of the participants surveyed said that the trainings helped them communicate
- The percent of staff who report frequently letting young people plan or lead activities has nearly doubled from 2000 to 2001
- Staff participation in training has increased from 7% in 2000 to 57% in 2002

AYD Graduates Survey Results

- As of June 2004, over 200 after-school program providers representing 65 organizations had attended and completed an intensive 7-week certificate training on Advancing Youth Development—a curriculum developed by The National Training Institute for Community Youth Workers at the Academy for Educational Development.
- 54% of AYD participants reported that AYD was their first exposure to youth development principles and practices.
- 58% of AYD graduates reported that their job responsibilities had changed since completing the course resulting in more leadership and/or management opportunities.
- Participants also reported improved staff morale and the ability to create structure without alienating youth as a result of participating in AYD.

Maryland AIDS Administration's Evaluation of TASI training participants based on pre and post tests on HIV/AIDS training stated,

> "There were significant increases in HIV/AIDS knowledge, condom attitudes, self-efficacy to use condoms, and in certainty that they knew how to use a condom correctly." The program showed significant, positive changes on several important dimensions, including HIV/AIDS knowledge ($p<.001$), condom attitudes ($p<.001$), self-efficacy to use condoms ($p=.002$), and certainty about correct."

Recently, TASI has partnered with the University of Pennsylvania School of Social Work's Out-of-School Time Resource Center to further its evaluation practices. The Center coordinated an evaluation of TASI's recent Eastern Regional Conference on After-School (May 2005). Issues addressed through the study of the TASI conference included whether participants were learning content and whether they were then applying this knowledge upon returning to their programs. (Levels 2 and 3 of the above model) These workshop pre- and post-test data were used to assess changes in participants' knowledge, skills and beliefs about content learned. TASI can use these data to assess what workshops had the most impact on participants and in what way, which in turn should assist with future workshop planning.

Key findings related to application revealed that the majority of participants (88.4%) anticipated applying the new knowledge and skills learned at the conference, although only 44.7% had actually done so by the time of a follow-up survey. 54.2% of the participants did not use the materials given to them in the workshop. In terms of the benefit to program youth, 90.2% of the participants anticipated that program youth would benefit from application of the new knowledge/skills. In the follow-up survey, however, this number dropped to 60.1%, thus causing the evaluators to surmise from other participant responses and the date of the conference (May) that participants may not have had time to use conference information and may intend to do so during the following year. This is a key issue that TASI intends to explore.

Besides the 2005 annual conference, other TASI efforts that have been evaluated include TASI's work on the BART (Becoming a Responsible Teen) program for 2003-04 and in implementing the Advancing Youth Development Training. As to whether BART made a difference to city youth, it is clear that it did make a difference in the areas of HIV/AIDS Knowledge, condom attitudes, condom self-efficacy and certainty about condom use. Youth did not show significant changes, however, in awareness of HIV/AIDS and sexual health services, perceived peer support for safer sex, or in risky intentions of self-reported risk behaviors.

A TASI evaluation of its AYD training showed that 62% of its graduates claimed to be sharing what they had learned with other staff members often, with 27% responding that they "always" shared what they

had learned. About 58% of the graduates had their job responsibilities change after participating in AYD, indicating a possible impact on careers.[30]

VII. MOVING FORWARD

Considering the small size of its staff (N=5.5), TASI has achieved much in the past six years. Recognition of TASI's work is growing, and has included some of the following achievements locally and nationally:

- Being contracted by the Maryland Department of Health and Mental Hygiene to produce a report entitled *The State of After-school in Maryland: An Assessment of Services, Support Systems, and Gaps, Recommendations and a Directory of Programs for Middle and High School Youth* (will be available on TASI's web in winter 2006)
- Being contracted to organize HIV/AIDS Prevention peer-to-peer training and a statewide youth summit on HIV/AIDS
- Invitations to convenings of key funders in the after-school field who are interested in a variety of issues pertaining to after-school intermediaries or professional development for the after-school field
- Invitations to gatherings of national networks such as the Cross-Cities Network for Leaders of Citywide After-school Initiatives (CCN) and AED's network of professional development intermediaries
- Technical assistance referrals through The Finance Project and National League of Cities and others for other after-school intermediaries facing particular issues

At the same time, as befits an organization highly responsive to its constituency, TASI has received an outpouring of suggestions from interviewees for enhancing TASI's professional development work and impact still further. While a large percentage of interviewees did cite worries about TASI being understaffed at present, they also seemed to love to imagine what TASI could do with additional funding and staff. A list of these suggestions follows:

Training to address particular issues in after-school programs (beyond what a youth development focus can get at):

- Address the juvenile delinquency rate with a bigger and more targeted focus on this issue
- Address issues concerning the arresting and harassing of young people by police and develop programs to ensure that youth become productive citizens when they leave juvenile detention facilities
- Aggressively hit the more "realistic" issues such as violence and the juvenile delinquency rate
- Put more programs in place for older youth until they are 21; be more hands-on helping them and assuring there's something there for them so that their lives will not just go to waste
- Improve TASI's work on diversity by focusing on the increasing population of Hispanics and Koreans in Baltimore.

[30] This survey, however, was done with a self-selected group of 31 graduates who returned for an "AYD Reunion."

- Work towards offering after-school programs for kids who have ailments

Training methods and structure:

- Because adults may retain only 5% of what they are told, focus not just on the content of professional development, but the "how"; use the foundation that has been established through the network to enable providers to train one another using some of the latest pedagogical techniques—"mentoring," "learning walks," "inter-visitation," "coaching," etc. (costly, however)
- Create an overall training track for people who want to do after-school work full-time

Academics:

- Raise the bar further on professional development for academics, possibly by using off-the-shelf training and strong providers to raise the level of weaker programs; the Center for Summer Learning at Johns Hopkins University and Building Educated Leaders for Life (BELL) may be useful resources

Organizational Development/Strategic Direction:

- Reactivate and strengthen the TASI Board of Directors; it needs to be strategic because it will bring fund-raising support
- Continue to pursue support to do training in Maryland, and organize trainers to be part of a statewide network; create capacity-building for other cities such as Annapolis where there is opportunity for TASI's work to take hold
- Look at some of the hot-button issues and see if TASI can be a resource to juvenile justice or other problem-focused systems or adolescent health providers—perhaps through starting as a convener of people who are involved. TASI is skilled with adolescents, skilled with documenting and convening, and with organizations and systems serving; Kansas City, Chicago, New Haven, and Washington, DC engage in this type of activity
- Package materials and market them to agencies for a set fee; TASI might be able to do fee-for-service for government agencies, although materials would need to be packaged in a way that people would buy it (for example, include 4 consulting and 2 training sessions)

FINAL LESSONS: TWO GREAT POINTS NEED TO BE EMPHASIZED

What are the some final lessons that others can learn from reading this report about TASI? There are two main lessons that readers can take away from this report. First, as Director Rebkha Atnafou states, "(1Professional development as a stand-alone is not going to derive the positive results you want to see for young people…you are not going to get there without a wider system of support that includes professional development support, sustainable funding, a system of accountability, a system of advocacy. The fact that we are part of a larger system strengthens the work we do." Thus, while all organizations or communities may not have the advantage of a 10-year Robert Wood Johnson Foundation grant, they might nonetheless want to at least take a look at the Baltimore After-School Strategy "Strategic Triangle" and program channels, and think of the kind of strategic system that would be possible in ideal circumstances in their case.

The second lesson is about bonding, validation, and constituency building. Safe and Sound After-School Strategist Erin Coleman talks about TASI's profound ability and laser-sharp focus on developing a sense "that we are in something together and that ultimately it's developing…[we are]…building a profession; a body of knowledge unique to this profession; what we are doing is important." To her, the Network Meetings have the feeling of "coming to a sacred place at a sacred time, even if we are not treated as such ---. (The Network encourages providers to continue to support one another and to demand more for children and ourselves—believing that 'there's nothing more important than the health and future for our youth.'" If it is the Safe and Sound Campaign's policy/advocacy that creates the music, TASI is the drum major teaching and leading the march forward. As a final conclusion, on the following page, TASI has included Tips for Building a Quality After-School Professional Development System.

TASI'S TIPS FOR BUILDING A QUALITY AFTER-SCHOOL PROFESSIONAL DEVELOPMENT SYSTEM

1. Establish professional development as part of a larger system to improve the quality, quantity and utilization of after-school programs and to focus on sustainable funding, advocacy, accountability and evaluation.

2. Focus on a commonly defined set of standards for quality programming and base the foundation of trainings on these standards.

3. Create a network of after-school programs that meet regularly to foster collaboration, peer mentoring and a sense of collective movement for a common goal.

4. Proactively conduct site visits and provide technical assistance to address needs and challenges.

5. Build opportunities to showcase programs and increase awareness with policy makers, funders, media and community stakeholders.

6. Provide quick and practical responses to all of the requests of program providers.

7. Communicate through a listserv in between meetings to provide concise updates on upcoming trainings, meetings, special events, and especially funding opportunities.

8. Develop and maintain a directory of funding opportunities, including when RFPs will be released, proposals due and major areas of interest. Provide training on preparing proposals.

9. Engage practitioners as co-facilitators of all trainings to demonstrate practical application of content matter addressed and facilitate peer mentoring.

10. Implement Advancing Youth Development training and strongly suggest or require all grantees to go through the training.

11. Provide CEUs and certificates for trainings to provide credits towards a degree and to foster a sense of professional achievement. Offer a certificate or degree program through institutions of higher education.

12. Establish a committee of program providers, youth development experts, educators, funders and strategy staff to provide guidance on the professional development system.

13. Employ a variety of strategies to inform training and technical assistance needs, including site visits, training evaluation, focus group discussions, and staff and youth surveys.

14. Offer a variety of concurrent workshops using methods based on adult learning principles to build the capacity of program providers while considering the scheduling and time constraints and diversity of providers. Also provide site-specific on-site training.

15. Bridge the gap between research and practice by keeping abreast of research developments and providing information to providers in a user-friendly and practical way.

16. Build quality relationships, relationships, relationships! In order for practitioners to trust you, confide in you, seek and expect your assistance you must maintain quality relationships based on respect, trust, accessibility and responsiveness.

17. Provide adequate staffing and resources for a quality professional development system. Ideally, this would mean a technical assistance coordinator and one technical assistance support person for every 15 program sites, a training coordinator and one training assistant for every 25 program sites--in addition to a director, development officer, office manager, communications specialist, academic specialist, accountant and research assistant.

APPENDICIES

Appendix 1: Interviewees For this Report

Appendix 2: Academic Integration Plan and A List of After-School Academic Curricula

Appendix 3: Eastern Regional Conference Flyer, 2006

Appendix 4: Baltimore's After-School Strategy Fact Sheet

Appendix 5: Baltimore's After-School "Strategic Triangle" Chart

Appendix 6: Monthly Network Meeting Sample Agenda & FY06 Network Meetings at a Glance

Appendix 7: Training Institute Agenda, Presenters' Bios and Evaluation Form

Appendix 8: Technical Assistance Principles and Process

Appendix 9: Observation Form, Site Visit Interview Questions and Technical Assistance Site Visit Form, and Final Site Visit Report (sample)

Appendix 10: Sample issue of TASI's twice a week List-Serv

APPENDIX 1

Interviewees For This Report

Rebkha Atnafou, Director, The After-School Institute

Breezy Bishop, Program Administrator, Greater Baltimore Women's Basketball Education Coalition, Inc. (program provider)

Justin Brown, Youth Engagement Specialist, The After-School Institute (2001-04)

Manami Brown, Extension Educator, Maryland Cooperative Extension – 4-H (resource provider)

Cinnamon Brown-Bennett, Manager, After-School Education Projects, Maryland Public Television (resource provider)

Camille Burke, Senior Contract Coordinator, The Family League of Baltimore City, Inc

Lori Carter, Professional Development Coordinator, The After-School Institute

Erin Coleman, After-School Strategist, Baltimore's Safe and Sound Campaign

Kacy Conley, Director of Urban Service Programs, YMCA of Central Maryland (program provider)

David Costello, Director, Mayor's Office of Community Investment, Baltimore

Vanessa Diggs, After-School Specialist, Maryland State Department of Education

Dr. Andy Dotterweich, Associate Superintendent, Division of Catholic Schools, Archdiocese of Baltimore (program provider)

Pat Dotterweich, Coordinator of Grants, Division of Catholic Schools, Archdiocese of Baltimore (program provider)

Ron Fairchild, Executive Director, Center for Summer Learning, Johns Hopkins University

Hathaway Ferebee, Executive Director, Baltimore Safe and Sound Campaign

Elaine Johnson, Director, National Training Institute for Community Youth Work (NTI), Academy for Educational Development

Everene Johnson-Turner, Deputy to the Chief Academic Officer, Baltimore City Public Schools

Monica Logan, Coordinator of Youth Enrichment Programs, Parks and People Foundation (program provider)

Sandi McFadden, Executive Director, Franciscan Youth Center (program provider)

Stacey Reed, Youth Engagement Specialist, The After-School Institute (2004-)

Marianne Reynolds, Technical Assistance Coordinator, The After-School Institute

Jennifer Rosenthal, Program Director, After-School Program, Chesapeake Center for Youth Development (program provider)

Gisela Smith, Site Director, St. Veronica's Academy After-School Program, Catholic Charities, Inc. (program provider)

Dr. Jane Sundius, Education Program Officer, Open Society Institute-Baltimore

Dr. Pierre Vigilance, Assistant Commissioner, Health Promotion/Disease Prevention, Baltimore City Health Department (currently Health Officer, Baltimore County Health Department)

Wanda B. Young, Director, Keep a Kid Smilin' (program provider)

APPENDIX 2

Academic Integration Plan

Principles of Effective Learning

- Based on research
- Adopted by BCPSS (High School White Paper; Master Plan)
- Apply to learning in all settings
- Material will provide: definitions, "INS" & "OUTS", sources, and glossary

After School vs. the School Day

- Outlines the differences between school and after school (Foundations chart)
- Narrative describes the unique ability of after school
- Uses Beth Miller's framework to discuss possible outcomes

Best Practices for After School Learning in Baltimore City

- Reading/math followed by other learning areas
- What after school learning should look like in Baltimore City
- Applies Effective Learning Principles
- Takes into account after school parameters such as time frame and staffing.
- Takes into account special nature of after school (e.g.: follows school day therefore should reinforce or augment; should be experiential and interactive; etc.)

After School Learning Outcomes

- What learning outcomes should be targeted.
- Must support long-term educational success.
- Must be bought into by partners.
- Must be realistic and measurable.
- What should programs do to collect data and monitor progress towards those outcomes.
- What data will the strategy collect to monitor progress towards those outcomes.

Implementation Plans

Three options:

1) Sites have option of doing their own thing, if they meet Best Practices parameters; **and**

2) Strategy Researches & Narrows Choices of Existing Curriculum; **and/or**

3) Strategy Develops curriculum that best serves needs/targets desired outcomes

Professional Development Plans

- Develop/ refine professional development plan to help adults understand how youth learn
- Utilizes best practices for learning (hands-or modeling, etc)
- More cost effectiv and effective (loca expertise is developed, lowering cost of p.d. and increasing frequency.)
- Professional development principles created

List of After-School Academic Curricula

RESEARCH-BASED READING CURRICULA				
Grade Levels Addressed	**Academic Skills Addressed**	**Company/ Program Name**	**Website address**	**Brief Description**
K-3	Reading	Enlivened Literacy Project	www.novainstitute.net Or Contact Jack Petrash @ (301) 946-2099	The Enlivened Literacy Project was developed by the NOVA Institute with support from Safe and Sound and begun in Baltimore in 2002. The Enlivened Literacy Project is an after school program that utilizes storytelling, art, and drama to engage children creatively, while building reading comprehension and vocabulary skills. Each week children are engaged in a new story through dramatic storytelling. Throughout the week, the program infuses art, drama, and writing to foster creative learning through an integrated, multi-sensory and multicultural curriculum and build a range of reading skills. The curriculum is organized so that every eight-week block ends with two weeks dedicated to practicing and performing a play. These plays provide an excellent opportunity to engage families in after school activities.
K-5	Reading	Great Source/ Afterschool Achievers Reading Club	www.greatsource.com	Teacher-friendly and ready-to-use, the new Afterschool Achievers: Reading Club is a complete kit packed with a full year of active and engaging activities to support students in their reading development. Aligned with No Child Left Behind and Reading First areas of instruction, the program offers effective, daily 20-30 minute activities that: provide meaningful daily practice to build students' reading fluency, comprehension, and word study skills; engage students through thought-provoking activities that encourage participation and enjoyment in reading; prepare students for various testing situations by offering consistent, yearlong practice across a variety of essential reading strands.
K-6	Reading	Foundations, Inc./ Curriculum	www.foundationsinc.org	Innovative curriculum materials for after-school programs. Includes 140 easy-to-use, literature-based activities designed specifically for younger students. All manuals also include various teaching ideas, extension activities, templates and assessment tools. Curriculum materials are available for purchase as individual manuals or as class packs (includes 1 manual and 1 set of corresponding literature books).
K-8	Reading	Developmental Studies Center/ KidzLit	www.kidzafterschool.org	With the *AfterSchool KidzLit* program, the children at your site will hear and read stories full of characters, settings, and issues they can instantly identify with—helping them to think and talk about crucial social and ethical values. And they'll be doing it not just by turning the pages of books, but by having fun with friends—role-playing, writing, creating music and art, even playing physically active games while they build vocabulary, learn discussion skills, gain insight into different cultures, and connect with their own community.

RESEARCH-BASED READING CURRICULA				
Grade Levels Addressed	**Academic Skills Addressed**	**Company/ Program Name**	**Website address**	**Brief Description**
K-12	Reading	American Reading Company/ 100 Book Challenge Research Labs	www.americanreading.com	**Research Labs is an intensive reading intervention for students in grades K–12 that is instantly flexible and can be modified to meet your specific time allocation requirements and the academic needs of your students. Each Research Lab includes comprehensive materials to support a successful and exciting program from start to finish. Research Labs are available for 15- or 30-student classrooms, and include enough materials for each student. The materials include: Thematic Collections of Leveled Books; Thematic and Reading Skills Cards ; Teacher's Reference Library ; Book Publishing Pack ; Theme-Related Prizes; Theme-Related Folders ; Teacher Curriculum Manual ;Staff Development.**
1-8	Reading	Voyager Expanded Learning/ Voyager Extended Day	www.voyagerlearning.com	**Voyager offers extended day curricula for below-level readers (Extended Day Reading Intervention) and one for on-level readers (Extended Day Basic Skills). See below for their math curriculum, V-Math.** **Voyager Reading Intervention (grades 1-8) prevents failure by accelerating the progress of at-risk readers. Skills-based programs at each grade level (1 - 8) target essential components of literacy, while motivating students to read more often and become more fluent.** **Basic Skills (grades 1-6) uses themes (Kaleidoscopes and Mysteries) to engage children in learning about arts, language and math.** ****Note: BCPSS is using a Voyager series for summer school 2005. Some BCPSS schools have used/are using Voyager Passport series.**
3-12	Reading/Comprehension	Touchstones Discussion Project/ After School	www.touchstones.org	**Touchstones is providing support to Baltimore City and New York City after-school programs to build higher order thinking skills and lifelong learners after school. The Touchstones curriculum guides after-school program staff and volunteers through a series of student-centered discussions that help students gain the skills to resolve conflicts, solve problems, and work with others. The program is ideal for sites looking to increase academic rigor while including and engaging all students. A natural fit with any after-school program, Touchstones discussions enrich the lives of children academically, socially, and emotionally.**

Research-Based Math Curricula				
Grade Levels Addressed	**Academic Skills Addressed**	**Program Name**	**Website address**	**Brief Description**
K-8	Math	Great Source/ Afterschool Achievers Math Club	www.greatsource.com	After-school Achievers: Math Club is a complete, easy-to-use after-school kit packed with a full year of fun, enriching activities aligned with the NCTM standards. Developed by some of the same authors who created Summer Success®: Math and the Every Day Counts® (Partner Games and Calendar Math) family of programs, each grade-level specific kit, K-8, spans all the major math strands through daily 20-30 minute activities that: provide meaningful daily practice that will improve students' confidence and proficiency with number sense, basic operations, algebra, geometry, mental math, measurement, and problem solving; engage students through fun, thought-provoking activities that encourage participation and enjoyment in learning math; prepare students for testing by offering consistent, yearlong practice across a variety of math strands; help students develop an understanding of how different types of math problems are related and solved through basic problem-solving strategies ****Note: Great Source is the chosen Math curriculum for BCPSS summer school 2005.**
K-6	Math	Developmental Studies Center/ KidzMath	www.kidzafterschool.org	**The *AfterSchool KidzMath* program (grades K–2 and 3–6) provides academic enrichment activities designed specifically for use in out-of-school settings. The program gives children extra practice with the important skills needed to become confident math learners. Students develop mathematically and socially while having fun with cooperative math games and literature-based activities. The program is aligned with the National Council of Teachers of Mathematics standards.**
1-8	Math	Voyager Expanded Learning/ Voyager Extended Day	www.voyagerlearning.com	**See above for Voyager extended day reading curricula. They also have a math curriculum, V-Math.** **V-Math is a twenty-hour mathematics program designed to develop and maintain students' basic math skills. Students are immersed in topics such as architecture and geography to develop and reinforce math skills through hands-on lessons and games. Problem-solving and higher-order thinking skills are emphasized on a daily basis in the context of real-world applications.** ****Note: BCPSS is using a Voyager series for summer school 2005. Some BCPSS schools have used/are using Voyager Passport series.**

6-12	Literacy and Math	Classroom Inc./ Extended Learning Program	www.classroominc.org	**Classroom Inc.'s Extended Learning Program features six computer simulations as a key component of our 100-hour curriculum developed to improve core literacy and math skills. Students are motivated by the hands-on, role-playing aspect of each simulation, which is divided into topic specific episodes. The simulations place students in positions of responsibility, encouraging independent thinking, achieving core competency skills and teamwork. Included in the program is simulation software, classroom materials, and professional development.**

OTHER EDUCATIONAL PRODUCTS				
Grade Levels Addressed	**Academic Skills Addressed**	**Program Name**	**Website address**	**BRIEF DESCRIPTION**
K-6	Educational Games	Frog Publications/ *Family Fun Packs*	www.frog.com	Reviews all major skills through games. Set includes 24 reusable Family Fun-Packs: tough vinyl pouches with Velcro closures holding study cards, a laminated game board, game pieces, parent letter and directions in English/Spanish.
K-8	Reading Tutoring/ Mentoring	Learning Together/ Afterschool Reading Together	www.learningtogether.com	Reading Together™ builds fluency and comprehension for students in grade two through middle school. In a safe, nurturing environment, cross-age tutors or adult mentors help students learn strategies for intentional thinking, enhancing their understanding of text. Strategies are used repeatedly and consistently until tutees can apply them independently. Students are exposed to a wide range of texts, including informational and procedural, supporting content in language arts, social studies and science.
K-12	Reading/ Cooking	PCI Education/ Cooking to Learn 2	www.pcieducation.com	*Cooking to Learn's* 300-page binder has 29 fun, easy-to-follow recipes to motivate students to practice basic reading and writing skills. Each recipe includes illustrated and non-illustrated activities to allow teachers to use the same lesson plan with students of varying abilities. Students learn 'real-world' life skills as they prepare the recipes.
K-12	Youth Development Curricula	4-H/ Various programs	www.national4-hheadquarters.gov/library/4hjuried04.pdf	4-H has put together a comprehensive list of recommended youth development curricula produced by various organizations/universities across the country. Topics range from civics and citizenship to arts to consumer and family science.
3-4	Math Tutoring/ Mentoring	Learning Together/ Afterschool Math Together	www.learningtogether.com	Math Together makes math real and exciting, motivating third- and fourth-grade students to investigate and experiment in an environment, which promotes math literacy. Math Together integrates language arts and social studies with intensive mathematics problem solving to develop critical thinking and analytical skills. Students build competence and confidence in math, as they improve their reading, writing and understanding of U.S. history.

6-12	Homework Help	Foundations, Inc./ Homework Zone Kit	www.foundationsinc.org	Making homework the place to be and the thing to do in after-school. A kit for creating an active after-school learning environment where students can work alone or with friends on homework, school projects, test preparation, study skills, or research.

Effective Learning Principles

Adapted from the BCPSS White Papers, Cognitive Science, and Research-Based Best Practices in Teaching and Learning

We believe effective learning environments offer young people opportunities to:

1. Interact with adults who have high expectations for all learners
2. Work together to solve problems
3. Participate in learning that is meaningful/relevant to them
4. Learn by doing
5. Have opportunities to pose questions and seek answers
6. Understand the expectations for achievement
7. Engage in learning that addresses their strengths, weaknesses, and background knowledge
8. Engage in challenging/higher order thinking and metacognition
9. Take responsibility for their learning over time and with appropriate support (gradual release of responsibility)
10. Discuss their learning with peers and adults

APPENDIX 3

The After-School INSTITUTE

PRESENTS THE

SECOND EASTERN REGIONAL CONFERENCE ON AFTER-SCHOOL

MAY 9-10, 2006

WYNDHAM BALTIMORE—INNER HARBOR

BALTIMORE, MARYLAND

2006 Co-Sponsors

National Partnership for Quality After-School Learning

Mayor Martin O'Malley and Baltimore City Council

This conference is partially supported by federal 21st Century Community Learning Centers grant funds as authorized by the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001.

CONFERENCE ALSO SUPPORTED BY:
UNIVERSITY OF PENNSYLVANIA CENTER FOR RESEARCH ON YOUTH AND SOCIAL POLICY AND NATIONAL SCHOOL BOARDS ASSOCIATION.

PRIMARY STATES REPRESENTED: PA, WV, VA, KY, TN, DC, NJ, DE, AND MD.

2006 REGIONAL CONFERENCE THEMES

TO IMPROVE THE QUALITY OF AFTER-SCHOOL PROGRAMS IN THE EASTERN REGION OF THE UNITED STATES, THE 2006 REGIONAL CONFERENCE WILL FOCUS ON THE FOLLOWING THEMES:

- *Embedding Core Academic Content in Enrichment Activities,*
- *Promoting Policy and Practices to Create Capacity, Partnerships & Sustainability,*
- *Integrating Youth Development Principles,*
- *Merging Research & Practice to Improve Quality, and*
- *Showcasing Programs in the Region.*

CONFERENCE SCHEDULE

TUESDAY, MAY 9, 2006

7:30-10:00 Registration and Continental Breakfast

9:00-10:15 Plenary Session I: Welcome and Keynote Address

"The Preconditions for After-School Success with Young People: Alignment and An Atmosphere of Caring and Concern" presented by Dr. Michael Carrera, Director of Adolescent Sexuality and Pregnancy Prevention, The Children's Aid Society, New York, NY

10:30-11:45 Workshop Session 1

12:00-1:15 Workshop Session 2

1:15-2:45 Lunch, Exhibits and Program Showcase

2:45-4:00 Workshop Session 3

4:15-5:30 Workshop Session 4

6:30- 8:00 Reception, Networking and Youth Performances

WEDNESDAY, MAY 10, 2006

8:00-9:30 Registration and Continental Breakfast

8:30-9:30 Plenary Session II: Welcome and Keynote Address

Featuring Franchon Crews, Youth Participant of UMAR Boxing After-School Program, National Female Golden Gloves Middleweight Champion, and 3rd Round Finalist on Fox TV's "American Idol"

9:45-12:45 Institutes

12:45-2:30 Lunch and Closing

May 10th Institute Descriptions

Coaching Your Staff to Success Using The After-School Training Toolkit

After-school programs need to offer high-quality, research-based academic enrichment. This institute will provide ideas and resources after-school leaders need to build instructors' capacity to provide engaging and challenging academically enriched after-school activities. The National Partnership will share an overview of the *After-School Training Toolkit* and how to use it as a staff development resource for after-school providers.

Creating A Professional Development System for Increasing the Quantity, Quality and Utilization of After-School Programs

Professional development is vital to building the capacity of staff to deliver quality after-school programming. In this institute, TASI will present its system for professional development which includes training, technical assistance, networking and advocacy. Various tools and strategies used within this system will be shared, including a case study report detailing TASI's work.

Energize Your Summer and After-School Programs with Thematic Learning

Use thematic learning to enhance summer and after-school programs. Based on The Center for Summer Learning's new publication, *Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning,* this institute will help participants understand the characteristics of effective programs and how to develop themes that engage youth in high-quality out-of-school time learning experiences. This institute will feature hands-on activities and provide useful tools that participants can use immediately.

Evaluation Design for Program Improvement

Participants will learn how to set a program evaluation into motion from design to using evaluation for program improvement. Additional focus will be given to involving youth participants in the evaluation as a continued strategy for promoting youth development.

Research-Based Practices for Supporting Mathematics Learning in After-School

Join us for an opportunity to reflect on evidence-based after-school mathematics practices. You will have the opportunity to gain hands-on experience with new activities that can be used in your after-school setting as well as learn how to "find" mathematical learning opportunities that are naturally embedded in the activities students already enjoy the most – such as cooking, playing sports, or completing crafts.

Sports, Play and Youth Development

This workshop will explore how youth programs can implement a safe, fun and accessible sports and physical activity curriculum within their existing after-school programs.

A Treasure Chest of Proven Program Management Strategies

As a program manager, one must be a "jack of all trades." Learn how to balance it all to the benefit of your staff, participants and community. Participants will receive tools, tips, and techniques for how to establish, monitor, manage and maintain a successful after-school program.

Using Learning Standards to Create Intentional & Engaging After-School Activities

This institute will demystify learning standards and guide participants through a step-by-step process of identifying and breaking down the most crucial standards to create intentional and engaging out-of-school time activities that address different learning styles and enhance students' in-school standards proficiency.

Weaving A Story… Changing A Life

Learn to tell and/or find compelling stories with messages that build self-esteem and sensitivity. This institute offers storytelling activities that encompass self-concept, culture, language arts, literature, youth development theory, and interactivity.

APPENDIX 4

Baltimore's After School Strategy Fact Sheet: A Status Report

System Development and Results

Since the inception of Baltimore's After School Strategy, Baltimore has seen the growth and development of a citywide after school system in accordance with the Youth Investment Forum definition of system building: "…ensuring quality, quantity and continuity at the practice level; building an infrastructure to support programming; and creating a climate that guarantees consistent and sustained support." (*Reflections on System Building: Lessons from the After School Movement.* Washington, DC: Karen Pittman). Key components of the After School Strategy include: standards for after school, a training/capacity building center, program performance monitoring, data to drive decisions and fund-raising and leveraging funding to support program expansion. The following describes the components and results of the creation and growth of Baltimore's After School Strategy over the past seven years.

I. Development of and Promotion of Standard for Out of School Time Programs

Through the After School Strategy, Baltimore created a set of research-based standards of for after school programs to improve the quality of out-of-school time programs. These standards, entitled *Standards for Baltimore After School Opportunities in Youth Places,* were developed by a work group of youth development experts, educators, parents and youth, and were based on the National School Age Childcare Alliance Standards and were augmented with key elements for quality programs for older adolescents.

Results:

- Over 150 programs have been trained in and have implemented the Standards in their after school programs;
- Approximately 250 additional programs in Baltimore and across the state of Maryland have knowledge of and/or have been trained in the Standards via the TASI website, TASI network meeting or TASI trainings;
- Baltimore's Standards have been adopted by the Baltimore City Public School System as the official standards for all out of school time activities; and
- Baltimore's Standards have been adopted and/or served as a model for numerous cities across the country including Washington, D.C., Philadelphia and Kansas City.

II. Raised Funds to Increase the Quantity and Quality of After School Opportunities for Youth in Baltimore City

The Safe and Sound Campaign and the Family League of Baltimore have worked to raise and leverage close to $42 million from a diverse group of private and public funding sources including Open Society Institute, Baltimore Community Foundation, Annie E. Casey Foundation, Reason to Believe Enterprise, and local, State and Federal grants/funds. This diverse set of funding sources has been used to develop the Strategy infrastructure as well as to expand capacity and improve quality-funded programs.

Results:

- Provided funds totaling $37,300,000 to directly create and expand as well as improve the quality of after school programs serving over 32,000 youth in YouthPlaces, A-Teams and BOOST programs.

- Provided initial funding, support and technical assistance to a variety of after school providers leading to the creation and expansion of an additional 13,706 out of school time opportunities for youth in Baltimore.
- Support and incubated special initiatives in keeping with Strategy goals including:
- After School Matters II – a pilot initiative at Frederick Douglass High School that connects high school youth to paid apprenticeship opportunities, which has served over 60 high school students;
- Enlivened Literacy – a program in 6 after school sites that has demonstrated positive effects on children's literacy;
- Summer Model Partnership- improving learning opportunities for all students during the summer months by coordinating academics with enrichment; and
- The Safe and Sound / Center for Summer Learning community engagement project – utilizing Teach Baltimore Students to work with 12 YouthPlace summer programs on community outreach and summer program augmentation.

III. Created Systems to Improve the Quality of Out of School Time Programming in Baltimore City

A. Created of The After-School Institute to Provide Training and Technical Assistance to Out of School Time Programs

The After-School Institute was created to serve as a citywide capacity building organization to provide information, training resources and community support for youth development. The Institute engages many people and organizations as partners, creating a previously absent sense of community among after school providers. In addition, the Institute disseminates best practices, provides staff/volunteer training and technical support, and creates networking opportunities for out-of/after school service providers. TASI has an ongoing link to the Family League's intensive monitoring efforts. Through this system, TASI responds in "real-time" to objective data about programs' service quality, as assessed via an intensive observation instrument, and programs' utilization rates as tracked by the FLBC After School MIS.

Results:

- Monthly network meetings for over 300 after school professionals a year, offering on-site and group training programs on a wide variety of topics;
- Direct Technical Assistance in applying for private and public funding opportunities have improved programs' capacity to raise funds to sustain and expand services
- Last year two BOOST sites that took advantage of TASI's technical assistance support were awarded three-year funding from MSDE
- Four programs that attended TASI grant clinic sessions received national foundation funding to expand programming to reach an additional 150 students.
- Linkage to initiatives that help enhance and off-set cost to programming
- TASI developed three-year partnership with Maryland AIDS Administration and secured funding to pay high school student stipends to deliver HIV prevention trainings across city high schools.
- A high-quality website and weekly List-Serv and distribution list, announcing training and funding opportunities and reaches more than 350 people;
- Annual conference attended by over 500 people, showcasing local and national exemplary programs and practices in out-of-school time; and
- Accreditation in Advancing Youth Development (AYD) curriculum, for 250 for 250 after school providers.

B. Established a Monitoring and Accountability Mechanism within the Family League of Baltimore City

The Family League of Baltimore (FLBC) is the Local Management Board for Baltimore City charged with the implementation of a local interagency service delivery system for children, youth and families. The Family League has worked closely with Safe and Sound to develop a plan to assure coherent use of new funds, and to design contracts and a contract management system that serves to support the further program improvement and supply-building goals of the After-School Strategy. It also serves as the design base and clearinghouse for data collection and analysis.

Results:

- Developed a Contract and Fiscal Oversight and Management
- Developed and implemented a system for awarding funds based on program's ability to meet projected attendance numbers.
- Developed and implemented a strategy for requiring matching funds to be contributed be grant recipients.
- Distributed $37,300,000 in funds to strengthen and expand after school programs in Baltimore
- Ensured contract compliance through ongoing site visits and fiscal reviews.
- Ensures fiscal accountability.
- Informs decisions about yearly site funding.
- Initiated and managed a citywide Data Collaborative for mapping child/youth well-being and the number and breadth of after school opportunities in Baltimore city;
- Developed the After School Observation Instrument, used to assess programs and support site implementation of Standards for Baltimore After School Opportunities in Youth Places, to ensure program quality at site level and initiative-wide;
- Required and supported the participation of all programs in the Federal Snack Program (free nutritious snacks provided daily to sites);
- Developed and Implemented a Data Management System
- Requires all programs to use web-based Efforts to Outcomes (ETO) Software for tracking attendance and other data.
- Provides ongoing training and technical support for using ETO software.
- Allows strategy to track and report strategy wide results (virtual "After School Stat")
- Allows for student performance data from BCPSS to be "downloaded" into strategy system for analysis.
- Allows for on-line support for evaluation data collection (staff surveys, student surveys, etc)
- Enable sites to collect and track data on school-based services utilized through community schools initiative.
- Enables sites to generate monthly and quarterly data reports to analyze and monitor progress towards objectives.

C. Created and Implemented an Ongoing Evaluation Plan

Over the past five years of strategy development and implementation, a comprehensive infrastructure for monitoring program performance, youth participation and demographics, and participant feedback has been developed. Data collection mechanisms and tools include:

A web-based software system for tracking youth enrollment demographics, and attendance, managed by the Family League of Baltimore City, through which all participating programs update data regularly;
A quality observation instrument, developed in concert with Policy Studies Associates, that allows trained Family League observers to gauge the degree to which programs under observation are delivering quality programming and promoting positive youth interaction in conjunction with Baltimore's Standards;

A series of surveys designed to capture staff and youth attitudes and perceptions;
An agreement with the Baltimore City Public School System to link participant data with student data files on performance, attendance and behavior.

IV. Formed an After School Policy Team

Lead by Safe and Sound Campaign, the Policy Team has acted as the strategic arm of Baltimore's After School Strategy to survey the landscape and create opportunities for funding, program improvement and expansion.

Results:

- Developed advocacy strategy resulting in increased city funds in the amount of $5.65 million for after school;
- Launched the Summer Model Partnership and Summer Learning Campaign which resulted raised awareness about the importance of summer learning; served over 500 students and helped to solidify partnership with BCPSS;
- Built partnerships with public agencies (Baltimore City Government, BCPSS, OED) to strengthen and support the sustainability, improvement and the effectiveness of after school programs; and
- Increased awareness of the potential benefits of After School programs and enhancing possibilities for long-term funding.

Recent Successes

Increased Public Commitment to of Out-of-School Time Programs

I. Creation of Baltimore's Out Of School Time (BOOST) Initiative

The Safe and Sound Campaign has establish a partnership with BCPSS, creating a model designed to address academic needs of at-risk students as part of a comprehensive program that also meets Baltimore's Standards for After School. BOOST was developed with the support of the Chief Academic Officer and the Area Academic Offices and was launched in 15 schools last year. BOOST combined the resources and expertise of both the schools and the community based providers. The creation of BOOST has lead to opportunities to leverage additional dollars for after school programs. BCPSS has been working with the After School Strategy to leverage several sources including: Federal Title I funds, Federal Supplemental Education Service funds, and private funds earmarked for Baltimore's High School Reform Initiative.

Results:

- Served over 1000 students through BOOST;
- Obtained MOUs to use city buildings with in-kind maintenance services for all BOOST Sites;
- Secured use of Title I funds for academic enhancement in BOOST sites;
- Identified key point person at BCPSS to act as liaison and champion for out of school time; and
- Obtained commitment from BCPSS to provide data for evaluation.

II. Baltimore City Funding Commitment

Through Safe and Sounds advocacy efforts the City of Baltimore has committed $5.65 million in its FY2006 budget to sustain and increase after school opportunities in Baltimore:

$4.4 million to support the expansion of BOOST, with a goal of expanding BOOST to 40 sites by the

2006/2007 school year.

$1 million to fund YouthPlaces and A-Teams for the 2005/2006 school year

$250,000 to support The After School Institute

The Baltimore City Public School System has indicated, that in addition to the in-kind support they provide through facility usage and staff time, they will look to add BOOST funding to the their FY2007 budget.

APPENDIX 5

Benefits and "Irritations" of the "After-School Strategy Triangle"

	For Baltimore's Safe and Sound Campaign (S&S)	For Family League of Baltimore City, Inc. (FLBC)	For The After-School Institute (TASI)	Overall
Benefits	1. TASI's leadership of the provider community and facilitation of highly popular network meetings offers a prime chance to conduct outreach to the provider community concerning advocacy opportunities 2. TASI's building up of the after-school industry in Baltimore and the self-esteem of providers supplies the providers with some of the pre-conditions and motivations to get involved in advocacy for after-school and for children	1. With TASI conducting site visits, project leaders are more honest and open, leading to TASI and the providers being able to solve problems and improve programs 2. TASI's conducting of site visits leads to non-contractual issues being solved without draining capacity from FLBC; with new "real-time" forwarding of reporting information such as Average Daily Attendance to TASI, TASI itself can do analysis of potential program issues and address problems quickly 3. TASI's "knowing the heartbeat" of providers through their intimate work with them gives TASI a chance to provide valuable feedback to FLBC that affects the direction of future policies and procedures 4. New after-school programs and people who want to start after-school programs contacting FLBC can be referred to TASI, which can bring them up to speed and guide them towards funding opportunities if merited 5. FLBC can participate in Network Meetings and the Network Steering Committee to know better what is going on at after-school sites	1. The orientation of the Safe and Sound Campaign (and Urban Health Initiative) towards a focus on outcomes and a "theory of change" rather than programs puts TASI in the clear position of a strategic leader of an industry rather than a caterer to any one program's needs or wants 2. Advocacy efforts of the Safe and Sound Campaign directed to government officials and others contribute to professionalization of the after-school field through the way providers are presented	1. Three functions coming from separate places has given birth to innovative practice and innovative ways of supporting programs 2. With three organizations involved, the After-School Strategy in Baltimore is so diffuse that no one can take it over or put it out of business (TASC in New York, which incorporates multiple functions, has faced this difficulty.) 3. One organization, the Safe and Sound Campaign, is free to keep its eye is on the prize of money and policy, without which there would be few funded after-school programs in Baltimore 4. Opportunity for occasional blurring of lines can be used to advantage to get broad "buy-in"

Irritations		1. FLBC does not want grantees to feel that they are *required* to participate in advocacy activities of the Safe and Sound Campaign as a condition of their grants; would prefer that it is made clearer that participation in S&S advocacy activities is voluntary and has nothing to do with FLBC		1. Many meetings necessary to coordinate among the key parties 2. Structure results in some confusion among providers—especially newer providers--who don't understand tl organizations different role. 3. Unclear what combination of people should train and position Baltimore providers to get larger Federal grants (for example, new obesity grants) that Baltimore has not been successful in getting yet

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APPENDIX 6

The After-School INSTITUTE

November After-School Network Meeting
Tuesday, November 29, 2005
The Forum (4210 Primrose Avenue, Baltimore 21215)

8:30 a.m. – 9:00 a.m. **Registration, Breakfast, & Networking**

9:00 a.m. – 9:30 a.m. **Welcome & Opening**: Steve Vassor, TASI Network Emcee
Announcements
Resource Providers:
Critical Exposure
Bring The Noise Network
Safe Inc.

9:30 a.m. – 9:40 a.m. ***The SEED School***
Carol Beck, Director for New School Development in Baltimore

9:40 a.m. – 10:00 a.m. **Informal Networking & Visit Resource Providers**

10:00 a.m. – 10:45 a.m. **Concurrent Workgroups**
- Collective Investment Committee (All are welcome to join!)
- What Do We Want? Using A Needs Assessment to Find Out!
- Youth Entrepreneurship
  Living Classrooms B.U.G.S Program
  Baltimore City 4-H, MD Cooperative Extension
  Safe Inc.

10:45 a.m. – 11:00 a.m. **Evaluations & Raffle**

11:00 a.m. **NETWORK MEETING ENDS**

11:15 a.m. – 12:30 p.m. Shaping After-School Standards for Middle School Ages (Optional)
Assessing the Impact of TASI's Professional Development (Optional)

Next Meeting: Tuesday, December 20, 2005
at The Forum (4210 Primrose Avenue, 21215) beginning at 9:00 a.m.

FY06 Network Meetings At A Glance

FY 06 Month	**Topic 1**	**Topic 2**	**Topic 3**	**Topic 4**
September 27th Hispanic Heritage Month *Includes opening panel and 2 breakouts*	Opening Panel: BCPSS Landscape	Effective Strategies for Collaborating with schools	Parental Involvement: Connecting with Parents (including ESL resources)	
October 25th *National American Indian Heritage Month* Includes 4 workgroups	Marketing Programs with Little or No Budget	Recruiting & Maintaining Volunteers	Marketing Programs to Youth, Parents, Businesses, & Legislators	Organizational Infrastructure: Linking to Time, Talent, & Resources
November 29th Write a Friend Month *Includes opening panel & 3 breakouts*	Collective Investment/ Fund Development (Panel & Launch of Committee)	Proposal Writing Site Coordinators: Exploring the Community Assess. Process	Policy: Holding Schools Accountable	Youth Entrepreneurship
December 20th Staying Healthy Month *Includes 2 presentations*	The State of After-School (presentation)	Using Data for Program Development (ASOI)	Accessing TASI's Library (directory will be available)	
January 31st Black History Month Includes panel presentation & 2 breakouts	Physical Health for Youth (invite Healthy Teens & Young Adults, U of MD, Sports for Kids, JHU-School of Public Health)	Funding/Resources to Support Health-Related Services	Eating Healthy on a Budget	
February 28th Women's History Month *Includes panel presentation & 2 breakouts*	Mental Health Resources	Violence Prevention & Conflict Resolution	Stress Management	
March 28th National Frog Month *Includes presentation & 2 breakouts*	Summer Learning Campaign	Summer Jobs for Teens	Summer Funding Opportunities/Planning for the Summer Without Money	

FY06 Network Meetings At A Glance

April 25th National Flower Month *Includes presentation & resource fair*	Working with Artists & Cultural Museums	Field Trips (invite vendors)	*If necessary, repeat any of the prior topics and kick up a level*
May 23rd National Zoo and Aquarium Month Includes 2 presentations	TASI Conference Debrief	Collective Investment/ Fund Development Update	Regional Networking
June 27th	Closing Celebration		

Appendix 7

TRAINING INSTITUTE I (Part One)
Day Session
Wednesday, October 5, 2005
The Forum: 4210 Primrose Avenue, Baltimore 21215
9:00 a.m. – 2:00 p.m.

Plenary (9:00-9:45): Grand ballroom

Quality Extended Learning Opportunities From Emerging to Advanced Practice: Sharing Promising Practices on a Local and National Perspective

Presenters: Rebkha Atnafou, TASI; Bela Shah, National League of Cities; Juanita Svendsen, National After-School Association; Vanessa Diggs, Maryland State Department of Education; Bradley Alston, YMCA of Central Maryland; and Ben Barnwell, Academy of Success

Building upon the theme of moving from emerging to advanced practice, presenters will discuss the importance of and stages of school-community partnerships, embracing youth development principles, and quality standards.

Morning Sessions (9:50-11:20)

Sessions A & B: Quality Standards for After-School Programs & Implementation Strategies (2 Tracks)

Track I (new programs) Presenters: Rebkha Atnafou, TASI; Jennifer Eden Smith, Center for Summer Learning; and Meg McFadden, Fitness Fun & Games

Track II (previously funded) Presenters: Marianne Reynolds, TASI; Juanita Svendsen, National After-School Association; and Charmayne Little, Southeast Youth Academy

Baltimore created a set of research-based standards for organizations to improve the quality of after-school program delivery. These standards, entitled Standards for Baltimore After-School Opportunities in YouthPlaces, were developed by a work group of youth development experts, educators, parents, and youth. They are based on the National After-School Association (NAA) standards. This presentation will include how sites can use the standards and the After-School Observation Instrument to evaluate their programs.

Recommended for: *Site Directors*

Session C: Organization Self-Registration: Keeping Informed About Your Programs!

Presenters: Thor Gibbons, FLBC, and Steve Butz, Social Solutions, Inc.

This workshop will cover the requirements for self-registration of your organization in ETO and provide tools you can use to monitor your programs. We will review data requirements for the Initiative, discuss basic tools available and introduce some advanced monitoring and evaluating resources.

Required for: Lead Agency Directors

Session D: Youth Development Orientation

Presenters: Steve Vassor, TASI, and Marshall Clarke, Youthlight Photography

To attract and retain youth in after-school programs, it is mandatory that adults and youth work together to develop engaging program activities. The program must be sensitive to youth culture and comprehend the various developmental stages of youth. The program must embrace youth development principles, provide youth opportunities for decision-making, include time to connect with caring adults, and provide opportunities to contribute to the community. There is a wide range of youth leadership opportunities that after-school programs can implement to operate a youth-friendly environment. Based on the work of Alternatives Inc., presenters will discuss the range of leadership opportunities and how to create them in after-school programs. This workshop will provide data on why some youth do not attend after-school programs vs. why some attend programs frequently and what youth are looking for in after-school programs. Proven strategies for marketing and recruitment will be provided.

Recommended for: Enrichment Staff

Lunch (11:20-12:00) Grand ballroom

Afternoon Sessions (12:00-2:00)

Session A: **Integrating Academic Content into After-School Programs**

Presenters: Vanessa Diggs, MSDE; Jennifer Eden Smith, Center for Summer Learning; and Alice Morgan-Brown, Operation Turnaround

This workshop will help program providers understand Maryland State Department of Education (MSDE) academic standards and, at the same time, help providers develop after-school activities that address academic standards. Participants will learn

interactive and engaging ways to teach (learning theory across ages, stages of development) and how to improve academic performance as measured through homework completion, classroom performance, report card grades, and school/county assessments. Tips and resources will be shared on how to strengthen the connection between after-school programs and what young people experience during the school day.
Recommended for: Site Coordinators

Session B: Site Leader Self-Registration: Inform the Initiative & Discover Tools for Monitoring Your Site!
Presenters: Thor Gibbons, FLBC, and Camille Burke, FLBC
This workshop will cover the requirements for self-registration of your site in ETO and provide you with tools that you can use to monitor your site. We will review many of the contractual requirements involved in self-registration and discuss the After-School list serve, Site Leader/Staff Surveys, Youth Consents, Youth Surveys, and the After-School Observation Instrument (ASOI) tool utilizing ETO.
Required for: Site Coordinators

Session C: Incorporating Movement & Games into After-School
Presenters: Paul McAndrew, Sports 4 Kids (S4K)
This highly interactive, fun training introduces participants to S4K's 6 movement modalities. Participants will learn a variety of games and activities while looking at how to introduce sports and physical activity to children in an environment that is inclusive and supportive. The benefits of team building and cooperation as well as carefully introducing safe and fun ways to engage in competition are also emphasized.
Recommended for: Enrichment Staff

Training Institute I (Part One): Day Session
Facilitator Biographies
October 5, 2005

Bradley Alston, YMCA of Central Maryland Urban Services
Bradley is Operations Director YMCA of Central Maryland Urban Services. He oversees operations for after-school programs including BOOST, YouthPlaces and 21stCCLC. Prior to coming to YMCA, he was director of youth services for the Housing Authority of Baltimore City.

Rebkha Atnafou, Director, The After-School Institute
Rebkha is responsible for the overall management of TASI and its effort in providing training and technical assistance for after-school programs. Prior to joining TASI, Rebkha worked as the After-School Strategist for the Safe & Sound Campaign building citywide infrastructure to increase the quantity, quality and utilization of after-school programs. On a national scale, Rebkha worked on several youth violence, comprehensive school health and HIV/AIDS prevention projects while working at Education Development Center in Massachusetts.

Ben Barnwell, Executive Director, Academy of Success
Ben is currently the founder and executive director of The Academy of Success responsible for overall management of the after-school program established in 1999 as a Police Athletic League (PAL) replacement site. Academy of Success serves children in southwest Baltimore community ages 8 through 21 focusing on academic improvement, youth development and healthy choices. The Academy is now a recipient of After-School to Community School (ASCS) formerly known as Baltimore's Out of School Time (BOOST) at Violetville Middle School and a YouthPlaces grant. Ben was formerly a program director for the Youth Strategies Unit of the Governor's Office of Crime Control and Prevention (GOCCP).

Camille E. Burke, Senior Contract Coordinator, The Family League of Baltimore City
Camille is a proud graduate of Villa Julie College. She holds two degrees the first in paralegal studies and the latter focused on computer information systems. She currently manages numerous after-school programs located throughout metropolitan Baltimore City. She provides guidance and assistance in the implementation of Baltimore's After-School Strategy with a hands-on approach. Camille has written successfully funded proposals, crafted requests for proposals for outside sources and also facilitated numerous bidders conferences. Camille's proudest accomplishment to date is her fabulous and incredibly talented six-year-old daughter Akira.

Steve Butz, President, Social Solutions Inc.
Born and raised in Maryland, Steve enlisted in the United States Navy after graduating from high school in 1989. Steve enrolled at Loyola College of Baltimore in 1991 and graduated, Magna Cum Laude, with a degree in Theology and Political Philosophy and a minor in Economics in May of 1995. While attending Loyola, Steve earned his captain's license and began teaching inner-city youth aboard the Chesapeake Bay Foundation's training vessel, the Snowgoose. His interest in social justice led him to positions in adult literacy and youth employment services. Steve's career as a counselor, teacher and case manager always focused on improving data collection, outcome achievement and accountability for his students and his programs. His innovative programs, courses, and performance management tools continue to be hallmarks of each of those organizations in which he served. Steve founded Social Solutions with partners Vince Griffith and Adrian Bordone in July, 2000 and currently serves as its President. The company was founded to accomplish two basic goals: develop software that celebrates the accomplishments of youth and adult case managers who have the hardest job in America; and, provide unparalleled customer service for users of these systems. Steve and his wife, Lisa, currently reside with their newborn twins, Max and Sara, in Baltimore's Canton community, where they have lived since marrying in 1995. For more information on Social Solutions, Inc., please visit www.socialsolutions.com on the Internet.

Marshall Clarke, Freelance Photographer and Founder/Director, Youthlight
Marshall is a freelance photographer and native of Baltimore. A graduate of Loyola College in Maryland, Marshall also studied at the Salt Institute, an intensive documentary field study program located in Portland, Maine. He has received many awards including a Maryland Arts Council grant and a Newsweek assignment grant from the Eddie Adams Workshop that he used in the fall of 1997 to travel to India and Nepal. He has had work in numerous galleries and exhibitions including The Print Center in Philadelphia, The Stage Gallery in New York, and the Fraser Gallery in Washington DC. Marshall has photographed children in the Baltimore City Schools for an exhibit entitled "Faces of our Future", documented the life of a blind man living in Maine, photographed one to the last sea-worthy Banking Schooners as it traveled from Maine to Newfoundland, and completed a photo

essay about his Grandmother who suffered from Alzheimer's disease. In conjunction with the American Friends Service Committee, Marshall helped create "Through A Child's Eyes" a photography and social justice program for city children. In November 2001, Marshall was the recipient of an Open Society Institute Fellowship grant and created Youthlight, a project to facilitate and empower Baltimore City youth to document their lives and communities, explore their creativity, and encourage them to engage as commentators and activists in their neighborhoods through the creation of photographic images.

Vanessa J. Diggs, After School Specialist, Maryland State Department of Education
Vanessa's duties include administering and monitoring Maryland's 21st Century Community Learning Centers grant program. She has worked extensively in the area of working with and teaching students at-risk of school failure. Before joining MSDE, Vanessa served as a teacher for the Baltimore County Public Schools for sixteen years. In this capacity, she earned the reputation with her peers as an expert in the area of classroom management. She mentored many student teachers from Goucher College, College of Notre Dame, and Towson State University. Vanessa earned Bachelor of Arts degrees in Elementary Education and Psychology. She earned a Masters degree in Education with certification in Working with At-Risk students. She desires to continue pursuing a Doctorate degree. She conducts professional development in the areas of Behavior Management, Positive Discipline, Working with Students At-Risk, and Sunday School Administration. Vanessa remains active in her community. She volunteers as the Superintendent and Youth President. She serves on the ministerial staff other various auxiliaries. Vanessa likes traveling, listening to gospel music, reading, writing and working in church. She most enjoys spending time with her niece and nephew.

D. Thor Gibbons, JD, MBA, Director of MIS, The Family League of Baltimore City
Thor has a BA from the University of MD, College Park, JD from the University of Md at Baltimore, MBA from University of Baltimore. Licensed attorney with 12 years experience in child welfare law, Mr. Gibbons moved to the Information-Management field in 2000 and currently heads the MIS Department at The Family League. Developed data collection systems for various programs, including; Success By 6® in Baltimore, Child Wrap in Illinois (Northern, Central, and Southern), a proto-type for Childhelp, USA on the Merv Griffin Ranch in Arizona, Friends National Resource Center, Community-Based Child Abuse Prevention Program, and the Safe & Stable Families program in Baltimore.

Charmayne Little, MBA, Executive Director, Southeast Youth Academy
Charmayne Little has been an advocate for youth development for the past 8 years. This former educator and youth program director believes "What we deposit into our youth today will be our only withdrawal tomorrow." As Executive Director of the Southeast Youth Academy (SEYA), Ms. Little oversees fundraising, programming, staff, accounting, community relations, and reporting requirements. Prior to her current position, she was the Youth Program Director at Paul's Place, Inc. and was a Science Educator at Diggs-Johnson Middle School.

Paul McAndrew, Director of Baltimore Office, Sports 4 Kids
Paul is entering his 7th year with a non-profit called Sports4Kids (S4K). Sports4Kids, based in Oakland California, provides full-time sports programming to 80 schools in the Bay Area and is currently working with 5 schools in Baltimore. A graduate from Holy Cross in Worcester, MA, Paul began working with Sports4Kids as a Jesuit Volunteer. Last year he served as the Sports4Kids AmeriCorps Program Director and he is currently the Director of the Baltimore office.

Meg McFadden, Executive Director and Founder, Fitness Fun & Games
Meg is the executive director and founder of Fitness Fun & Games, a nonprofit youth development program with seven locations in Baltimore City. Meg has a Master's in Educational Supervision & Management, a Master's in Psychology/Community Counseling, and 22 years experience in licensed childcare for all ages. She has taught the school age childcare course at Loyola College and Carroll Community College. She has five years experience implementing the Safe and Sound Standards in Baltimore.

Dr. Alice Morgan Brown, PhD, Director, Operation Turnaround Community Academy
Dr. Brown has an integrated doctorate degree in mathematics education, human development, administration, and curriculum development. Before retiring from the Baltimore City Public School System, she used her educational experiences to lead the development of curriculum across content areas for grades K - 12. In additional to working in the school system, Dr. Brown worked at Morgan State University as an assistant director and director of pre-college programs. She also served on many national and international committees pertaining to promoting the education of minority youth.

Marianne Reynolds, PhD, Technical Assistance Coordinator, The After-School Institute
Ms. Reynolds has been the technical assistance coordinator with The After-School Institute since July 2005. Prior to this, she worked as the youth development coordinator for the USDA/Army Youth Development Project where one of her primary responsibilities included helping school-age and teen programs prepare for and achieve NAA accreditation.

Bela Shah, Senior Program Associate for After-School Initiatives in the Institute for Youth, Education, and Families, National League of Cities
Bela's charge is to highlight the importance of after-school to municipal officials and work with them to utilize their leadership and bully pulpit to advance an after-school agenda citywide. She recently launched NLC's After-School Policy Advisors Network (APAN), a national peer-learning network to connect senior municipal leaders who focus on after-school. Ms. Shah also conducts technical assistance to cities focusing on building systems of after-school and serves as a resource to cities that are interested in expanded the learning opportunities available to their youth. Prior to NLC, Bela was a Program Associate in the Schools, Family, and Community Connections division of the Institute for Educational Leadership. She staffed the Coalition for Community Schools, a network of more than 150 local, state and national organizations that works to improve education by promoting partnerships between local schools and community-based organizations to provide comprehensive and integrated services within schools. Ms. Shah co-wrote the Coalition report, Making the Difference: Research and Practice in Community Schools, demonstrating the connections between supports and services from the community and improved student learning, healthy youth development and improved family life. Ms. Shah holds her Masters degree in Sociology and Education with a concentration in Education Policy from Teachers College, Columbia University and her B.A. in Psychology and Spanish from the University of Pennsylvania.

Jennifer Eden Smith, Center for Summer Learning, Johns Hopkins University
Jennifer is responsible for local and national training and professional development initiatives for providers of summer learning programs. She is a certified teacher. Last year, she worked as the BOOST Education Specialist providing assistance on integrating academics into out-of-school time programs. She conducted several workshops, site visits and technical assistance.

Juanita Svendsen, PhD, National After-School Association
Dr. Juanita Svendsen's career in education spans over 35 years. She has been a classroom teacher, an elementary school principal and university professor. Now in semi-retirement she is actively involved with the National After-School Association (NAA) where she serves as the Coordinator of Endorser Trainings and Refreshers, the Supervisor of Endorsement Visit Review, the Chair of the Endorser Trainers Advisory Group and is a member of the NAA Accreditation Council.

Val Tavai, Associate Director, Community Conferencing
Val is the former Assistant Director/Director of Youth Services for the House of Mercy. She received her B.A. in Television and Film from Loyola Marymount University in Los Angeles and a Masters in Public Administration from the University of Hawaii/ Manoa. Ms. Tavai has worked professionally and personally with indigent, as well as indigenous populations in California, New York, Hawaii and Baltimore for the past 18 years. Self-identified as a Samoan-Filipino-German Buddhist lesbian mother of color, Ms. Tavai considers herself "hapa" (in Hawaiian means half) of a lot of different communities. Raised by a Filipino-Catholic mother and a Samoan/German-Protestant father in California and in Hawaii, Ms. Tavai always thought her family was "strange" until she had her own family: a Jewish partner and two African American little boys. Then she came to understand that her history and tolerance of difference is a cycle that must never end.

Steve Vassor, Lead Consultant, The After-School Institute
Many in the Baltimore after-school community already know Steve from his presence at the after-school network meetings. He is especially experienced in programming for older youth. He has studied rites of passage as a developmental model for adults and children and is a trainer for a nationally recognized rites of passage model developed by Paul Hill Jr. called "The Journey". Previously, Steve has worked as Senior Branch Director at the Boys and Girls Club of Central Maryland, Division Chief for Recreation at the Baltimore City Department of Recreation and Parks, After-School Matters II Coordinator at The After-School Institute, and Director of Youth & Community Outreach at the Druid Hill Family YMCA. His other experience includes leadership positions with other national youth-serving organizations in locations as varied as New York City, Washington, D.C., Cleveland and Northeast Ohio, and Baltimore. He holds a Master's in Social Service Administration from Case Western Reserve University. He is also a proud father of 2 daughters.

Training Institute I (Part One): Morning Workshops
October 5, 2005
9:50 a.m. – 11:20 a.m.

Please check the box of the MORNING workshop you attended.

- ❑ Track I: Quality Standards for After-School Programs & Implementation Strategies
- ❑ Track II: Quality Standards for After-School Programs & Implementation Strategies
- ❑ Organization Self-Registration: Keeping Informed About Your Programs!
- ❑ Youth Development Orientation

Please evaluate the workshop using the following rating system.

(4) Very Helpful (3) Helpful (2) Somewhat Helpful (1) Not Helpful

Content:	4	3	2	1
Presentation:	4	3	2	1
Handouts or AV Materials:	4	3	2	1
Length of workshop:	4	3	2	1

Please list three (3) lessons you learned from this workshop.

_____

_____

_____

What is your action plan as a result of this workshop? (Use back of sheet if needed.)

_____

_____

_____

APPENDIX 8

TASI's Technical Assistance Principles and Process

Issues	Guiding Principles	Options
TA RECIPIENTS	TA should support the mission of TASI: To build the capacity of after-school program providers so that they can deliver high quality services in a caring, supportive environment that allows children and youth to develop civic, academic, artistic and athletic talents and skills.	-- Baltimore City after-school programs funded through the Strategy: • After-School to Community School (ASCS) • YouthPlaces • A-Teams -- Baltimore City non-funded after-school programs -- Maryland after-school -- Regional after-school -- National after-school
TA Delivery	1) TA should take into consideration the resources available at each program. 2) Standardized tools/materials should allow for good program diagnosis and open-ended discussion, which lead to enhanced organizational capacity. 3) TA is less costly and of higher quality when built around standardized tools and materials. 4) Customized TA may be necessary where problems are likely to be unique or unanticipated.	• On-site visits • Face to face meetings • Network meetings • Work groups • Peer mentoring • Telephone • E-mail • Web-site • List-Serv • Resource fair

TA Providers	TA is best designed and delivered by those who possess the requisite capacity building and diagnostic skills, those with area expertise, and/or those who have a track record of providing quality after-school programs.	• TASI • Safe & Sound • Center for Summer Learning • Baltimore Community School Connections • Peer mentors • After-school providers • Consultants
TA Location	1) In general, TA is best delivered on-site. 2) Off-site TA is best delivered at a venue that ensures confidentiality, open communication, and networking opportunities	On-site Off-site • TASI office • Monthly Network Meetings • Training Institutes • Annual conference On-line
TA Methodology	1) TA should include a joint review of accomplishments and problems with an emphasis on problem solving. 2) Technical assistance should include support for the application of new skills/practices and for the systemic changes that may underlie capacity building efforts. 3) Structured tools that can be used to assess progress, identify problems, and revise practices must be part of TA. 4) TA should allow for open-ended discussion designed to build and reinforce best practices.	On-site • Site visits • Peer mentoring Off-site • TASI Network Meetings • TASI Training Institutes TASI Office: • Face-to-face meetings • Phone • Internet (web site, list-serv)

TA Follow-up	1) Organizational development is a continual process. 2) TA has to be flexible in supporting the organization and program's ability to achieve mission and meet future needs.	• Written reports • Follow-up assessments • Follow-up meetings • Networking • Peer mentoring • Resources
Issues	**Guiding Principles**	**Options**
TA Evaluation	1) Evaluation is critical to improving technical assistance and should be gathered from many different stakeholders. 2) Impact evaluation must address the ultimate purpose of technical assistance. 3) Internally (within TASI), TA findings must inform practice.	• Recipient feedback • Observation of programmatic changes over time • Comparative assessments

Matrix was Adapted from "Decision-Making Matrix for technical Assistance", Beryl Levinger, www.gdrc.org/ngo/bl-dmta.htm

In-Depth Study of After-School Program Quality

After-School Activity Observation Instrument (AOI)

Revised October 2003
For Family League of Baltimore City

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Developed by Carolyn Marzke and Ellen Pechman
Policy Studies Associates, Inc.

for

The Safe and Sound Campaign of Baltimore
After-School Strategy

Activity Context – Coding Form

Site I.D.:	Date:	ACTIVITY ____ OF ____	Observer :

Activity Description:

ACTIVITY TYPE		*SKILL AREA(S)*	
Homework assistance	1	Interpersonal	1
		Physical/athletic	2
Academic enrichment Tutoring, reading/language arts enrichment, math/science enrichment, recreational reading/listening to story/book, computer skill-building or academic/skills games	2	Artistic	3
		Math/numeracy	4
		Reading/language arts	5
Recreational arts & crafts	3	Problem-solving	6
		Decision-making	7
Arts instruction Fine or performing arts rehearsal/instruction	4	Other _____	8
		None	9
Sports/fitness/physical games Sports tournament/game, organized sports practice/drills, organized physical games, fitness/exercise class	5	***TOTAL ADULTS/STAFF***	#
		Number of adults	
		Number of teen staff	
Employment development Job readiness/training, career exploration	6	***NUMBER OF YOUTH***	#
		Total number of youth	
Service/civic Service/helping activity in community or program	7		
		GROUPING STRATEGY	
Open time/transition Board/table/card games or puzzles, open time/free play, TV/video watching, computer games, snack, arrival/dismissal	8	Age or grade	1
		Child's choice/interest	2
		All program attendees	3
Other/hard-to-categorize Cultural awareness, health/well-being, cooking, modeling	9	Other _____	4
		GRADE LEVELS	
		Elementary School	1
		Middle School	2
		High School	3

Scoring Summary

Code	Rating Category	A. Positive Indicators	B. Negative Indicators	Total Score
		Count the total number of + indicators marked **AND** the total number of negative indicators ***not*** marked (giving "credit" for the absence of negative behaviors)	Count the total number of − indicators marked	Subtract B. from A.
	Youth Interactions			
	Staff-Youth Interactions			
	Youth Engagement			
	Mastery Orientation (Count shaded items in this category.)			
	Higher-Order Skill-Building (Count non-shaded items in this category.)			
	Activity Organization			
	Setting and Resources			

Activity Observation Coding

Site ID	Date	Activity ___ of ___

1. YOUTH INTERACTIONS

Indicator Checklist (+) YOUTH…	Segment 1	2	3	Indicator Checklist (-) YOUTH…	Segment 1	2	3
Have few or no interactions							
Have positive interactions				Have disagreement/disputes that are unresolved			
Cooperate/share with each other				Harass/intimidate/threaten each other			
Talk informally/listen to each other							
Appear to enjoy each other's company							

2. STAFF-YOUTH INTERACTIONS

Indicator Checklist (+) STAFF…	Segment 1	2	3	Indicator Checklist (-) STAFF…	Segment 1	2	3
Engage positively with youth				Have **few or no interactions** with youth			
Are **highly engaged** with youth (check both this category **and** the one above)				Use **arbitrary or harsh** disciplinary methods			
Engage **informally in conversations** with youth				**Belittle** youth or **embarrass** them in front of peers			
Use **positive language and tone of voice** with youth				Appear to be **unaware of teasing/bullying** or other serious **conflicts** among youth			
Listen actively and attentively to youth				**Fail to encourage/facilitate participation** from disengaged youth			
Use **positive behavior management** techniques **OR** no behavior issues observed							
Praise/encourage individual youth							
YOUTH…				**YOUTH…**			
Respond to staff directions				Ignore directions/tune staff out			
Interact positively with staff				Are rude/actively negative toward staff			
Seek out positive contact/interactions with staff							

3. YOUTH ENGAGEMENT

Indicator Checklist (+) YOUTH …	Segment 1	2	3	Indicator Checklist (-) YOUTH…	Segment 1	2	3
Are on-task				Are off-task/distracted/floating without purpose			
Are interested/focused				Are disruptive to the activity/prevent peers from focusing			

Site ID	Date	Activity ___ of ___	**Shaded boxes comprise the Mastery Orientation Index. Non-shaded boxes comprise the Higher-Order Index.**

4. OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY

Indicator Checklist (+) *STAFF…*	**Segment** 1	2	3
Are **clearly focused on instruction**/helping youth to learn something new or master a skill			
Communicate **goals, purpose, or expectations** for activity			
Provide **direct instruction/lecture/**give directions			
Demonstrate or model **a concept or skill**			
Engage youth in **brief question-response** exchanges			
Ask youth **"why", "how", and "what if" questions** that require complex answers			
Actively facilitate discussion among youth			
Constructively critique/offer feedback to individual youth			
Challenge youth to push themselves intellectually, creatively and/or physically			
YOUTH …			
Actively listen to/watch a lecture/presentation/ performance			
Write (not for homework)			
Read or are read to (not for homework)			
Use **math** (not for homework)			
Work cooperatively with each other **to achieve a goal**			
Work on projects with culminating products or events			
Choose what or how they do something **or help determine the direction of an activity**			
Lead activities, individuals, or groups of peers			
Tutor/mentor other youth			
Think strategically/analyze/solve **complex problems**			
Use information to accomplish a goal/make a decision			

Indicator Checklist (-) **STAFF…**	**Segment** 1	2	3
Criticize youths' work **without offering guidance**			
Give answers/impose solutions without encouraging youth to solve own problems			
Provide **poor answers or wrong answers** to questions			
Fail to respond in a timely manner to youth who ask for assistance			
DO NOT NOTICE YOUTH WHO ARE HAVING DIFFICULTY			

Participate in **structured discussions** that contribute to completing the activity/task			
Discuss interpersonal needs/feelings with peers and/or adults			

Site ID	**Date**	**Activity ___ of ___**

5. ACTIVITY ORGANIZATION

Indicator Checklist (+)	**Segment**			**Indicator Checklist (-)**	**Segment**		
	1	**2**	**3**		**1**	**2**	**3**
YOUTH KNOW WHAT THEY ARE EXPECTED TO DO				Youth do not know what is expected of them			
The work area is appropriately prepared and ready for youth				Staff are unprepared for the activity			
Activity is appropriate for youths' skill levels				Multiple staff work at cross purposes			

6. SETTING AND RESOURCES

Indicator Checklist (+)	**Segment**			**Indicator Checklist (-)**	**Segment**		
	1	**2**	**3**		**1**	**2**	**3**
If materials or equipment are needed, they are functional/in reasonably good condition, **OR** no special materials are required.				Materials/equipment/space is needed but not available or inadequate for the activity/task			
If materials are needed, there are enough for all youth to have the access they need to participate, **OR** no special materials are required.				Space is unsafe for the activity/task			
THERE IS ENOUGH ROOM FOR THE ACTIVITY/NUMBER OF YOUTH				External interruptions/distractions disrupt activity/prevent staff and/or youth from focusing			

Observation Notes

Site ID	Date	Activity ___ of ___

Youth Interactions
Staff-Youth Interactions
Youth Engagement
Skill-Building and Mastery
Activity Organization

Setting and Resources

Activity Observation Instrument: Indicator Definitions

Activity Context Coding Definitions

ACTIVITY TYPE	
Homework help	Youth work on homework assignments. If youth participate in academic activities that are not homework, do not mark this category.
Test preparation/study skills	Instruction and activities designed expressly to prepare students for standardized achievement tests or to teach them study skills. Activities may include practicing different types of test questions, or taking practice tests.
Tutoring	Youth work individually or in small groups with a tutor, who helps them work on a particular skill such as reading, math, or English language skills.
Reading/language arts enrichment	Enriched supplementary instructional content in either reading/language arts or math/science that goes beyond homework, develops broad-based conceptual/cognitive learning. It may or may not be directly related to school content/assignments, but is not a homework assignment.
Math/science enrichment	
Recreational reading/listening to story/book	Reading or listening to a story or book not assigned for homework; reading to accomplish a goal (e.g. functional literacy skills, reading a play for pleasure/practice, etc.)
Computer skill-building	This category refers to activities involving learning to use the computer, NOT to the use of the computer to complete home work, to build academic skills, or to search the web (unless instruction focuses on *teaching* youth to use the web).
Computer games	Youth play games on the computer. They are not learning to use the computer, or using the computer to complete homework, practice test-taking skills, practice academic skills, or for an academic enrichment activity.
Sports—competitive or non-competitive games; tournaments	Supervised or non-supervised games using athletic skill, indoors or outdoors.
Sports—practice/drills/skill-building	Preparation and training in a sport.
Fitness/exercise class (including martial arts)	Activities targeting general physical fitness/strength, including aerobics, martial arts, weight lifting, yoga.

Arts and/or crafts	Visual arts-based activities (painting, drawing, sculpture, photography, videography) and crafts (knitting, pottery).
Performing arts rehearsal/instruction (including dance/music/drama)	Lessons, practices/rehearsals, recreational performances or performance arts that are for the purpose of self-expression. This area includes hip-hop, step, drill team. It does NOT include fitness-oriented types of movement.
Board/table/card games or puzzles	These may include games of luck, strategy games, jigsaw puzzles, puzzle games; board games (e.g., chess, Monopoly), table games (e.g., pool, air hockey), card games (e.g., Hearts, Crazy 8s).
TV/video watching	Youth watch TV or videos, either for recreation or as part of some other activity. If the TV/video is incorporated into another activity, mark the type of activity that provides the context (e.g., watching a performance as part of a dance class).
Higher education or career orientation	Activities that provide information about and/or opportunities to plan for higher education or jobs/careers.
Health/well-being	Health education, conflict resolution, life skills education activities.
Service/civic (in community or program)	Planning or assisting with projects that support the quality of community life or foster program-school or community-school linkages.
Snack	Eating or preparing for snack.
Arrival/dismissal	Youth are arriving/gathering at the beginning of the program for attendance; youth are gathering for dismissal/departure.
Cultural awareness clubs/projects	Activities/projects that develop cultural, religious, or ethnic awareness, understanding, or identity.
Other	Describe here content areas/activities observed that cannot be categorized or grouped above.
KNOWLEDGE/SKILL AREAS: Mark these knowledge/skill areas when instruction/skill development are <u>intentional.</u> This can include presentations/lectures on a substantive topic or practice of specific skills, but does not include informal "pick-up" activities initiated by youth for "fun." These areas should be marked <u>only</u> when there is evidence that the knowledge/skill development is focused and intentional. Either students or staff may initiate/lead the activity.	

Interpersonal		Negotiation, conflict resolution, and/or other communication skills. Do not mark for purely social interactions.
Physical/athletic		Physical skills related to sports, fitness, or physical games (including martial arts, yoga, step, cheerleading, gymnastics, etc.)
Artistic		Artistic skills, working in any medium (visual, musical, dance, dramatic, photographic, video, etc.)
Math/numeracy		Mathematics learning, computational skill development/practice
Reading/language arts		Reading, writing, literacy skill development/practice
PROBLEM-SOLVING/DECISION MAKING		Developing skills in making practical decisions or solving practical or conceptual problems. E.g., life-skills decision making around healthy choices; or planning a project or performance (deciding music, parts, actions).
Other		Check this category AND DESCRIBE here specific other types of skills not listed above (e.g., research, critical thinking,).
None		Check if no discernable skill-building is occurring during the activity. Describe what is happening to support this conclusion.
	Art supplies	
	Sports equipment	
	Reading materials	
	Writing materials	
	Musical instruments	
	Games	
Total adults/staff	**Adults**	Count and RECORD in the space on the right the NUMBER of adults and the number (if any) of teen staff in the room.
	Teen staff	

Total Number of Youth	Indicate the total number of youth. Estimate average number of youth if there is a lot of ebb and flow in and out of the room.
Grade Level Observed (Check all that apply)	Circle all the grade levels that are represented in the classroom or activity space. More than one category can be checked, if appropriate. You may use prior knowledge about what grade levels are supposed to be in the room if it is difficult to determine on sight, or check with staff later and circle based on their response.
Grouping Strategy	Indicate whether youth have been assigned to the activity based on their age grade level, chose the activity from a menu of options, or are attending a program-wide event. Write in other grouping strategies (such as gender-based activities, for example).

Indicator Definitions

YOUTH INTERACTIONS Youth…		Definition
	Have infrequent interactions with one another	Youth work on their own; interactions are intermittent and rare. Only a few youth interact with one another, or youth interact with one another only with a brief question or offering of assistance. Mostly youth are working independently without conversation.
	Have positive interactions	Tones of voice and/or body language are friendly and positive.
	Cooperate/share with each other	Youth share materials and space, help/accept help from each other, jointly work out how to approach an activity or situation.
	Talk informally/listen to each other	Youth have conversations that are either social or task-focused.
	Appear to enjoy each other's company	Youth seek each other out; they seem to like each other, want to be around one another, and/or have fun together.
	Have disagreements/disputes that are unresolved	Youth pick on one another, use "put-downs," and/or belittle one another. Disputes, harsh words, or anger persist during the observation but do not lead to serious intimidation or threats.
	Harass/intimidate/threaten each other	Youths' petty arguments or disagreements become threatening or intimidating and go beyond teasing or belittling to threats of physical harm.

2. STAFF-YOUTH INTERACTIONS STAFF…		Definition
	Engage positively with youth	Staff have occasional interactions with youth, which are generally positive, or pay attention to youth sporadically. These interactions are constructive and generally supportive, but they are not continuous or substantive.
	Are highly engaged with youth	Staff actively and continuously interact with youth in positive, substantive ways, engaging them, talking with them, and/or participating in activities with them. They pay attention to and show interest in what youth are doing and/or how they are working together.
	Engage informally in conversations with youth	Staff initiate informal conversations with youth (in contrast to task-oriented or instructionally focused conversations). They respond to youths' efforts to talk with them by showing interest and extending the conversation.
	Use positive language and tone of voice with youth	Staff use affirming words and tone of voice, speaking in a manner that indicates respect, appreciation, and belief in the value and potential of youth.
	Listen actively and attentively to youth	Staff look at youth when they are speaking and respond to youths' comments and questions, affirming what was said, asking questions for clarification, or responding directly to a request or question.
	Behavior management issues do not arise, or staff use positive management techniques to resolve behavior problems.	Staff set appropriate limits and communicate expectations for behavior. They intervene constructively and calmly to address disruptive behavior, redirecting youth away from disruptive or negative behavior and explaining/discussing why the behavior was unacceptable. Check this category when no behavior management issues arise or when staff manage them constructively.
	Praise/encourage individual youth	Staff praise youths' efforts, accomplishments, and progress, and offer encouragement to youth who are frustrated.
	YOUTH…	
	Respond to staff directions	Youth follow the directions of staff in a positive, agreeable way.
	Interact positively with staff	Youths' interactions/conversations with staff are friendly and respectful. Tones of voice and body language are positive.

	Seek out positive contact/interactions with staff	Youth initiate dialogue; offer to help staff; ask their opinions; banter back and forth.
	Ignore directions/tune staff out	Youth deliberately ignore staff that are talking to them. They may pretend to listen but are not listening, or they simply ignore staff directions or comments.
	Are rude/actively negative toward staff	Youth are actively negative toward staff, showing hostility, disrespect, or intentional efforts to offend staff.

2. STAFF-YOUTH INTERACTIONS (CONTINUED) STAFF…		Definition
	Have few or no interactions with youth	Staff do not interact with youth. They may appear bored or distant rather than actively interested in what youth are doing or how they are doing.
	Use arbitrary or harsh disciplinary methods	Staff yell at, shame, or disparage youth in response to negative or disruptive behavior. Staff punish the whole group for infractions by one youth.
	Belittle or embarrass youth in front of peers	Staff correct youth publicly in a way that embarrasses them, or intentionally belittle or embarrass youth when they make mistakes
	Appear to be unaware of teasing/bullying or other serious conflicts among youth	Staff are not present when these occur, are present but appear unaware that they are happening, or appear to be ignoring them.
	Fail to encourage/facilitate participation from disengaged youth	Staff do not acknowledge youth who are bored, wandering, or inactive. They fail to encourage participation or provide alternatives for those who are disinterested or uninvolved.

3. YOUTH ENGAGEMENT YOUTH…		Definition
	Are on-task	Youth are compliant, cooperating with the activity or using free time appropriately.
	Are interested/focused	Youth appear to be interested in the activity, seem to find it absorbing. Their participation seems to extend beyond compliance, to be motivated by their own interest as much or more than the fact that it is required.
	Are off-task/distracted/floating without purpose	Individuals or groups of youth are not participating in the activity (either actively or passively watching) and/or have difficulty settling into an activity during free time. Youth are wandering or are engaged in inappropriate conversations. Mark this category if, for the bulk of the segment,

		more than one youth is disengaged and clearly without purpose.
	Are disruptive to the activity/prevent peers from focusing	Youth are exceedingly disruptive and staff are unable to refocus/redirect them productively. The disruption may be caused by a small number of youth, or even one youth, but affects the entire group.

4. OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY Staff…		Definition
	Are clearly focused on instruction/helping youth to learn something new or master a skill	Through staff's actions and words, it is clear that they are trying to impart knowledge or teach a particular concept or skill to youth.
	Communicate goals, purpose, or expectations for activity	This is an outcome-oriented (not process) expectation. Staff explain why youth are participating in the activity and/or what they expect youth to accomplish. Do not mark here to record when staff state rules for behavior or re-state what youth are allowed to do in a particular activity (these are behavior management strategies).
	Provide direct instruction/lecture/give directions	Staff are telling, focusing, directing, with the goal of teaching, reviewing information, or explaining to youth how to do something. This interaction can include a series of simple question-and-answer exchanges with youth involving brief factual answers.
	Demonstrate or model a concept or skill	Staff show and explain the specific steps/processes to follow in completing activity/tasks. The demonstration/explanation goes beyond giving simple instructions to actually *showing* how to do something (by performing a dance step, demonstrating a drawing technique, working through a problem, etc.) or *giving youth examples* in response to questions.
	Engage youth in brief question-response exchanges	Staff ask youth questions that have right and wrong answers and can be answered briefly.
	Ask youth "why", "how", and "what if" questions	Staff ask youth questions that require extended responses (i.e., sentences or paragraphs rather than one- or two-word or short-phrase answers). They ask youth to explain their answers/arguments, respond to counterarguments, or to attempt to answer their own questions.
	Actively facilitate discussion among youth	Staff encourage dialogue between youth through discussion prompts or structured opportunities for group discussions among youth. They encourage a dialogue among youth rather than question/answer or call/response statements. The dialogue may be task-related or informal or personal.
	Critique/offer constructive feedback to individual youth	Staff circulate and actively review/observe youths' work/activities, and offer specific suggestions to youth for improving their skills or performance. They use positive words and tone of voice; offer concrete, supportive advice; and provide youth with examples of what they like about their work/progress.

	Challenge youth to push themselves intellectually, creatively and/or physically	Staff communicate high expectations and encourage youth to "push themselves" and expand their skills/experiences by moving to the next level of difficulty.

4. OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY STAFF…		Definition
	Criticize youths' work without offering guidance	Staff express general dissatisfaction with youths' work without helping youth to understand how they might improve.
	Give answers/impose solutions without encouraging youth to solve own problems	Staff design/impose solutions to interpersonal problems/conflicts rather than helping youth to develop their own solutions/compromises. Staff respond to youth questions with direct answers or tell them what to say (how to answer a question), rather than respond to youth with questions or prompts designed to help youth figure out the answer for themselves.
	Provide poor answers or wrong answers to questions	Staff give incomplete, confusing, or incorrect answers to youth questions. For example, in providing assistance with homework/academic enrichment, they provide information that is misleading or wrong.
	Fail to respond in a timely manner to youth who ask for assistance	When youth ask for help, staff do not or are unable to provide assistance in time to allow youth to remain focused and progress through the activity.
	Do not notice youth who are having difficulty (and who need assistance)	Staff seem unaware of how youth are doing, do not notice when youth are having difficulty (even if youth do not speak up) and offer assistance.

4. OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY (CONTINUED) **YOUTH…**		DEFINITION
	Actively listen to/watch lectures/presentations/ performances	Youth are the audience, watching and/or listening and paying close attention to a lecture, presentation, or performance by an adult or a peer. May also include watching videos chosen for instructional (rather than purely entertainment) purposes.
	Write (not for homework)	Youth are engaged in a writing a story, poem, or piece of nonfiction that is not a homework assignment. They write independently of a worksheet and are not writing in response to a series of questions, but may respond to a writing prompt.
	Read or are read to (not for homework)	Youth are reading a book, magazine, poem or newspaper that is not a homework assignment or

		are being read to by someone else.
	Use math skills (not for homework)	Youth are learning or practicing math skills as part of an activity that is not a homework assignment.
	Work cooperatively with each other to achieve a goal	Youth work together toward a common goal, negotiating roles, dividing tasks, and helping each other as needed.
	Work on projects with culminating products/events	The activity youth are engaged in builds to a product or event designed to showcase their work/skills—an art piece or art show, theatrical production, service project, sale, trip, etc.
	Choose what or how they do something or **help to determine the direction** of the activity	Youth get to make choices about what they do or the approach they take to completing a task. Youth have opportunities to make suggestions about how to carry out activities, tasks, or events that occur during the observation.
	Lead activities, individuals, or groups of peers	Youth lead some part of the activity by organizing a task or a whole activity, or leading a group of youth within the activity.
	Tutor/mentor other youth	Youth are either formally assigned as tutors or mentors to other youth in the activity, or they informally reach out to provide **substantial** help to other youth who are struggling with the activity.
	Think strategically/analyze/solve **complex problems**	The activity requires that youth develop a plan or think ahead several steps and anticipate others' responses (e.g., game of chess, tic-tac-toe, budgeting for a trip or a project) or solve a complex problem that requires substantial thought.
	Use information to accomplish a goal or to make a decision	Youth must gather and/or synthesize information in order to complete a task or make a decision. The information-gathering and processing should have a purpose, defined either by staff or chosen by youth. Examples include internet searches to help design a project or plan a trip.
	Participate in **structured discussions** that contribute to completing the activity/task	Youth are discussing a topic among themselves or with an adult. The discussion must clearly be an intentional part of the activity.
	Discuss interpersonal needs/feelings with peers and/or adults	Youth have discussions with peers and/or adults that are purposeful and intentional efforts to express feelings and resolve interpersonal problems constructively. May be formal/structured and involve the whole group, or they may arise in the course of resolving interpersonal conflict or addressing disruptive behavior.

5. ACTIVITY ORGANIZATION		**Definition**
	Youth know what they are expected to do	Youth seem to know what to do; if observed, the instructions staff give youth are easy to understand and to follow.

	The work area is appropriately prepared and ready for youth	The area or setting in which activities occur are ready when youth arrive. If they are needed, materials they are readily accessible and/or efficiently dispersed to youth.
	Activity is appropriate for youths' skill levels	The activity is not so difficult that most youth have trouble participating successfully and become frustrated, nor is it so easy that most youth master it quickly and become bored. Activity accommodates multiple age/skill levels if present, allowing youth to participate successfully at own pace.
	Youth do not know what is expected of them	Youth seem confused or unsure about what to do; if observed, the instructions staff give youth are confusing, unclear, or difficult to follow.
	Staff are unprepared for the activity	Staff have not prepared the room or assembled needed materials. Staff seem unprepared to lead the activity, are unsure about how to direct youth.
	Multiple staff work at cross purposes	If there is more than one staff member in the room, they do not support one another, give conflicting information or directions, or otherwise do not work well together.
6. SETTING AND RESOURCES		**Definition**
	If materials or equipment are needed, they are functional/in reasonably good condition, or no special materials are required.	Materials or equipment, if needed, are in a condition that allows them to be used as they were intended. Sports equipment is functional, games have all their pieces, computers are working and relatively up-to-date, etc. Mark positively if **no materials are needed or used.**
	If materials are needed, there are enough for all youth to have the access they need to the materials they need to participate, or no special materials are required.	There are enough materials to allow all youth present to participate in the activity simultaneously. Youth are not effectively excluded from the activity because there are too few materials or pieces of equipment. Youth can make progress on a task or activity with the materials available. Mark positively if **no materials used needed or used.**
	There is enough room for the activity/number of youth	The space accommodates the number of youth and/or activities under way without undue disruption or crowding that prevents youth from enjoying the activity or making progress on a particular task.
	Materials/equipment/space is needed but not available or is inadequate for the activity/task	**Lack of materials or equipment or space constraints prevent youth from participating successfully in the activity.**
	Space is unsafe for the activity	**Clear safety-hazards exist that makes the space inappropriate for use in an after-school program or the space is unsafe for the activity at hand (e.g., there is broken glass all over the room or there is nothing wrong with the room, but it is far too small/cluttered with furniture to be used for the football activity you observe).**
	External interruptions/distractions disrupt activity/prevent staff and/or youth from focusing	**The space is arranged/shared in such a way that external disruptions are clearly distracting to staff and/or youth and disruptive to the activity.**

TASI Site Visit Interview Questions

What are the program's hours of operation?

What is today's schedule?

What population is targeted for this program?

What is the staff to youth ratio?

What curricula are used?

How is the curricula connected to the school day curriculum?

Who is the school liaison?

How is program evaluation conducted?

What partnerships have you created with other local organizations?

How do you get/keep parents, business leaders, etc. engaged in the program?

How is the board of directors involved in the programming?

Do you keep public officials up to date with the program successes?

Did you conduct a formal staff orientation?

Are background checks conducted?

Is there a formal staff development plan?

What trainings are staff required to attend?

Is this grant (ASCS) the program's core/only funding?

What is the program's sustainability plan?

How have you diversified the funding?

What are the program's best practices? Are you willing to share these with other programs?

What are the challenges that you face?

What advocacy efforts has the staff participated in?

Do you encourage parents and stakeholders to write letters or engage in advocacy efforts?

SECTION A: GENERAL INFORMATION

A1. Site Identifier:	A2. Technical Assistance Provider/s: __MR __LC __RA __JES __KM __Other/specify:	A3. Date of Initial Contact: A4. Date of Technical Assistance Visit:
A5. TA __Initiated by TASI __Initiated by provider __Other/ specify:	A6. Services Requested: __Assessment __Facilitating Exchange __Program Development __Resource Identification __Staff Development __Other/specify	A7. Type of TA Provided: __Referral __Training/Presentation __Other/specify:

SECTION B: SITE VISIT INFORMATION

<table>
<tr><td>B1. Person Interviewed (name/position):</td><td rowspan="2">B3. Time on-site/delivering TA:
__<30 minutes
__Up to 1 hr.
__1-3 hrs.
__1/2 day
__1 day
__>1 day</td><td rowspan="2">B4. DATE FINAL REPORT SENT TO SITE DIRECTOR:</td></tr>
<tr><td>B2. Interested in peer mentoring?

____Yes ____No</td></tr>
<tr><td>B5. Number and types of activities observed:</td><td>B6. Number of youth participants in session/s observed:</td><td>B7. Total adults/staff:
___Activity Leaders
___Assistants
___Teen Staff
___Instructors/Guest Leaders
___Volunteers
___Other (specify)</td></tr>
</table>

SECTION C. STANDARDS

PART 1. ORGANIZATIONAL AREAS (STANDARDS IA-E)

Indicators	Rating 1=Emerging 2=Efficient 3=Exemplary	TA Identified	TA Rendered
Staff-Youth Interactions: Staff engage positively with youth; Staff praise/encourage individual youth; Youth interact positively with staff.			
Youth Engagement: Youth are interested and focused.			

Part 2. Program Standards (Standards II A-B)

Indicators	Rating 1=Emerging 2=Efficient 3=Exemplary	TA Identified	TA Rendered
Opportunities for Skill-Building and Mastery: Staff are clearly focused on instruction/helping youth to learn something new or master a skill; Staff ask youth why, how Staff actively facilitate discussion among youth; Youth work on project with culminating products or events; Youth think strategically/analyze/solve complex problems.			
Activity Organization: Activity is appropriate for youths' skill levels.			

PART 3. OTHER

Indicators	Rating 1=Emerging 2=Efficient 3=Exemplary	TA Identified	TA Rendered

Section D. Observation Notes

1. Youth Interactions

2. Staff-Youth Interactions

3. Youth Engagement

4. Skill-Building and Mastery

5. Activity Organization

6. Setting and Resources (space, materials, etc.)

7. Strengths to share with other network members

8. Other

Final Site Visit Report (Sample)

Name of person preparing report: *MARIANNE REYNOLDS* **Technical Assistance team:** Marianne Reynolds	Site of Technical Assistance Visit:
DATE OF FINAL REPORT:	Date of original technical assistance visit:

Program Commendables:

Program Challenges:

Recommendations for Future Action / Technical Assistance Rendered:

Other:

APPENDIX 10

The After-School INSTITUTE

Tuesday, May 16, 2006

Major Funding Provided by the City of Baltimore-- **BALTIMORE MAYOR MARTIN O'MALLEY & BALTIMORE CITY COUNCIL**

Greetings: The After-School Institute sends out a list-serve every Tuesday and Friday. The purpose of the list-serve is to inform our network of after-school program providers regarding updates on Baltimore's After School Strategy, TASI, trainings and other events, research findings, available resources, job announcements, etc. to enhance and support the work that they do. Please send us information that you would like us to consider for distribution through this list serve. Thank you.

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List-Serve Contents:

TASI NEWS

ANNOUNCEMENTS

FUNDING & GRANTS

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TASI NEWS

May After-School Network Meeting: REMINDER-- This month's Network Meeting will happen **NEXT Tuesday, May 23 from 9-11 am at The Forum** (4210 Primrose Avenue, Baltimore 21215). All after-school programs and youth workers from throughout Baltimore City are invited to attend.

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In collaboration with The Visionary Marketing Group and the Heritage Festival planning team, The After-School Institute is recruiting interactive and fun arts and history program exhibits and performances focusing on The African American experience ***@ The Heritage Festival, Camden Yards, in Baltimore on June 16-18, 2006.*** If interested in exhibiting, performing or both, please complete the attached registration form and fax it to The After-School Institute at 410-332-1824.

ANNOUNCEMENTS

Mayor Martin O'Malley's Office will host ***Walk the World to End Hunger*** in partnership with United Nations World Food Program on May 21st, 2006 at 10:00am, in downtown Baltimore. The walk will start at Rash Field, 400 Key Highway, and follow the newly created 3-mile Heritage Walk around Baltimore's Inner Harbor and historic neighborhoods. The World Food Program (WFP) is coordinating walks in over 71 different countries that are all to take place on May 21st. Funds raised by the Baltimore walk will be split between the Maryland Food Bank's local *School Pantry* program and WFP programs internationally. For more information on how to join the Walk, or for information on becoming a sponsor, please visit www.FightHunger.org and go to the Baltimore Walk site.

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Hampden Family Center Seeks Program Director- See attached announcement. Deadline: June 9, 2006.

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Attached is the flyer advertising the **4-week BCPSS free summer Early Learning Program**, in English and Spanish! The program is for children entering K, 1st and 2nd grades in the fall.

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"Exploring Quality Standards for Middle School Programs," materials from a conference organizing by NAA, Harvard Family Review Project, and Nellie Mae Foundation. These materials are designed to summarize insights from the day and to stimulate your further thinking on the topics we explored. You can access the website at: http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html

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Volunteers needed for LatinoFest. If you are interested, please contact Jessica at volunteer@eblo.org.

Saturday- June 24
Set-up 8:30am-12pm
Beer 6:30pm-10pm
Ticket booth 12 pm-3: 30 pm

Sunday
Set-up 9:30-12pm
Beer 12-3pm
Beer 3pm-6pm
Info Booth 3:30 pm-6: 30 pm
Info booth- 6:30pm-9pm
Ticket Booth- 6:30-8:30pm
Breakdown after festival is over

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The Greater Homewood Community Corporation Presents: FAMILY FUN DAY FESTIVAL--This Saturday, May 20th from 12-4:30 at the Harry and Jeanette Weinberg YMCA (900 E. 33rd Street) Opening Remarks will be made by City Councilwoman Mary Pat Clarke.

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LEARNING FROM SMALL-SCALE EXPERIMENTAL EVALUATIONS OF AFTER SCHOOL PROGRAMS-- The eighth publication in our "Out-of-School Time Evaluation Snapshots" series is now available on our website. "Learning from Small-Scale Experimental Evaluations of After School Programs" reviews the evaluation strategies and findings from rigorous, experimental studies that are smaller or more local in scope than the national evaluations usually featured. Although they are often overlooked, these evaluations can provide valuable information for practitioners, researchers, policymakers, and others about investing in, conducting, and evaluating OST programs. You can read the "Snapshot" online at: http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot8.html

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EXPLORING QUALITY STANDARDS FOR MIDDLE SCHOOL AFTER SCHOOL PROGRAMS: WHAT WE KNOW AND WHAT WE NEED TO KNOW-- In our continuing efforts to understand and promote quality programming, HFRP and the National Institute on Out-of-School Time recently co hosted a 1-day summit on quality in middle school after school programs. At this summit, after school staff, administrators, researchers, and funders met to discuss how to define and assess middle school program quality and how to distinguish it from elementary school program quality. Our website now includes materials that summarize the discussions leading up to the summit, what we learned at the summit, and future directions for policy, practice, and research. You can access that material at: http://www.gse.harvard.edu/hfrp/projects/afterschool/conference

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HFRP OST RESEARCH FEATURED ON THE WILLIAM T. GRANT FOUNDATION WEBSITE-- The William T. Grant Foundation is currently featuring findings from our research study on the predictors of youth participation in OST activities. You can see the profile at: http://www.wtgrantfoundation.org/grant_profile4314/grant_profile_show.htm?grantee_project_id=1673

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A PORTRAIT OF AMERICA'S TEACHERS-- According to research from various sources, today's teachers are primarily white, female, married, religious, and on average are 43 years old. More than half hold at least a master's degree. Forty-five years ago, in 1961, only 23 percent held advanced degrees. Additionally, 21st century teachers: (1) Spend an average of 50 hours per week on all teaching duties, including non-compensated school-related activities such as grading papers, bus duty and club advising; (2) Teach an average of 21 pupils (elementary). Secondary schoolteachers have an average class size of 28 pupils; (3) Spend an average of $443 per year of their own money to meet the needs of their students. Elementary teachers spend about $498 per year. Secondary teachers spend about $386. Teachers of color spend about $470 per year, more than the $434 spent by white teachers. (4) Make an average starting salary of $31,704 per year, not including supplemental pay for extra duties. (5) Enter the teaching profession to help shape the next

generation. Nearly three out of four (73%) enter teaching because of their desire to work with young people. And nearly seven out of 10 teachers (68%) cite it as the reason for remaining in the profession. http://www.nea.org/newsreleases/2006/nr060502.html

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THE PUBLIC SPEAKS OUT ON NO CHILD LEFT BEHIND-- Public concern over implementation of the No Child Left Behind Act (NCLB) is rising, according to a new report from Public Education Network. "Open to the Public: The Public Speaks out on No Child Left Behind," identifies specific concerns voiced by more than 1500 parents, students, taxpayers, and community leaders at open public hearings from September to January of this year. The hearings were designed to gain grassroots and civic input on the law from groups often left out of the policy debate, yet profoundly impacted by its implementation. Throughout the hearings, the public rejected a single test as an accurate measure of school improvement. Parents and community leaders indicated that discrepancies between state and federal measures of school progress have created a deep mistrust of high-stakes tests and other NCLB indicators as accurate assessments of school performance. And, they believe that accountability must be expanded to include additional measures of school and student progress, developed with the input of local educators, parents, and the community. Americans are also angered by the labeling of schools as "in need of improvement" because they say that this label erodes public support for these schools. Rather than increasing the public's sense of responsibility for demanding additional support and resources, 'in need of improvement' labels are perceived as punitive and can result in student, teacher, and community abandonment of the very schools most in need of support. The report outlines several specific community-based recommendations for improving NCLB during the upcoming reauthorization of the law. http://www.publiceducation.org/2006_NCLB/main/index.asp

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TOP FIVE SPECIAL EDUCATION ISSUES-- Thirty years ago, Congress announced that more than half of American children with disabilities were not receiving appropriate educational services. Today, American schools have a world-class system for differentiating instruction for all students, regardless of cognitive, emotional or physical limitations. That's quite an accomplishment, and something about which educators should be proud. Alas, there's a rub, reports Pamela Wheaton Schorr. While children with disabilities are now welcomed into classrooms with open arms, it can be hard to find educators embracing the kind of frank discussions that normally accompany such a sea change in instruction. Whether it's because teachers and administrators are all leery of being called prejudiced, embarrassed about some of their past policies or simply too overwhelmed with day-to-day work to get their arms around the bigger issues, the result is the same: There are a number of seemingly insurmountable challenges in special education, and not much is being said about them: (1) Not all special ed students have gotten the education they deserve; (2) Special education teachers are often considered second-class citizens; (3) Special education paperwork overwhelms teachers and administrators; (4) A disproportionate number of children of color end up in special education; and (5) Numbers of special-ed students grow as number of dollars shrink. http://www2.districtadministration.com/viewarticle.aspx?articleid=153

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YOUNG ADULTS ILL-INFORMED ABOUT THE PEOPLE, PLACES & CULTURES OF THE WORLD-- Even with ongoing news coverage of the war in Iraq, the aftermath of natural disasters in far-flung regions, and the globalization of the marketplace, young adults in the United States appear isolated, uninformed, and indifferent when it comes to the world's people, places, and cultures, according to a new survey of Americans' geographic knowledge. The latest geographic-literacy study by the National Geographic Education Foundation concludes that too many young adults lack basic knowledge of the world, leaving them essentially unprepared for living in an increasingly global society. And few understand the importance of such skills or deem them essential, reports Kathleen Kennedy Manzo. "Most young [American] adults between the ages of 18 and 24 demonstrate a limited understanding of the world beyond their country's borders, and they place insufficient importance on the basic geographic skills that might enhance their knowledge," says the study. Six in 10 respondents, for example, could not find Iraq on a map of the Middle East, most did not know that Indonesia is a predominantly Muslim nation, and only one-fourth knew that Mandarin Chinese -- not English -- is the most widely spoken native language in the world. Indeed, less than a year after Hurricane Katrina ravaged New Orleans, just two-thirds of those polled could find Louisiana on a map. About half could locate New York state. http://www.edweek.org/ew/articles/2006/05/02/34geog_web.h25.html

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NEARLY ALL SODA SALES TO SCHOOLS TO END-- The nation's largest beverage distributors have agreed to halt nearly all sales of sodas to public schools -- a step that will remove the sugary, caloric drinks from vending machines and cafeterias around the country. Under the agreement, the companies also have agreed to sell only water, unsweetened juice and low-fat milks to elementary and middle schools. Diet sodas would be sold only to high schools. "I don't think anyone should underestimate the influence this agreement will have," said Susan Neely, president and CEO of the American Beverage Association, which has signed onto the deal. "I think other people are going to want to follow this agreement because it just makes sense." The agreement should reach an estimated 87 percent of the public and private school drink market, Neely said. Industry giants Cadbury Schweppes PLC, Coca-Cola Co. and PepsiCo Inc. and the ABA have signed on. Officials said they hope companies representing the other 13 percent of the market would follow suit. The Alliance for a Healthier Generation, collaboration between the William J. Clinton Foundation and the American Heart Association, helped broker the deal.
http://news.moneycentral.msn.com/provider/providerarticle.asp?Feed=AP&Date=20060503&ID=5690001

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HYBRID SCHOOL BUSES ON THE WAY-- At a time when record fuel prices threaten to siphon money from school budgets, school bus manufacturer IC Corp. has partnered with the Enova Systems, a developer of electric, hybrid, and fuel-cell digital power management systems, to build what the companies are calling the nation's first hybrid diesel-electric school bus. A prototype of the hybrid vehicle is scheduled to be delivered to a school bus customer this spring, though IC executives have not disclosed the name of the client. Widespread production on the model is expected in 2008, reports Robert Brumfield. That's too late to help school systems weather the current high cost of fuel--but it could give schools leaders some hope for the future.
http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6273

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STUDENT-BUILT VEHICLES GET 1,000 PLUS MILES PER GALLONS-- The 11th annual IMSTEA Super Mileage Challenge was recently held at Indianapolis Raceway Park. The Stock Class winner was Mater Dei High School of Evansville, Ind., at 1,242.76 MPG, and the Unlimited Class

winner was William Henry Harrison High School of Lafayette, Ind., at 1,060.30 MPG. The students build their own cars under the supervision of a faculty member. They are responsible for the design and construction of the car and for raising all funds needed for the project. Briggs & Stratton Corp. furnishes engines, but all other items must be either purchased or donated by sponsors. The students learn not only the technical and scientific aspects of building a high mileage car, they also learn how to work as a team and solve complex problems.
http://www.rensselaerrepublican.com/articles/2006/04/28/news/community/community02.txt

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NATIONAL SPELLING BEE GOES PRIMETIME-- For the first time in its 79-year history, the National Spelling Bee will go prime time for next month's drama-filled finals. Thanks to recent movies, books and even a Broadway musical, young spellers are suddenly hot. After 12 years of showings by the sports cable network ESPN, the final rounds of the two-day Scripps National Spelling Bee will be shown live Thursday evening, June 1, on the ABC network. Imagine spelling "appoggiatura" -- last year's championship word, meaning melodic tone. Then imagine trying to spell it while knowing that millions of people across the country are watching. http://www.cnn.com/2006/EDUCATION/05/02/spelling.bee.ap/index.html

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HARASSMENT OF GAY STUDENTS IN SCHOOL STILL TOO COMMONPLACE-- The Gay, Lesbian and Straight Education Network, or GLSEN, announced findings from the 2005 National School Climate Survey (NSCS), the only national survey to document the experiences of students who identify as lesbian, gay, bisexual and transgender (LGBT) in America's schools. The survey reveals that anti-LGBT bullying and harassment remain commonplace in America's schools. 75. 4% of students heard derogatory remarks such as "faggot" or "dyke" frequently or often at school, and nearly nine out of ten (89.2%) reported hearing "that's so gay" or "you're so gay" -- meaning stupid or worthless-- frequently or often. Physical harassment and assault is also too frequently reported. Overall, LGBT students were twice as likely as the general population of students to report they were not planning to pursue any post-secondary education. The average GPA for LGBT students who were frequently physically harassed was half a grade lower than that of LGBT students experiencing less harassment (2.6 versus 3.1). On a positive note, the report indicates that trained and supportive staff, the presence of Gay Student Alliance clubs, and anti-bullying policies all lead to reductions in harassment.http://www.glsen.org/cgibin/iowa/all/news/record/1927.html

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ONE MAN'S EFFORT TO RAISE $54 MILLION FOR SCHOOLS-- Buddy Bagley has a new cause: overcrowded schools. He believes that tax dollars will not arrive soon enough to begin construction on four new public schools, so he is launching a $54 million campaign to raise the money from private donors. Bagley said if the foundation can get 100,000 residents to donate $180 during the first year, the group would raise $18 million. At the end of three years, the group would have $54 million. "How do you eat a 4,000-pound elephant," Bagley asked. "One bite at a time. How do you build a school building? One square foot at a time." Critics say that public education is a public responsibility and should be paid with funds from the public purse.
http://home.hamptonroads.com/stories/story.cfm?story=103626&ran=247832

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NO MORE NAPS IN KINDERGARTEN: ACADEMIC DEMANDS PUSH OUT SHUT-EYE-- For decades, boys and girls have arrived at kindergarten with a must-have from the supply list: A comfy mat for nap time. Today, they can leave their tiny mats at home, reports Gail Smith-Arrants. Across the nation, academic pressures in public schools are getting pushed down to kindergarten. Not even 5-year-olds have time for naps anymore. The national move away from naptime and to making kindergarten a more studious environment can come at a price, some educators say. Young children can be hurried into academics too soon, they worry. Today's on-the-go kindergarten is not the one that baby boomers, or even some boomers' children, remember. "Kindergarten has experienced the greatest change of any grade level in the system," said Susan Allred. "We went from spending a semester playing in kitchen centers to actually teaching them to read and write." Instead of naps, some teachers ask children to rest their heads on their desks for about 20 minutes. They use the time to work one-on-one with students who need extra help.
http://www.charlotte.com/mld/charlotte/living/education/14470220.htm

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OTHER DEMANDS OUTMUSCLING PHYSICAL EDUCATION INSTRUCTION-- Most states require physical education for elementary and high school students, but the time in these classes is often short and is being gobbled up by other academic demands, a new report says. Some classes are even offered online. The trend could undercut efforts to stave off obesity in children, the researchers say. These are among the findings of a survey of physical education coordinators in the education agencies of all 50 states and the District of Columbia. It was conducted by the National Association for Sport and Physical Education, a group of professionals in the field, and the American Heart Association. "Schools have a difficult time squeezing everything in," says Bruce Hunter. "PE and the arts have gotten pushed to the side a little because administrators, principals and teachers are trying to get in as much instructional time as they can to prepare for state achievement tests." http://www.usatoday.com/news/health/2006-05-01-physical-education_x.htm

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SCHOOL COMMERCIALISM: FROM DEMOCRATIC IDEAL TO MARKET COMMODITY-- In a new book on school commercialism, Alex Molnar examines how various commercial initiatives -- from the advertising-driven Channel One, to exclusive vending machine contracts in school districts, to for-profit schools run by companies like the Edison Project and other market-centered charter schools -- threaten the future of American education. Schools are an ideal and hugely desirous location for targeting kids. In one institution, an otherwise disparate market segment is captive and organized by age. Even more, because children experience school-based advertising in what is otherwise thought to be a public institution, legitimacy is conferred on marketers' actions. By participating in schools, in other words, corporate America is able to buy a degree of community good will while selling directly to kids in a focused environment. School commercialism also serves two other functions: it provides a podium to disseminate corporate ideas and values; and, most significantly, it provides an essential venue for spreading the notion that consumption itself is the most important framework within which personal and social happiness, meaning and fulfillment can be found. This latter function is really where corporate activity poses a significant challenge to the integrity of schools. As Molnar explains, through the increased presence of corporate culture the work of schools shifts from a site that develops young people as engaged learners and active citizens to a site that produces consumers who are brand conscious and brand loyal, and at an

increasingly younger age. "The more corporate special interests are allowed to influence what schools teach -- and, by extension, limit what they cannot teach -- the less students are seen as active citizens-to-be, and the more they are seen as passive consumers-to-be-sold." http://edrev.asu.edu/reviews/rev488.htm

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EDUCATORS GIVE FEMA A BIG "F"-- Eight months after Hurricane Katrina flattened the Gulf Coast region and displaced about 372,000 students, school officials say restrictions on how they can spend federal relief money are slowing down their efforts to rebuild and reopen schools. A few lawmakers say the effort should be stripped from the Federal Emergency Management Agency altogether and handed to a proposed "education recovery czar" at the U.S. Education Department. In many cases, superintendents have started rebuilding efforts on their own, crossing their fingers that federal aid would follow, reports Greg Toppo. A few federal officials say the problem with distributing relief dollars lies with overcautious state officials who don't want to misspend. But school officials say they're right to be cautious -- they must inform Congress of all projects of more than $1 million and can't start until buildings are assessed. But there's an acute shortage of assessors, they add. http://www.usatoday.com/news/education/2006-04-30-katrina-rebuilding_x.htm

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RACE, INCOME INFLUENCE SCHOOL EXPERIENCE, SURVEY SUGGESTS-- "African-American students are far more likely than white students to report that their teachers have low academic expectations for them," finds a new report from the Education Alliance, a local education fund. "African-American pupils are also less likely to indicate that there are sufficient caring and mentoring relationships between students and teachers." Researchers surveyed 19 West Virginia schools -- four in central cities, two in mid-sized cities, three in small towns and 10 in rural areas, reports Anna L. Mallory. "This may be the most important research we've done," said Hazel Palmer, director of the alliance. "We're not saying [students'] perception is reality. But, it is now." The study was sponsored by the Claude Worthington Benedum Foundation and the Public Education Network. Researchers also found that even poor students in rural schools have a brighter outlook than more urban students. The survey is primarily a set of data that Palmer said might be too easy to dismiss. But, she said educators should not ignore the findings. She said it goes hand in hand with a study released two years ago of student responses to similar questions. That study also found that students believe race and poverty affect their academic standing. State educators said they would not dismiss either report and are working to remedy the problems. http://www.dailymail.com/news/News/2006042828/

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IMPROVING LOW-PERFORMING HIGH SCHOOLS-- Recent research on three high school reform models from MDRC offers hope that programs can improve low-performing high schools. Together, these three interventions are being implemented in more than 2,500 high schools across the country, and various components of these models are being used in thousands more schools. Each model has been the subject of rigorous evaluation by MDRC, and each has been shown to improve some measures of student success. The new report offers lessons from across these three studies on: (1) Creating personalized and orderly learning environments; (2) Assisting students who enter high school with poor academic skills; (3) Improving instructional content and practice; (4) Preparing students for the world beyond high school; and (5) Stimulating change in overstressed high schools. The report asserts that structural changes and instructional improvement are the twin pillars of high school reform. MDRC's research suggests that transforming schools into small learning communities and assigning students to faculty advisors can increase students' feelings of connectedness to their teachers. Extended class periods, special catch-up courses, high-quality curricula, and training on these curricula for teachers can improve student achievement. Furthermore, school-employer partnerships that involve career awareness activities and work internships can help students attain higher earnings after high school.http://www.mdrc.org/press_releases/17/press_release_17.html

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STOPPING THE REVOLVING DOOR OF TEACHER TURNOVER-- In August 2004, New York City launched possibly the largest, most aggressive overhaul of teacher induction in the country. Recognizing, as in many urban school systems, that new teachers were leaving the city schools faster than they could be replaced, the NYC Department of Education (DOE), the United Federation of Teachers (UFT), and the New Teacher Center at the University of California, Santa Cruz (NTC) joined forces to implement a $36 million program that would change the way new teachers are supported throughout the city. This policy paper describes the parameters of the project, assessing successes and challenges. It highlights six key lessons from their work: (1) Build political will for reform of inductions systems; (2) Ensure all mentoring programs develop and maintain a high-quality selection process; (3) Identify and support successful program standards; (4) Align mentoring program and general induction activities with district and regional programs related to teacher development; (5) Address systemic and infrastructure issues that impact new teachers; and (6) Leverage systems change by building on mentor skills, knowledge, and experience. http://www.newteachercenter.org/nyc_policy_paper.php

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SCHOOL REPORT CARDS ARM PARENTS WITH INFORMATION FOR INVOLVEMENT-- Children are like 401(k) plans. The more we invest in them, the greater the reward. That's why the new Community Report Card for Parents developed by Partners in Public Education (PIPE), a local education fund in Memphis, TN, is so important to parents. Each school report card contains a profile of the school with the name of the principal, phone numbers and local school board members; special programs; safety; average class size; TCAP proficiency; overall performance; suspensions and expulsions; nonacademic Adequate Yearly Progress information, and environment surveys of students, parents and teachers. But why should Memphis care about parents getting involved in their children's education? Because the best way to predict whether a student will succeed or fail in school is whether that student has involved parents. Study after study shows that students with involved parents make better grades, enroll in higher-level programs, attend school regularly, have better social skills and go on to college. But involvement by parents often turns on whether they are encouraged, and few developments are more encouraging than the Community Report Card for Parents, writes Toni Hampton. The report card is not about making judgments or finding fault. It's all about giving parents the facts and encouraging them to find out how they can be a positive force for quality schools. http://www.yourschoolreportcard.com/

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PAYING FOR COLLEGE: THE RISING COST OF HIGHER EDUCATION-- At the same time that a college education has become the

ticket to the middle class, college has become less affordable. The situation in New England is worse than it is nationally. Even though incomes are higher in the region, families are likely spending a higher share of their income to pay for college. In 2003-04, families with students attending a community college in New England spent 17 percent of their annual income to cover the costs of college. Families are stretching even more to attend a public four-year college in the region, spending 21 percent of their income. Private colleges are the most expensive, requiring that families spend a stunning 33 percent of their income. Although family incomes and grant aid have increased over the past decade, they have not increased enough to offset the increases in tuition prices. As a consequence, more students and parents are taking out loans to finance their college education, and the amount of debt that students are carrying has increased significantly during the past ten years. The increase in loans has shifted a greater amount of risk to students and their families, and the consequences of this shift deserve more public discussion. While the long-term value of a college degree may well justify the cost and accompanying debt, there are a substantial number of students who start college leave without earning a degree. Many, if not most, college dropouts have debt that still must be repaid, without the advantages of a college degree. Thus, a renewed focus on getting students through college and not just into college is needed. http://www.massinc.org/index.php?id=216&pub_id=1828

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ARE CHARTER SCHOOLS CLOSING THE ACHIEVEMENT GAP? Charter schools have been lauded for reasons ranging from increasing parental choice to introducing innovative practices to reducing educational bureaucracies. However, most charter schools are located in urban centers and enroll lower-income and minority students. Serving disadvantaged students is a principal goal of charter school reform. Assessments should account for this purpose. An article by Ron Zimmer and Richard Buddin examines the effect that charter schools are having on student achievement in general, and on different demographic groups, in two major urban districts in California. The authors find that achievement scores in charter schools are keeping pace, but not exceeding those of traditional public schools. The findings in this study show that charter school effects do not vary systematically with race/ethnicity or English proficiency status of students. http://www.ncspe.org/publications_files/OP118.pdf

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A QUESTION OF RESILIENCE-- Study after study has shown that sexually-abused children are more likely to develop a raft of emotional and health problems, including depression, post-traumatic stress disorder and suicidal thoughts. But, how is it that some children show certain resilience after experiencing a trauma and others do not? In this article, Emily Bazelon explores new understandings in the emerging field of resilience theory. Past research has described resilience as a function of temperament, will or intelligence. While children of average intelligence or above were more likely to exhibit resilience, the researchers noted that good relationships with adults can exert an effect that is as powerful, if not more, in mitigating the effects of adversity. In recent years, biological science has proposed a new paradigm. The latest research shows that resilience can best be understood as an interplay between particular genes and environment. Researchers are discovering that a particular variation of a gene can help promote resilience in the people who have it, acting as a buffer against the ruinous effects of adversity. Whatever an abused child's genes, critics argue, she still needs the ingredients that promote resilience -- adults he or she can trust, the reinforcements that make them believe in themselves. http://www.nytimes.com/2006/04/30/magazine/30abuse.html

|---------- NEW GRANT AND FUNDING INFORMATION----------|

"Seeking Applications for Youth Partnership Team"-- The America's Promise Alliance's Youth Partnership Team is currently accepting applications for new members. The Youth Partnership Team is a select group of young leaders chosen to help support and lead the America's Promise Alliance's campaign for children and youth. Members of the YPT are often called upon to speak on behalf of the America's Promise Alliance, give presentations and workshops at conferences, and help manage and facilitate a national, web-based youth leadership program for other young people. Maximum Award: n/a. Eligibility: youth ages 14-22. Deadline: June 2, 2006. http://www.americaspromise.org/files/YPT2006.doc

"**National Neighborhood Day Short Film Contest**"-- National Neighborhood Day is hosting its second Short Film Contest, an opportunity for filmmakers to use technology and creativity to tell the nation "What Neighborhood Means to Me". Maximum Award: $2,000. Eligibility: Adults and youth K-12. Deadline: June 15, 2006. http://www.neighborhoodday.org

"Funding for Community-based Child Health Initiatives"-- 2007 CATCH Resident Funds grants will be awarded on a competitive basis for pediatric residents to plan community-based child health initiatives. CATCH Resident Funds grant projects must include planning activities, but also may include some implementation activities. Maximum Award: $3,000.
Eligibility: Pediatric residents working with their communities. Deadline: July 14, 2006. http://www.aap.org/catch/residentgrants.htm

"Student Peace Prize"-- The Student Peace Prize is to be awarded during the International Student Festival in Trondheim (ISFiT) 2007. The prize is awarded every second year on behalf of all Norwegian students, and is the only peace prize in the world to and from students. This prize highlights the important role of students in the struggle for peace, democracy and human rights. Eligibility: nominee must be a student or a student organization who or which has made an outstanding contribution to peace, democracy or human rights. Maximum Award: an invitation to come to Norway to accept the prize at the Peace Prize Ceremony during ISFiT 2007, and travel throughout Norway to meet with important organizations and decision makers. Deadline: September 20, 2006. http://ga1.org/ct/51w2-xY1PqRR/peaceprize

"**Awards for Excellence in Private Enterprise Education**"-- The Freedoms Foundation at Valley Forge conducts the Leavey Awards for Excellence in Private Enterprise Education to honor outstanding educators who excite a commitment in their students to the free enterprise system and unleash the entrepreneurial skills of their students at the elementary, junior high school, high school and college level. Maximum Award: $7,500. Eligibility: teachers at schools (K-12), colleges, and universities. Deadline: November 1, 2006. http://www.ffvf.org/leavey.asp

FLBC releases training and technical assistance RFP for after-school programs. Proposal due date is June 29, 2006 and a Q & A session is scheduled for June 1, 10 a.m. to 11 a.m. For details, please check their website at www.flbcinc.org.

Commonweal Foundation Offers **Community Assistance Grants for Educational Programs** assisting disadvantaged youth in Maryland, the District

of Columbia, and Northern Virginia. The foundation focuses on secondary and, to a lesser extent, elementary education. Through its Community Assistance Grants, the foundation supports a variety of social service endeavors, including after-school tutoring for at-risk youth, mentoring and enrichment programs, youth entrepreneurship, and programs that encourage students to finish high school and to apply for college. Applicant programs should accord with the foundation's mission; be located in Washington, D.C., Maryland, or Northern Virginia; and have an annual budget not exceeding $1 million. The maximum grant award is $25,000. Deadline: August 1, 2006. The Commonweal Foundation requests that organizations use the Washington Regional Association of Grantmakers www.washingtongrantmakers.org common grant application format. Visit the foundation's Web site at www.cweal.org for complete program information and application procedures

As part of a continuing HHS effort to improve the health and well being of racial and ethnic minorities, the Department announces availability of FY 2006 funding for the **Minority Community Health Partnership HIV/AIDS Demonstration Grant Program.** The Minority Community Health Partnership HIV/AIDS Demonstration Grant Program seeks to improve the health status relative to HIV/AIDS, of targeted minority populations through health promotion and education activities. This program intends to test community-based interventions on reducing HIV/AIDS disparities among racial and ethnic minority populations, and demonstrate the effectiveness of community-based partnerships involving non-traditional partners at the local level.

For more information, go to: http://a257.g.akamaitech.net/7/257/2422/01