City of Sacramento
Department of Youth Services
Blueprint for Implementation

Table of Contents

I.   Introduction

The City of Sacramento ("City") is embarking on an ambitious effort to develop and implement a vision and set of goals for all children so that they can succeed in school, career, and life. In order to do so, a plan will be proposed to create a new City Department that focuses solely on meeting the needs of Sacramento's younger residents and on ensuring that City dollars are invested in high-impact strategies.

This blueprint is intended to provide guidance to the Director of the new Department of Youth Services ("Department"), offering a framework, potential approaches, and a proposed infrastructure. This document is not a directive; rather, it should instill a foundation for the Department's initial years and inspire creative thinking for the future.

Significant credit for the development of this blueprint must be given to the National League of Cities' Institute for Youth, Education, and Families. The resources produced by this organization are relevant, practical, and replicable. The bibliography provides a listing of the primary papers used to develop a portion of this document.

II.   Purpose of Department

The purpose of the Department is to set and achieve a citywide vision for children and youth by strengthening services for this population through strong alignment across all programs and a focus on quality which will, in turn, increase program participants' chances of success in school, career, and life. Towards this end, the Department will, in the short-term and at a minimum, 1) promote a clearly articulated framework for the delivery of all children and youth services; 2) establish and monitor progress towards the City's stated goals for children and youth; 3) consolidate the management of some current City Departments' programs that solely serve children and youth; 4) work with other City Departments and community-based providers to improve outcomes for youth; and 5) administer the proposed Sacramento's Children's Fund.

III.   Vision

To unite all stakeholders' efforts in meeting the needs of the City's children and youth, a compelling yet achievable vision must be developed and then championed by the Mayor and City Council. This vision should drive all of the Department's work and provide common language that is flexible and frequently used by stakeholders. To that end, a vision statement that is concise yet meaningful is advised. For example, the vision statements in Santa Fe, NM, ("All children deserve a safe, healthy, and nurturing environment in which to grow.") and Denver, CO, ("Denver youth are prepared for learning, work, and life.") promote messages of inclusiveness and define shared priorities without being lengthy. More locally, in Oakland, CA, the vision statement is that "All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives," and in San Francisco, CA, the vision is "to ensure that families with children are a prominent and valued segment of San Francisco's social fabric by supporting program and activities in every San Francisco neighborhood."

To the extent possible, the Department should attempt to invite stakeholder input in the development of an initial vision with the understanding that establishing a vision is only the first step in a broader process. When the Department has sufficient capacity, it should undertake the development of a youth master plan which can be considered both a process and a product. The benefits resulting are two-fold: 1) strong partnerships leading to enhanced communication and broader civic engagement; and 2) an alignment of resources resulting in the elimination of duplicative efforts, an increase in access to services, potentially significant cost savings, and, ultimately, increased returns on the City's investment. See Section XVII for more information.

IV.   Youth Development Framework

In order to begin the process of identifying goals and strategies to achieve the vision, the Department needs to adopt and articulate a clear framework that guides its work. Using the well-accepted youth development framework is advised (Connell, J.P. & Gambone, 1998). This framework is supported by decades of youth development research which demonstrates that when a young person is provided with certain supports and opportunities, they grow into young adults who are economically self-sufficient, engaged in health family and social relationships, and contribute to their communities in meaningful ways.

In order to increase the chances that children and youth reach these long-term outcomes, they must accomplish three things as they move from childhood through adolescence. They must:

- Learn to be productive by doing well in school, developing positive outside interests, and acquiring basic life skills;
- Learn to connect to adults in their families and community, to their peers in positive ways, and to something larger than themselves be it religious or civic; and
- Learn to navigate by charting and following a safe course a) among changing conditions in their multiple worlds, b) during their developmental transition from being taken care of to taking care of others and from learning about their world to assuming responsibility for their role in it, and c) around the lures of unhealthy and dangerous behaviors and experiences of unfair treatment, rejection, and failure.

Research has shown that five key supports and opportunities can increase the likelihood that children and youth gain the capacities outlined above. These youth development experiences should, theoretically, be offered in all aspects of youth's lives: school, home, and out-of-school activities. The youth development supports and opportunities are as follows:

1. Multiple supportive relationships with adults and peers;
2. Challenging and engaging activities and learning experiences;
3. Meaningful opportunities to take leadership and play decision-making roles;
4. Meaningful opportunities for involvement and membership in their communities; and
5. Physical and emotional safety.

Simply implementing the above is not sufficient. The quality of the youth development experiences matter greatly. In fact, research has shown that a low-quality youth development program is more harmful to a young person than her not having such an opportunity at all.

What is ideal about this framework is that can be applied to any children and youth program. That is, a program that offers swimming lessons can implement policies and practices that promote youth development supports and opportunities just as easily as a program that provides youth employment training. While the policies and practices vary depending on the content of the program, in the end, all programs are striving towards the same objective: to provide participants with a high-quality youth development experience.

It should be noted that as a necessary precondition to the above children and youth must have adequate nutrition, health, and shelter. Without these needs being met, children and youth cannot fully benefit from the youth development supports and opportunities.

V.   Goals

To articulate how the vision will be achieved, the Department will need to set concrete goals. These goals should focus both on quantity and quality, and in their development, these goals should meet three criteria: be observable, be understandable, and have defensible thresholds. That is, establishing a goal of ensuring that all Sacramento youth will graduate from high school meets the first two criteria, but not the last one as the Department cannot be held accountable for graduation rates. On the other hand, a goal aiming to help increase the chances that children and youth succeed in school meets all three criteria as the Department can be held accountable for whether or not it provided help aimed at promoting educational success.

In Oakland, CA, the Oakland Fund for Children and Youth (OFCY) has four goals dictated by the legislation creating the Fund:

1. Support the health development of young children;
2. Help children and youth succeed in school and graduate high school;
3. Prevent and reduce violence, crime, and gang involvement among young people; and
4. Prepare young people for health and productive adulthood.

In San Francisco, CA, the goals of the Department of Children, Youth and their Families (DCYF) are called "Quality of Life Benchmarks" and were adopted by the Board of Supervisors and Mayor. They are as follows:

1. Children and youth are healthy.
2. Children and youth are ready to learn and are succeeding in school.
3. Children and youth live in safe, supported families.
4. Children and youth live in safe, supported, viable communities.
5. Children and youth contribute to the development and vitality of San Francisco.
6. San Francisco retains and begins to grow its child, youth, and family populations.

Both municipalities have identified goals that have similar themes and aspirations. The Department could use these examples to craft the City's goals for its children and youth. It is also recommended that initially the Department set no more than three or four goals which certainly can and should be revised and expanded as the City measures its progress towards those goals and identified emerging needs.

VI.   Needs, Outcomes, and Strategies

After setting goals, the Department will need to identify needs related to each goal, desired outcomes related to the goals, and potential strategies to achieve the desired outcomes. At this point, most stakeholders would say that the needs of the City's children and youth have been identified and well-documented and that a needs assessment is not necessary. The Department should be confident that the data needed to pinpoint needs related to each of its goals does exist. From there, realistic target outcomes can be set and strategies can be selected and proposed for implementation. Strategies, to the extent possible, should be evidenced-based or strongly backed by research that demonstrates their impact.

OFCY has chosen eleven strategies that are grouped into four overarching areas that directly tie to each of the four legislated goals.

Strategy Area 1: Healthy Development of Young Children
1. Health and developmental consultations in early care and education
2. Parent and child engagement in early learning and development
3. Pre-kindergarten summer camp

Strategy Area 2: Student Success in School
4. School-based after-school programming for elementary and middle school
5. Transition programs for youth into middle and high school
6. Youth leadership in community schools

Strategy Area 3: Youth Leadership and Community Safety
7. Community-based out-of-school time programs
8. Summer programs
9. Youth leadership and community safety

Strategy Area 4: Transitions to Adulthood
10. Youth career and workforce development
11. Academic support for older youth

The chart below illustrates how San Francisco's DCYF organizes its strategies:

GOALS	AGES BIRTH – 5 Every child is ready when they begin school.	AGES 5 – 13 Every youth enters high school ready to succeed.	AGES 13-25 Every youth successfully transitions to adulthood.
CORE INVESTMENTS	Early Care & Education	Out-of-School Time	Youth Leadership, Empowerment & Development
FOUNDATIONAL INVESTMENTS	Family Support Health & Nutrition Beacon Initiative Violence Prevention & Intervention		
SYSTEMS DEVELOPMENT	School District Partnerships	Public Engagement	Evaluation

Again, Oakland and San Francisco provide strong examples of the strategic direction that Sacramento could take. Given the fact that quality is a critical factor in the youth development framework, the Department should, at a minimum, develop a strategy aimed at providing all

children and youth with a high-quality youth development experience. Practically speaking, every City-funded program cannot integrate all five youth development supports and opportunities. However, these programs can strive to implement strategies and practices that promote quality in as many of the supports and opportunities as possible.

Whatever strategies are chosen, the Department will need to review the City's current programs and ensure that they align with the direction that has been set. Any program that falls outside the Department's priorities would need to be closely reviewed to determine if it is a program that merely needs some adjustments made or if it is a program that needs to be eliminated with the resources being redirected into programs that better align with the Department's work.

Finally, the Department will need to develop a methodology for measuring progress towards its goals by evaluating the success in implementing identified strategies and the impact of those strategies on achieving the target outcomes. See Section IX for more detail.

VII.   A Racial Equity Approach

From the inception of the Department, it is recommended that a racial equity lens be fully integrated into its development. The Government Alliance on Race and Equity (GARE) defines racial equity as "when race can no longer be used to predict life outcomes, and outcomes for all groups are improved." In Sacramento, it is no secret that certain underserved populations persistently lag behind others in all areas (education, health, employment, housing, and family income to name a few). While the Department cannot and should not take on the responsibility of addressing all the inequities facing certain Sacramentans, the Department has a unique opportunity to shape its efforts to work with the City's children and youth with an explicit approach to advance racial equity. GARE identifies six strategies to do so.

1. Use a racial equity framework.
2. Build organizational capacity.
3. Implement racial equity tools.
4. Be data-driven.
5. Partner with other institutions and communities.
6. Communicate and act with urgency.

Both San Francisco and Oakland have incorporated aspects of these strategies with the creation of an "Index of Need" in the former case and the use of "Social and Economic Equity Value" and "Targeted Universalism" in the case of the latter. While the Department may not be able to apply all six strategies to the work immediately, it should proactively decide to focus on racial equity and establish a timeline for the strategies' implementation. GARE has published a resource guide that provides detailed guidance on each strategy.

VIII.   Best Practices in Youth Development and Quality Standards

Given the focus offering high-quality youth development experiences, the Department can rely on decades of research to identify the best practices to promote the framework. Fortunately, many of these best practices are intuitive and, undoubtedly, already in place in most programs. Appendix A provides some initial resources for the Department's work.

More importantly, the Department will need to develop a set of quality standards for the programs that receive City funding. Ideally, these quality standards should be created by a group that includes both Department staff as well as community-based providers. These standards will provide clarity around what is meant by, for example, "skill-building opportunities." Minimum quality standards should be established for any program funded by the City, and a set of high-quality standards should be developed towards which programs would aspire. Several institutions have created strong quality standards for their field through a process that involved both institutional staff and external stakeholders. Examples of these are provided in Appendix B.

Finally, standards around program enrollment (recruitment) and level of participation (dosage) should also be created. The idea would be to prevent programs from over-promising on their numbers and to define minimum expectations in these two areas. For example, State funded after-school programs must achieve 85% of their target attendance annually, and ensure that elementary school youth attend five days per week for three hours each day and middle school youth attend at least three days per week or nine hours per week in total. Because the Department will most likely be supporting State-funded after-school programs, close alignment with State standards is recommended for these kinds of programs. Other Department programs such as youth leadership and youth employment would have tailored enrollment and participation standards.

IX.   Evaluation

Critical to the Department's success in reaching the overall vision is understanding the impact of its work. As such, the Department must develop, early on, an evaluation plan. This would be done in conjunction with the creation of the Management Information System (see Section XIII) and in alignment with the formation of the quality standards.

Evaluation often carries significant negative connotations with it. From the beginning, the Department needs to communicate that evaluation is not always punitive. Rather, it is the mechanism that the City will use to ensure that program participants are receiving a high-quality youth development experience. Or, in thinking about evaluation as a tool, it should not be considered a hammer; rather, a flashlight that illuminates areas that need additional attention. Again, involving both internal and external partners in the development of an evaluation plan can be useful in mitigating these fears.

Two areas can be evaluated in-house with the proper technology and staff capacity. They are as follows:

1. *Units of Service:* how many children and youth are participating in City-funded programs. Ideally, a mechanism would be developed to be able to obtain an unduplicated number; however, doing so can be challenging, yet is achievable perhaps not in the short-term, but certainly in the long-term.
2. *Dosage:* the number of hours that each participant engages in a particular program during the course of one program cycle (which may vary in length of time depending on the program). Research has shown that dosage does matter in the ability to impact a child's life.

The third area of evaluation relates to measuring program quality which translates into understanding the youth development experience that program participants are having. Customarily, a youth survey is administered that focuses on the five supports and opportunities and results are analyzed against a rubric that determines whether a youth is having a low-, average-, or high-quality youth development experience. Youth surveys can be supplemented with focus groups and program observation. While the youth survey can be conducted annually, the Department should not expect to see any change in one or more of the youth development supports within one year and/or within any of the supports that a program is not intentionally focusing on for improvement. This scope of work should be contracted out to an external evaluator.

As youth development theory states, if young people have high-quality youth development experiences, they will then have a higher probability of success in school, career, and life. The question then arises how to evaluate the impact of the Department's efforts to increase program quality. Many will be tempted to use test scores, truancy rates, youth crime rates, teen pregnancy rates, youth obesity rates, and other similar external data as the sole metric for measuring the Department's success. While this kind of macro data can be useful in understanding trends, it must be used with caution. This is not to say that data from outside systems like schools and public safety agencies cannot be used. Rather it should be used with an understanding that 1) these kind of data are impacted by multiple factors that are not directly connected to the Department's work, and 2) changes in the data can take years to materialize.

Finally, a future consideration is involving young people in the evaluation. Called "participatory evaluation," this approach enlists the stakeholders of a program or policy to participate in the process. A cohort of high school youth could be trained to design and implement an evaluation that studies a particular aspect of City-funded programs, and analyze and present the data gathered. If embarking on this path, the Department must consider the resources that are required including a staff person to train and support the youth, funds for youth stipends and meeting supplies (including food), and access to programs and Department staff.

X.   Continuous Quality Improvement

Continuous quality improvement (CQI) is the process-based, data-driven approach to improving the quality of a product or service. It operates under the belief that there is always room for improvement. Because ensuring that program participants are having a high-quality youth

development experience is a, if not the, top priority, the implementation of CQI is key to success.

The easiest place to start is in the areas of enrollment and levels of participation. Staff, both in the Department and with the service provider, should review data gathered through the MIS on a regular basis. Should a program not be on track to meeting its targets for enrollment and/or for levels of participation, then mid-course corrections to address the lower-than-anticipated numbers can be made. These changes would include integrating new strategies to increase enrollment and participants' engagement in programs. If necessary, lowering targets to more realistic numbers that reflect the capacity of the program should be considered.

The other area of CQI would focus on programs' youth development practices. Programs will need to assess their youth development strategies, reflect on the data, implement an action plan focused on one or more of the youth development supports, reflect as the plan is being implemented, re-assess and adjust the plan accordingly. There are multiple self-assessment tools that have already been created for youth development programs, and the Department is advised to take advantage of these resources.
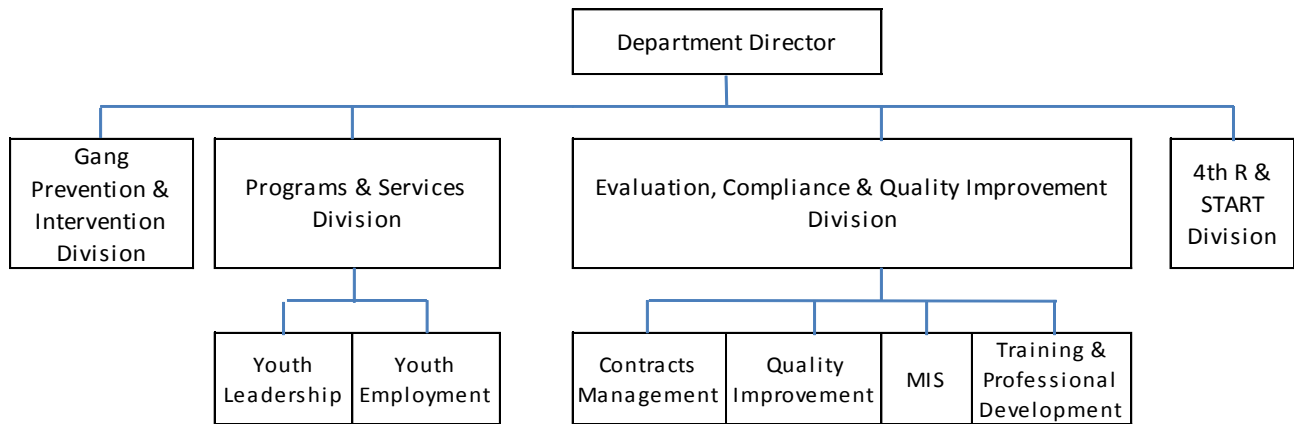
Implementing successful processes requires that adequate resources are allocated to the work including staff time and staff training resources. There are organizations in Sacramento as well as in the Bay Area that focus on providing youth development training. Moreover, training on CQI itself must be provided for both Department and provider staff as well as ongoing support to provider staff. Finally, training must take into account that staff who work directly with program participants will have different training needs than staff who manage the programs.

Understanding that real resource constraints always exist, one way to provide training is online. LA's BEST offers its staff three- to five-minute training videos on its own online training platform on very specific youth-development-related tasks such as "Effective Check-Ins" and "Transition Strategies." The Department should set a aside a portion of its budget for professional development as City-funded programs will only be as good as the people who work directly with the children and youth.

XI.   Structure and Staffing

In determining the Department's structure and staffing, the functions of the Department must be clearly articulated. At a minimum, the Department will provide strategic funding to advance its vision for children and youth and manage some programs currently implemented by the City. The Department could eventually expand its functions to include areas such as policy innovation and public engagement.

As an initial proposal, the following organizational chart provides a platform for discussion.

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Gang Prevention & Intervention Division	Programs & Services Division	Evaluation, Compliance & Quality Improvement Division	4th R & START Division

	Youth Leadership	Youth Employment		Contracts Management	Quality Improvement	MIS	Training & Professional Development	

While the number of FTE's cannot be determined at this time, feedback from the Directors of similar departments in other cities recommended that when considering the number of positions for contracts management, a staff person's caseload should be limited to no more than 40 contracts.

In order to maintain a cost-neutral phase-in of the Department, the following should be taken into account.

- Several of the positions already exist in other City Departments and can be moved into the Department including:

  - Director of Gang Prevention and Intervention
  - Summer at City Hall Coordinator
  - Youth Commission Coordinator
  - START Coordinator
  - 4th R Coordinator

- The remaining positions can be funded through moving a portion of revenue for administrative expenses in programs that remain in their current Departments but will be coordinated by or in concert with the new Department.

- Coordination of all youth employment/internship (both paid and unpaid) programs should be moved under one Department staff person and where necessary consolidated or eliminated. Currently, the following City Departments report offering programs in this service category:

  - City Clerk
    - Youth at City Council

  - Community Development Department
    - Graffiti Abatement Program

- o Information Technology
  - ➢ DigiGirlz

- o Parks and Recreation Department
  - ➢ Landscape & Learning Program
  - ➢ Workforce Investment ACT Program
  - ➢ Prime Time Team
  - ➢ District 1 Youth Parks Program
  - ➢ Junior Lifeguard

- o Sacramento Police Department
  - ➢ Police Cadet Program
  - ➢ Summer Internships

XII.   Integration of Youth Voice

The Department has a unique opportunity to strengthen and raise the voice of young people within City government and the City itself. Not only do youth have clear and strong opinions about their needs, but they often are able to point out things that adults fail to see or understand. If the City is committed to offering the highest quality programming to its younger residents, then creating and promoting opportunities for them to provide input, participate in decision-making processes, and impact their community is essential. The City's efforts could, in fact, impact the well-documented low rates of voter participation by young adults by facilitating civic engagement at younger ages.

The National League of Cities Institute for Youth, Education & Families has developed the idea of Authentic Youth Civic Engagement (AYCE) and created a comprehensive guide for municipalities to implement the AYCE framework. A strong definition of AYCE, which was coined by Dr. Barry Checkoway of the University of Michigan, is seeing young people as "colleagues in a common cause" when they join adults in tackling the important work of their neighborhoods, schools and municipalities. As such, young people:

- are seen as valuable participants in the work of local government;
- are prepared to take on meaningful roles in addressing relevant issues; and
- work in partnership with adults who respect, listen to and support them.

There are four critical elements of AYCE that the Department must implement to be successful:

- A *Setting* in which the civic climate of the community is welcoming and inviting to youth, acknowledging their role in public policy, planning and decision-making;
- A *Structure* in which the organization and system that supports AYCE meets both the needs of the local government and the interests of the young people;
- A *Strategy* that offers a wide range of activities and provides youth with a breadth and depth of meaningful opportunities for participation; and

- *Support* from adult allies, both within and outside local government, which enables the young people involved in AYCE efforts to have a real impact on issues that concern them.

In addition, the Department should consider the creation of a continuum of opportunities for civic engagement so that a pipeline is systematically preparing the next set of civic youth leaders. There are three current programs that provide a foundation for such a continuum: the Youth Commission, Summer at City Hall, and Youth at City Council. All of these programs should be brought into the Department.

The Youth Commission has enormous potential to meet all the criteria for AYCE, and with the appropriate support and resources, will become a body that is always consulted when policies that impact young people are being brought before the Council or implemented through the City Manager's office. An excellent model to consider is the San Francisco Youth Commission (http://www.sfbos.org/index.aspx?page=5585).

Summer at City Hall is already well on the path to AYCE. The Department should consider supporting each District's cohort of youth with the implementation of their proposed project during the school year. This could be accomplished through establishing "action teams" within each Councilmember's office that are supported by both Department and District staff. These action teams would be a strong training ground for membership on the Youth Commission, School Districts Youth Advisory Councils, other City advisory bodies and task forces, and the Oversight Committee for the Children's Fund (See Section XIV).

Youth at City Council is supported by the City Clerk's Office and contracted out to People Reaching Out for its implementation. The program provides young people with opportunities for firsthand experience with local policymaking and building connections for them to become engaged in their community through service learning. There is potential for this program to be strong stepping stone to Summer at City Hall and connecting it with the District action teams, if implemented.

XIII. Management Information System

Essential to the Department's success is the development of a Management Information System (MIS). The MIS must include both the technology necessary to gather and utilize data and the network of professionals to manage the technology. Even before the MIS implementation, several questions must be answered.

1. What data needs to be collected, and how will it be used?
2. How will data sharing agreements with other institutions be negotiated without violating privacy laws?
3. How will the Department distinguish between measuring program quality versus youth outcomes?
4. Should the system be built with current technology or through buying the technology?

The first question is the driving force behind the entire MIS design. Data that reflects reliable information about programming and impact must be collected, and the data, in order to be useful, must be accurate, timely, and reasonably comprehensive. Good data will allow for program accountability, a demonstration of the value of the City's investment, and an opportunity to improve program quality. At a minimum, the Department should design a system that can collect the following:

- Inventory of programs;
- Enrollment and participation levels of youth; and
- Data to assess whether programs are improving youth outcomes.

With regard to the third question, the ongoing evaluation of program quality is discussed in Section X. Measuring youth outcomes should be based on the degree to which participants are experiencing high-quality youth development supports and opportunities. Data from outside systems like school districts and public safety agencies can be used to supplement the measurement of program impact, but with great caution and an understanding that changes in these kinds of indicators may take years to materialize (See Section IX).

Critical to the MIS' success is a clearly articulated definition of all measures that the collected data will inform. For example, the questions "What counts as attendance in a program for that day?" and "What is the difference between an academic program and an education enrichment program?" will most likely have various answers depending on who is asked. Therefore, the creation of a "data dictionary" is essential.

The steps required for the development of a strong MIS system include the following:

1. Conduct a self-inventory including the capacity of stakeholders using the MIS to implement and maintain the MIS.
2. Develop shared measures and outcomes, including a data dictionary.
3. Understand high-level business requirements for each stakeholder that will be using the system.
4. Design the database.
5. Create information sharing agreements.
6. Pilot the MIS.
7. Expand and normalize the MIS.

For more detailed information, see "Building Management Information Systems to Coordinate Citywide Afterschool Programs" produced by the National League of Cities Institute for Youth, Education & Families.

XIV. Accounting for the City's Children and Youth Expenditures

In preparation for the development of this blueprint, an analysis of the City's current expenditures was conducted. City Departments should be commended for the amount of time and effort they took to provide the data requested because, at this point in time, the City's financial systems are not configured to track specific expenditures on this population. Creating

the opportunity for Departments to flag such expenditures in their systems will allow the City to maintain an accurate picture of funds being spent to support its younger residents, and, if the Children's Fund ballot measure passes, will ensure that the new revenue source is not used to supplant current funding that supports children and youth services by monitoring the established baseline for expenditures on this population.

The process of adapting the City's financial systems is two-fold. First, discussions must be held regarding which expenditures will and will not be included in the calculation of the baseline. Second, the current software will need to be configured and City staff trained so that the agreed-upon expenditures can be tracked in the financial system.

The first part of the process is critical. The Director and the leaders of other Departments that provide children and youth services will need to be at the table as well as the Finance Department Director. The group must have a substantive conversation and reach agreements on what current City expenditures out of the General Fund will be flagged as part of the baseline. The majority of expenditures on children and youth programs will be easily identified in programs that are solely dedicated to this population.

However, shared costs will require extra attention. The group will need to determine how shared costs such as staff who allocate a portion of their time to children and youth services or facilities that are used to provide children and youth services as well as adult services. One approach is straightforward: allocate a percentage of the expense that equals the portion of the staff person's time or the use of the facilities for children and youth services. This approach could become unwieldy for some Departments. Another way is to use the approach of only including in the baseline a full shared expenses when the primary purpose of the expense is for children and youth, and when this is not the case, then the shared expense is not included in the baseline. If this lens is chosen, then the group would need to determine the definition of "primary."

The second part of the process will be handled by the Finance Department. What is critical is that the Finance Department staff be provided with a clear description of what outcome is needed – the ability to provide reports to the City Council and the public that demonstrate how the City is spending is resources both from the General Fund and the Children's Fund as well as whether the City is maintaining the baseline. When the necessary changes in the system are made, then all staff who will be required to begin flagging children and youth services will need to be trained and provided support.

XV.   Sacramento Children's Fund

In 2016, City voters will be asked to consider the creation of a Children's Fund which would receive dedicated funds for children and youth services from a new potential source of revenue.[1] Should this come to pass, the Department of Youth would be responsible for administering the Fund and supporting the Oversight Committee. The Department will need to undertake the following steps:

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[1] See Appendix D for examples on how the Children's Fund could be used to augment and strengthen children and youth services in the City.

- *Needs, Strategies, and Allocation:* Determine areas of need, set strategic priorities for addressing each area of need, and allocate the percentage or amount of revenue from the Children's Fund for each area of need all of which will align with the City's Youth Master Plan (see Section XVII) if developed.
- *Request for Proposals:* Develop criteria, application, and scoring rubric for selecting providers (both City and community-based non-profit organizations) that will deliver services to meet the stated needs.
- *Contracting:* Coordinate with City Attorney and other City parties involved in the contracting process to prepare for the execution of contracts or grant agreements for providers awarded a Children's Fund grant.
- *Contract Management:* Design process to guide staff in managing contract caseload including monitoring of program quality.
- *Evaluation:* Develop Request for Proposals for the design and implementation of an evaluation of funded programs.
- *Grantee Communication:* Determine a system of ongoing communication with grantees including all-grantee meetings, professional development opportunities, and training on grant implementation (contracts process, invoicing process, MIS use, continuous quality improvement, etc.).

In addition, for purposes of accountability and to facilitate transparency, a Children's Fund Oversight Committee ("Oversight Committee") will be established through a City Council resolution as stated in the ordinance. At minimum, the Oversight Committee will be responsible for reporting to the public on an annual basis about the services and outcomes of the Fund. The Oversight Committee could also engage in discussing and recommending policies and procedures for the following:

- Outcomes for children and youth services;
- Evaluation of services;
- A process for making funding decisions;
- Program improvement and capacity-building of service providers;
- Community engagement in planning and evaluating services;
- Leveraging dollars of the Fund; and
- The use of the Fund as a catalyst for innovation.

To implement the Oversight Committee, the Department will need to take the following steps:

- Develop process for identification of Committee members;
- Generate training for new members;
- Establish meeting schedule following the ordinance's guideline but also considering more frequent meetings throughout the year;
- Determine staffing to provide support; and
- Set a budget to cover meeting costs as well as transportation and childcare for members when attending meetings.

Both San Francisco (www.dcyf.org/index.aspx?page=50) and Oakland (www.ofcy.org/planning-oversight-committee) established similar committees. Their experiences and the resources they have developed will be of great benefit to the Department.

XVI.   Phased In Implementation

Establishing the Department will be a complex process. As such, the City should consider a phased in implementation. The first phase will occur during the FY 16-17 budget process when decisions will need to be made regarding which FTEs will be moved into the new Department. Hiring the Director should be undertaken with the idea in mind that it will be worth waiting for the right person. The Director will then need to build her team and trust among her team which will also take time. Finally, it is recommended that the Department wait until FY 17-18 to release any RFP for Children's Fund dollars in order to provide staff with sufficient time to design a strong RFP aligned with the City's vision and the Department's goals for children and youth. See Appendix C for a proposed timeline for implementation.

XVII.   Future Initiatives

In its initial years, the Department should focus on establishing smooth operations, including management of the Children's Fund. At the same time, the City will have a unique opportunity to launch Citywide initiatives that could have exceptional reach. The initiatives should primarily concentrate on the gaps in addressing needs identified by the Department as well as emerging needs that fall outside the scope of the Children's Fund allocation plan. By playing a coordinating role in this effort and leveraging other funding sources, the Department would be able to tackle issues that have been identified by multiple stakeholders (both City Departments and non-profits) who do not have the capacity to develop a solution alone. Below are several suggestions in three areas – strategy, infrastructure, and programs – that the Department could bear in mind.

1) STRATEGY

Youth master plan: As mentioned in Section III, the Department should ideally take leadership in the development of a Citywide Youth Master Plan that would provide a roadmap for the implementation of its vision. The benefits of this process and product are primarily two-fold: 1) strong partnerships leading to enhanced communication and broader civic engagement; and 2) an alignment of resources resulting in the elimination of duplicative efforts, an increase in access to services, potentially significant cost savings, and, ultimately, increased returns on the City's investment. All stakeholders supporting the City's children and youth (i.e. the City, school districts, community-based organizations, faith-based organizations, etc.) must be involved. The approach to the Youth Master Plan should stipulate that all parties:

- o   Commit to the full multi-step planning process;
- o   Work collaboratively;
- o   Engage young people effectively;
- o   Envision a future-oriented action plan; and
- o   Lay the groundwork for long-term sustainability.

Several California cities have already completed youth master plans. Examples include Galt (http://www.ci.galt.ca.us/Modules/ShowDocument.aspx?documentid=71030) and Vacaville (http://www.cityofvacaville.com/modules/showdocument.aspx?documentid=1055). For a detailed guide on moving forward, see the National League of Cities Institute for Youth, Education & Families publication called Action for Municipal Leaders, Issue #10: "Creating a Master Plan."

2) STRENGTHENING INFRASTRUCTRE

Capacity-building of communities' infrastructure of non-profit organizations: The City of Sacramento cannot do everything for all children. As a result, partnerships with community-based non-profit organizations are critical. To ensure that the City's investments into these entities' programs have long-term impact, the non-profits must have sufficient capacity that leads to strong management and high-quality programs. Part of the Department's funding strategy should support the building of community-based organizations' capacity with a combination of technical assistance and funds to implement and integrate the changes generated through the technical assistance. Moreover, the Department should also be looking at the support network of non-profits in communities as a whole, and, where possible, supporting the strengthening and/or expansion of that network. In the end, such investment will lead to robust partnerships that have greater impact on children and youth.

Public housing-based programs: Affordable housing developments are usually filled with children and youth. The Sacramento Housing and Redevelopment Agency (SHRA) does provide programming on site for these young residents and recently contracted with Sacramento Chinese Community Service Center and ACE Enterprises to deliver youth programs. Understanding that high-quality after-school and summer programs can have significant impact, the Department could provide training resources to these two organizations and other agencies as well as SHRA staff working with youth in their housing developments. To support statewide efforts to offer high-quality programming in affordable housing, the Partnership for Children and Youth (PCY) has established the HousEd Network (www.partnerforchildren.org/what-we-do/expanded-learning/housing-communities). As part of this initiative, PCY implements training and support services that have been specifically designed for staff running these programs which could be brought to Sacramento through Department support.

Library: Often, library systems are siloed from other youth serving institutions. Because the Sacramento Library currently receives funds from the City's General Fund and Measure U, the Department should explore opportunities to connect the Library's programs for children and youth with other City Departments' children and youth programs and/or with City-funded community-based programs. The Library is a significant resource that should be leveraged to further the Department's goals for the City's children and youth.

OPERATIONS

Professionalizing staff: For some time, the role of staff working with children and youth has been seen as "babysitter." The Department can play a significant role in professionalizing the City's workforce that works with this population. Currently, the Recreation and Parks

Department already requires its recreation staff to participate in a twenty-hour Youth Development Institute training. Ideally, all City staff working in the capacity of "youth developer" would have the opportunity to benefit from such training. In addition, the Department could deepen staff skills and knowledge through a set of supplemental trainings in such areas as trauma-informed approaches and working with English Language Learners. Taking this effort one step further would be to work with post-secondary education institutions to develop a program that leads to a certificate in youth development work. Additionally, knowing that many staff who enter youth development work aspire to be teachers or social workers, aligning more closely with four-year education institutions that offer these degrees could provide programs with a highly-skilled and deeply-committed workforce.

Interdepartmental Coordinating Council on Youth: In order for all City Departments to fully participate in the alignment of children and youth services and to promote interagency collaboration on issues facing children and youth, an Interdepartmental Coordinating Council on Youth ("Council"), comprised of one or more staff from each Department providing these kinds of services, could be formed. Meetings would provide an opportunity to share successful practices, uncover duplicative systems, create new partnerships, and provide input on new policies. To the extent possible, meetings should be action-oriented and primarily focused on decision-making rather than information sharing. Department Directors should ensure that participation of their staff on the Council is integrated into their duties without staff having to increase the work hours to fulfill this responsibility. The group should also be led and supported by the Department of Youth's Director. New York City (www.nyc.gov/html/dycd/html/advisory/icc.shtml) provides a strong model for this kind of coordinating body.

Community outreach: The Department can act as a resource for all families seeking programs for their children. An online platform that catalogs all the services and programs for kids could be developed and maintained by the Department. This family resource guide would act as a one-stop source of information for parents, from childcare and after-school programming to parent support resources and help for children with special needs. A robust example of such a guide can be found at sfkids.org.

Leveraging funding: While the Children's Fund will be a long-term source of revenue, it will not be sufficient to support all the work that the Department can do. As such, the Department should make every effort should be made to seek additional State and Federal funds that would sustain the implementation of the Department's strategies. When seeking these funds, it will be imperative to understand which other stakeholders already receive support from the funding source or are seeking to secure such funding. What may result is a collaboration that would leverage the State or Federal dollars even further than if the Department applied alone.

Marketing impact of investment: The residents of Sacramento will vote on the creation of the Children's Fund in June 2016. Voters have a right to know how public dollars are being spent and if those dollars are having an impact. As such, after at least three years of disbursing the Children's Fund, the Department should engage in a public education campaign to communicate the positive impact that the Children's Fund investment is making on City children and youth. Contracting with a marketing firm to design the campaign is recommended,

but the Department should ensure that young people are involved in the campaign whether it be in the design or the implementation.

3) PROGRAMS

Kindergarten to College (K2C): Created in 2012 by the City and County of San Francisco, in partnership with the San Francisco Unified School District, K2C was the first universal and automatic children's savings program in the United States and aims to put every kindergartener on a path to college from day one of school. When a child starts kindergarten, s/he gets an automatic deposit of $50 in a college savings account. Incentives/matching funds include an additional $50 for kids who quality for the Free and Reduced Lunch Program, an additional $100 match for the first $100 saved by the family, and an additional $100 if the family saves a minimum of $10 a month for six months. Of significance is the fact that these revenues do not affect a family's eligibility for public benefits or a child's eligibility for financial aid. Funds may be used for any level of post-secondary education, and if the child chooses not to pursue this path, the funds are returned to her/him at age 25. Finally, in considering the implementation of this program, access to financial literacy training and financial asset management for parents and caregivers of the kindergarteners must be offered in tandem. For more information, see www.k2csf.org.

For a more comprehensive City-led wraparound program focused on increasing higher education participation is The Long Beach Promise. Established in 2008, the program focuses on three key experiences for participants — college preparation, college access, and college success – and provides incentives, services, and support while removing barriers. Partners include the City of Long Beach, Long Beach Unified School District, Long Beach City College, and Long Beach State University. Because this begins touching children in elementary school, it could be replicated in conjunction with K2C. For more information, see www.LongBeachCollegePromise.org .

Two-generation strategies: The Department could provide leadership in the development of two-generation strategies; that is, the parents/grandparents of children and youth also have unmet needs that impede their ability to fully support their kids. Ascend at the Aspen Institute believes that education, economic supports, social capital, and health and well-being are the core components to a two-generation strategy. As such, multiple systems must be engaged, and as such, the Department could begin by facilitating partnerships aimed at ensuring that more than one system (the City) is equipped to participate in the healthy development of a child. While the policy agenda for advancing two-generation strategies primarily focus on the Federal and State levels, the City still has an opportunity to have an impact. For example, a two-generation strategy could support teen parents and their infants through a partnership with local schools districts, early education program providers, and City-funded programs that focus on the healthy development of teens. The Ray Marshall Center for the Study of Human Resources at the Lyndon B. Johnson School of Public Affairs has published "Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policy Makers" that provides detailed guidance for the Department's work in this area.

Chronic absenteeism: Research has demonstrated that early chronic absenteeism has significant, long-term detrimental effects on a child's ability to succeed in school, career, and life. While a majority of efforts to address this problem are spearheaded by school districts, the Department could support their and others' current efforts in multiple ways. For example, after-school programs have been shown to have an impact on a child's school attendance. The Department could provide additional resources to after-school program providers to implement strategies that are specifically targeted towards the reduction of early chronic absenteeism. Attendance Matters (www.attendanceworks.org) is a resource and a leader in the field of reducing early chronic absenteeism.

While more challenging, the Department could also support the work of school districts in their efforts to reduce absenteeism in older youth (both chronic and truancy). A similar strategy with after-school program providers as described above can be implemented; however, older youth may require more support potentially calling for a case management system. Truancy in older youth is also a risk factor for gang involvement, and the Department's efforts in addressing truancy should be closely aligned with the City's gang prevention strategies.

Community schools: The Department is well-poised to provide leadership in the launch of a community schools initiative in Sacramento. The Coalition for Community Schools provides an excellent summary of this model:

> "A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

> Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live."

This is a national movement that has gained traction in many municipalities. However, many cities have merely provided funds to schools to hire Community School Coordinators and then declare that they have created community schools. The Department must hold all parties to the integrity of the model particularly in the *integration* of partners into the schools' vision, goal-setting, decision-making, data sharing, and evaluation. The Coalition for Community Schools website (www.communityschools.org) as well as the California Community Schools Network website (www.cacommunityschools.org) offer a rich set of resources and tools for the Department to use when ready to move forward.

Work-based learning experiences: With the focus on college and career-readiness, many school districts are working to implement linked learning career pathways in their high schools. As part of the curriculum, districts are working with employers to offer work-based learning experiences to students. At this point in time, school districts are primarily focused on high school and not engaged in extending the pipeline of work-based learning experiences down to middle or elementary schools. Although many of the standard work-based learning experiences happen on site at the employer and during the standard work day (apprenticeships, internships, job shadowing, mentorship), they are not developmentally-appropriate for the lower grades. Yet, there are still ripe opportunities to offer work-based learning experiences to these younger students and provide career awareness and exploration about work. For example, a day-long field trip to an employer to expose students to that industry's careers can be coupled with a rich academic curriculum to prepare for the visit. Another example is having employees who play different roles in a company or in the industry make presentations in the school classroom as part of a week-long academic curriculum about that industry.

The potential role of the Department would be to support programs that focus primarily on providing work-based learning experiences kindergarten through 8th grade both those currently in operation as well as model programs from other communities. One program to consider bringing to Sacramento is Spark (www.sparkprogram.org). Spark is a national nonprofit that re-engages underserved seventh and eighth grade students, keeping them on track and ready for success in high school and beyond through workplace-based apprenticeships that uniquely combine mentoring, project-based learning, skill-building and career exploration.

Finally, the Department could work with the City's Volunteer Program to integrate more work-based learning experiences in City Departments. These school-year opportunities could be offered to participants in Summer at City Hall to engage them further in public service. Ultimately, the Department could expand the future pool of City employees through this effort.

Youth-led grantmaking: More often than not, those who best know what kids need are the young people themselves. As such, the Department, as part of its efforts to more deeply integrate youth voice in City government, could create a special fund that is managed by a group of young people. This group would be trained as grantmakers to determine which strategies best address the needs of the City's children and youth and which programs to fund. In San Francisco, this kind of youth-led effort is called the Youth Empowerment Fund (www.yefsf.org). The YEF focuses on funding youth empowerment programs that give youth authentic power, and youth from all over San Francisco have the opportunity to apply for funding toward their youth-led projects, as well as participate in grantmaking, program support, and evaluation.

Family passes: With its multiple cultural and recreational institutions, the City could create a program that provides access to these amenities for all families. Modeled after a program in San Francisco, Family Passes could be borrowed at public libraries and offer free admission to the City's museums and other institutions such as Fairytale Town, Funderland, the Zoo, and public pools. They would be available to City families with children up to age 18, and a family could "check out" a Family Pass once per month.

Free public transportation for school-aged children and youth: Considering the multiple barriers faced by children and youth living in poverty, transportation is one that could be easily

removed and tangibly felt. According to Regional Transit's 2014 Fare Survey, the number of boardings K-12 riders (which is not the same as individual riders) individuals has been steadily decreasing since 2010. The agency's revenue from this population's ridership was approximately $2.2 million in FY14. In order to prevent the complete loss of this revenue, the Department should consider using income eligibility for participation. Using the most recent census as a guideline, there are 84,425 children and youth between the ages of five and 18 in the City of Sacramento. The poverty rate for children and youth under age 18 is 29% which translates into a total of 24,483 children and youth potentially eligible for free public transportation.

Providing free public transportation youth would have multiple additional benefits including expanding the next generation of public transit riders and improving school attendance. In San Francisco, the Free Muni for Youth (FMFY) program was launched by the San Francisco Metropolitan Transit Agency in March 2013. It waives Muni fares for low- and moderate-income (defined as a gross annual family income at or below 100 percent of the Bay Area Median Income level) youth residents of San Francisco between the ages of 5 and 17. The FMFY pass is valid year-round so that youth can access school, after-school programs, jobs, internship opportunities and city-wide amenities such as parks, arts and cultural institutions, and recreation centers. During the 16-month pilot phase, over 40,000 low- and moderate-income youth were eligible across San Francisco, and over 30,000 youth enrolled in the program. For more information, see https://www.sfmta.com/getting-around/transit/fares-passes/free-muni-youth.

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Appendix A: Best Practices in Youth Development

Five Things You Can Do NOW to Encourage Relationship Building

1. Make sure that each young person has one adult who knows him or her well.

An ongoing part of encouraging relationship building is making sure that everyone is connected in some way. Young people need to have a positive relationship with an adult if they are to get the most out of the program. At a staff meeting, go over your attendance list. Is there someone on staff or a volunteer who is connected with each young person? If there are some program participants who have "slipped through the cracks," decide who will make a special effort to get to know these young people. It's a good goal to be sure that each young person has one-to-one time each week with an adult.
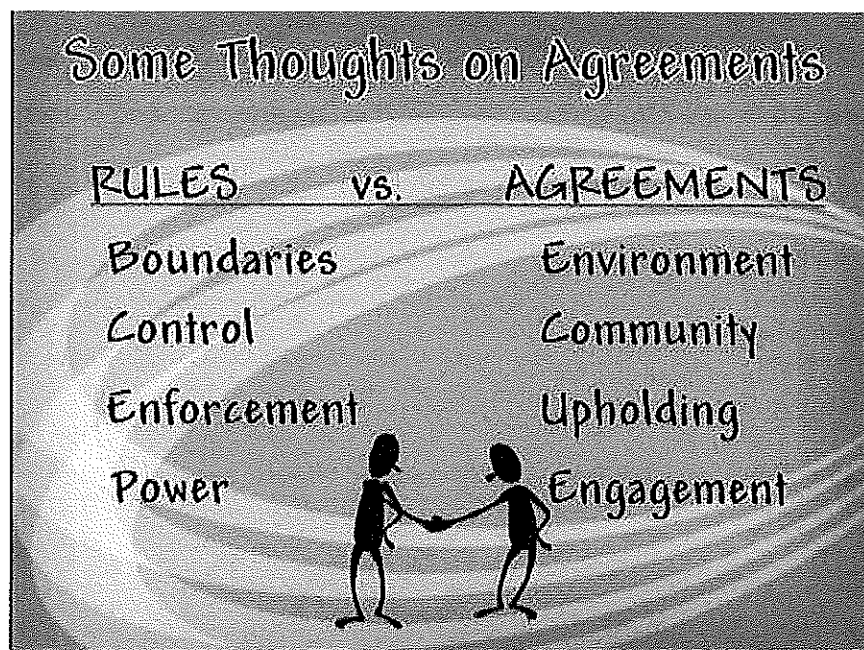
2. Institute a check-in circle

A check-in circle doesn't need to take very long and can greatly benefit both young people and program staff. In small groups (20 or fewer), begin the day by sitting quietly in a circle and letting each person speak briefly. Sometimes it helps to have a special item to pass around the group like a talking stick that identifies the one who has the "rapt attention" of the group. When you first start instituting the check-in circle, it helps to plan a safe and interesting check-in question, such as, "What is your favorite thing to do at recess?" or "If you could go any-where in the world for one day, where would you go?" Later on, after some practice, you might have each person share one thing about their day or say how the group is working together.

3. Develop agreements with young people

Have the group brainstorm a list of ground rules for how you will treat each other in the program. Ask them to explain why each rule might be important. Narrow the list down no more than seven items, so that the rules can be easily remembered. (One way to do this is to give each person three stickers. Ask them to vote by placing their stickers next to the agreements they thing are most important.) Ask the group if they all feel they can agree to try to live by these agreements. Promise that you will help them remember and let them know that they can remind each other as well.

Upholding agreements is the critical part to making this work. Regular check-ins by the group on how well they are upholding the agreements is the key to success on this issue. Check-in at the beginning of each meeting, after breaks and at the end of each meeting so that the group can reflect on where they are doing well and where they need improvement. In addition, it is good to review the agreements before any activity or time which may cause group members to be more vulnerable. The chart below explains some of the things which differentiate agreements from rules.

Some Thoughts on Agreements

RULES vs.	AGREEMENTS
Boundaries	Environment
Control	Community
Enforcement	Upholding
Power	Engagement

4. Hold a conflict resolution training for Young People

When young people have the skills to resolve conflict in healthy and respectful ways, they are kinder and happier and require less adult intervention. They also feel safer in the after-school program knowing that they can solve problems together and that they can get help if they need it. You can also train "conflict managers" to help peers or younger children to resolve conflict.

5. Participate in a youth development training or another training in group process and collaborative learning.

Building high quality, positive relationships in your program takes careful planning and attention. Supporting relationships requires a number of skills. Professional trainers who have studied this process, such as those working at the Youth Development Network, can help staff members hone these skills. If not this particular training, be sure your program's ongoing commitment to organizational improvement includes some type of training in group process.

Five Things You Can Do NOW to Create Challenging and Engaging Learning Experiences

1. ## Create a safe place to learn

   What makes a program a safe place to learn? Who better to ask than your young participants? What do the young people yu work with think about mistakes? To get discussion started, read a book on famous mistakes that resulted in amazing inventions. Using this information, develop agreements and rules with the young people in your group to ensure the right of safety. Decide together what to do when agreements are broken. Post any agreements on the wall and refer to them often. What about program staff, how do they respond to young people when mistakes are made? Consider how you can establish a program "culture" where everyone's mistakes are seen as opportunities for new learning and the process of inquiry and discovery is more important than always having the correct answers.

2. ## Plan for the skills and knowledge you want your participants to acquire in your program

   Often when planning programs, staff people go straight to lining up activities to fill a determined stretch of time, without thinking through what the learning goals are for a project or the overall program. Instead of identifying activities, work with staff to determine what kinds of knowledge or skills you want your young people to acquire over time through their participation in your program. They might be academic skills, study skills, leadership or team skills. Now, consider what kinds of experiences and activities you can provide over time that will meet your learning agenda. Don't feel like you have to do it alone! You can use or adapt curriculum materials to align with your participants' interests and needs and draw on teachers and others around you who may have more experience in planning against learning outcomes.

3. ## Use portfolios to help participants reflect on their progress and accomplishments

   If your participants have consistent enrollment over time or if participants engage in long term projects where they increase their skills ongoing, consider how you might collect their work over time. You can create a portfolio or personal file with your young participants to serve as an ongoing record of their work. After several months or at the end of a project, sit down with them to review their record of accomplishments. What do they think about it? What does their portfolio reflect back to them? What kinds of records can be stored? For younger children, it might be a portfolio of self portraits that were done monthly, or simply their own

file they use over time to store things they have done that they are proud of. For older youth who might be developing a set of skills over time, say in the arts or technology, communicate your project learning goals and ask them to develop personal learning goals, if appropriate. Assist them in assessing which goals they have met over time.

4. Increase independent access to diverse learning materials

Within your program, provide access to learning materials that young people can independently access. This allows young people to pursue their own interests or engage in their own inquiry without the need for adult-led structure, and is perfect for younger people who finish their work ahead of schedule or who want to disengage for a period of time from group activities. These may take the form of reading materials (books, magazines) or websites that are related to their interests or topics of study within your program. They can also be in the form of learning kits that have instructions and experiments with which they can involve themselves. It is important that the materials are diverse and representative of the culture, gender and abilities of your young people.

5. Recognize the accomplishments of your young people

Put in place opportunities for young people to be recognized for their accomplishments by others outside of the program. This can take place through performances, exhibits/presentations of completed projects or celebrations where each child is acknowledged for his or her special accomplishments and contributions. Sharing accomplishments with outsiders raises everyone's sense of accountability for deadlines and excellence. After a successful event, the positive effect on a group's sense of community and the individual's experience of accomplishment can be quite profound.

Five Things You Can Do Now to Foster Meaningful Youth Participation

1. Train Participation in Groups Decision Making Skills

A good place to start is to train your young people in the process of transforming and group decision making. Group decision making skills can be put to use immediately in developing the needed group agreements regarding how people want to be treated, how they will care for their materials and supplies, etc. Make sure adult staff members have skills for leading brainstorming sessions and facilitating group decision-making before you start.

2. Encourage Self-Reliance and Responsibility to the Group

Allow young people to responsibly address their own needs, whether it is access to the drinking fountain or the art supplies. Design your program space and storage system in a way that allows young people free access to needed project supplies, materials and equipment. The privilege of access comes with responsibilities of caring for and returning things to their proper place. Brainstorm the needed agreements with your group to ensure the respectful use of these materials.

3. Give Young People Choices

Young people feel more involved in a program when they are given real choices. Schedule program times when the young people can individually choose what they wish to do. Some may prefer group games; others may wish to work alone, drawing or reading, while some may simply want to socialize.

Young people can participate in planning activities. You may want to start with a small activity or block of time that they are responsible for planning, and then build up. Let them know about constraints from the beginning. Within those constraints, try to really trust their ideas and enthusiasm. If a planned activity doesn't work, it presents an opportunity for the group to analyze and learn. Once a process for reflection has been established with the young people involved in planning, it can be used regularly.

4. Provide Opportunities for Young People to Help Others

Everyone feels more involved when they have responsibilities to those around them and are able to use what they know to help others. Allow participants to share responsibilities for the proper care and maintenance of their program assets, making and serving snacks, and assisting peers within their program. Young people can be trained to effectively assist peers during homework time and during other activities. Try to give every child or young person an opportunity to help another, so that some aren't always in the helper position and others always in the position is being helped. Newcomers to the program can be assigns buddies to show them around the room, explain ground rules, and help them learn the routine. You can also teach a skill to a small group and then "deputize" them to teach others. Older youth are also excellent helpers for younger children, and the helper role often brings

out the best of them. Duties can include serving as "Reading buddies," homework helpers, escorts, or making informational presentations to the younger groups. Providing service to the larger community is also an excellent way for young people to apply their planning and leadership skills, while experiment how their efforts impact others.

5. Involve Young People in Serving on Formal Decision-Making Bodies

There are many way to involve young people in organizations decision-making bodies. They can serve on the planning, safety, fundraising, hiring or other committees. With experiences and support, they can also serve as youth representatives on the organization's Board of Directors. However, the place to begin is not with young people, but with the adults within the organization. Are they committed to taking the time and effort to involve young people and do they have the skills to know to do this effectively?

Before inviting young people to serve on committees or boards, it is important for the adults involved to do their homework. This means gathering information and building the capacity to facilitate the involvement of young people in decision-making and governance. Consider the necessary training to prepare everyone for this work and give yourselves sufficient time to prepare so that you won't rush the process. We recommend that after-school programs seek guidance from organizations with expertise in this area, such as Youth on Board and the Youth Leadership Institute.

It is also helpful to identify a youth serving organization that has successfully involved young people in their decision making. Invite them to speak to your organization and share what they've learned. Make sure you speak with their youth leaders about the experiences; that may lead you to other resources.

You will probably be advised to start small. It is a good idea to choose a committee or activity that is time-limited, that holds obvious interest for the young people involved, and that involves adult participants who are committed to making the experience work for young people.

It is also a good idea to have an experienced mentor assigned to support young people who may be inexperienced at this kind of work. The mentor can help by establishing a relationship with the young people, explaining before meetings what will happen, and why is it important to the organization, and checking in with young people after the meetings to be sure there are no questions or problems. Be sure that meetings and the committee work can be scheduled around school hours, and encourage adult members to avoid unnecessary jargon or overly restrictive rules or order. Once you have a pool of young people, staff and other adults who have successfully completed some projects together, you can look for ways of involving young people at higher levels of governance in the organization.

Five Things You Can Do Now to Increase Community Involvement

1. **Invite a speaker from the community to come to your program.**

   This can be most effective when the topic is linked to something the students are studying in school, or to a project they are working on in the program. For example, if they are learning about the Civil Rights movement, you might invite neighbors who lived through those days to talk about what it was like. If they are studying butterflies, you might find a local entomologist to visit. Firefighters and other people with exciting jobs are always welcome speakers Community colleges; museums, parks, volunteer centers, community centers, and even the phonebook are all good places to start looking for guest speakers.

2. **Encourage parents, older siblings, and neighbors of the school to become involved in the program.**

   Parents can provide wonderful support for cultural activities. Members of the community might volunteer as tutors, mentors, or for snack preparation or story reading. Older siblings and recent program graduates can serve as tutors or helpers, and this can provide a link between the high schools and middle school-aged youth. These volunteers will require training and support but the investment pays off in a decreased youth/adult ratio and in increased relationship building opportunities for the young people.

3. **Invite the community into your program to celebrate the talents of your young people**

   Stage an open house or performance at your pro-gram space. Share young people's art, theater, dance, music, or other performance with the community. Publish a newsletter, 'zine, or collection of poetry. Invite parents and neighbors to see how your program works. This is one way to let young people shine and give back to the community at the same time.

4. **Get out of the building!**

   Any time you leave familiar space you are allowing young people to extend their horizons. Take a field trip to a regional park or museum. Visit a local establishment, service, or branch of government to learn how it works. Attend a program or activity at a local non-profit organization such as the Red Cross, Sierra Club, a social justice or civil rights organization, or local arts center or library. Practice using public transportation, and let young people help figure out how to get where you are going.

5. **Plan a project that will benefit the community.**

   Clean up or plant trees or flowers at a local park, speak out at a public forum on a youth or community issue, visit elders at the senior center, serve snacks at a neighborhood fair, design and paint a mural. The possibilities are endless! Try to match projects to the interests of young people, and look for existing programs that can help you prepare young people for a meaningful experience.

Five Things You Can Do **NOW** to Increase Safety

1. **Develop group agreements or ground rules regarding safety and regular group meetings to ensure that everyone feels physically, emotionally and culturally safe.**

   Conduct a meeting with the program participants early on to express the commitment that in your program "every person has the right to feel safe, included and accepted." Ask participants to define what these terms mean to them and what agreements and ground rules they want to make to ensure the right of safety. Decide together what happens when the safety agreements are broken. Train young people in a process to resolve differences and decide at what point an adult should be asked to intervene.

2. **Institute a regular group or "community" check-in meeting.**

   If issues of safety and relationship building are important, set aside a regular time for the group to reflect on their experiences in the program to suggest ways in which the peer group can work together even better. Make room in the meeting for people to share appreciations for their peers who are contributing to make the program a positive and safe place. The *Tribes* book (Jeanne Gibbs) and Tribes trainings are also excellent resources for how to conduct community-building meetings with young people.

   > "Every year in the first week of school, I gather my students in our book corner, which is a cozy spot covered with a nice thick rug. We sit in a circle so that we can see each other's faces and I tell the children that every week we will meet as a group to discuss how well we are getting along, what is working and what is not working and how to solve our problems."
   >
   > Mona Halaby
   > *Belonging: Creating Community in the Classroom*

3. **Include "no put-downs" in your group agreements.**

   When developing group agreements or ground rules with young people, a request for a "no put-down" rule will usually surface early in the discussion. It is also important to discuss with the young people how everyone will support its enforcement. This takes real commitment, as many young people have learned to use "put-downs" as a defense against being hurt themselves. Adult staff members will have to follow through with great consistency, offering reminders that ask members to hold to this agreement, especially in the beginning. Take every slur you hear seriously, even if it is a teasing tone or participants claim it is okay. It is not okay because slurs hurt. It is helpful to hold group discussions or activities around "put-downs", why they hurt and what we can do instead. As young people come to trust that you will enforce this policy, you will see a reduction in the number of "put-downs" and the sense of safety in the program will grow. Learning benefits of interacting without this kind of hurtful behavior at an early age teaches young people a profound less on in the value of tolerance and mutual respect.

4. Assess the cultural, gender, ethnic and family structure background of your group.

Without asking unnecessarily probing questions, do what you can to learn who is in your program. Do the staff members and volunteers reflect these backgrounds? Do images and books in the classroom? Program activities and celebrations? Are there differences in who comes to program, who participates in which activities and which parents feel welcome at events?

5. Expand the group's knowledge of particular groups and cultures.

Start by educating yourself. Avoid tokenizing young people or others in your program or school by asking them to explain their culture. Instead, go to the library, look on the internet, attend local cultural events and call or visit organizations promoting equity for the group you are researching. Learn what you can about the history, art, literature, music, food, celebrations and struggles of a culture or group. Then help the young people in your program study different cultures and celebrate the contributions of different groups. You might learn about women, people of color and gay people who have contributed to your neighborhood. Celebrate various holidays as they are celebrated in different countries. Celebrate Black History Month, Women's History Month, Gay Pride Month or Cesar Chavez's Birthday. Young people can present what they've learned and adults may be willing to share food, decorations or music. Don't make assumptions about what any particular person might share. Be sure that these celebrations are part of an ongoing process of inclusion and education and that some groups aren't just segregated to certain "diversity days."

Appendix B: Examples of Quality Standards

Department of Children, Youth & Their Families
Minimum Quality Standards for Out of School Time Programs

In 2005 DCYF created a "Standards Initiative" that resulted in minimum standards for each of its service areas. These standards were developed with more than 50 stakeholders including DCYF grantees, other city agencies, San Francisco Unified School District, and professional development organizations. The guiding principles used to develop these minimum standards focused on the standards as:

- An essential foundation to building quality
- Attainable by programs at various stages of development
- Measurable with minimum subjectivity
- Applicable to all or a large majority of respective organizations

DCYF has slightly revised its Minimum Quality Standards for Out of School Time Programs for its 2010-2013 funding cycle. All of the standards and indicators from the *2007-2010 Minimum Quality Standards* are incorporated in the new, revised version, with a few minor additions. The largest change is that the standards and indicators are now organized to align with the new citywide out of school time quality framework. Overall, the minimum standards were revised to incorporate:

- Lessons learned from implementing minimum standards with OST grantees during the 2007-2010 funding cycle
- The San Francisco Afterschool for All Advisory Council's adoption of the California Quality Self Assessment tool as a citywide framework for out of school time quality. The long-term goal of establishing a citywide framework for program quality is to align capacity building, quality monitoring, evaluation, and reporting requirements so that resources are leveraged and maximized. (For more information on this tool, go to www.afterschoolnetwork.org/qsatool)

The effort to align resources around the new citywide out of school time quality framework is emerging. As the work progresses, there will be further refinement of these 2010-2013 quality standards and complementary quality monitoring tools developed. To learn more about this citywide effort related to program quality, go to http://www.dcyf.org/content.aspx?id=3306.

DCYF Minimum Quality Standards for Out of School Time Programs

The table below includes the 2010-2013 minimum quality standards and indicators in the left column and the correlating 2007-10 minimum quality standards and indicators in the right column. On the following pages are charts that include examples of program features and activities that align with each of these indicators. These examples are for illustrative purposes only.

2010-2013 Standards and Indicators	*2007-2010 Standards and Indicators*
1) Program Design & Assessment Standard: Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.	**Relationship Building Standard:** Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.
Indicators:	*Indicators:*
1.1) The program has an organized system for staff to communicate about participants, activity plans, emerging issues, and coordination, through structures such as staff meetings, daily check-ins, shared participant notes.	The program has an organized system for staff to communicate about participants, such as staff meetings, daily check-ins, shared participant notes. (Indicator OST.2.1)
1.2) Program has strategies to assess youth progress in developing identified skills.	Program has strategies to assess youth progress in developing identified skills. (Indicator OST.6.3)
2) Community Partnerships & Collaboration Standard: Staff utilize community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.	**Community Involvement Standard 5:** Staff utilize community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.
Indicators:	*Indicators:*
2.1) Community residents, community stakeholders, and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways.	Community residents, and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways. (Indicator OST.5.1)
2.2) Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood.	Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood. (Indicator OST.5.3)
3) Program Environment & Safety Standard: Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person's culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.	**Safety (Emotional & Physical) Standard 1:** Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person's culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.
Indicators:	*Indicators:*
3.1) Program agreements (rules or guidelines), determined with youth participants, are formally communicated to participants on a regular basis, including being posted in the program space for participants to easily view.	Program rules and/or expectations are formally communicated to participants on a regular basis. (Indicator OST 1.1)
3.2) Staff are trained on how to appropriately intervene when program agreements or expectations	Staff are trained on how to appropriately intervene when program agreements or expectations are not

are not followed.	followed. (Indicator OST.1.2)
3.3) Program communicates agreements, expectations, safety procedures, and other relevant program information to participants' caregivers/family members through an orientation and/or a written program handbook.	
4) Youth Development Standard: Staff consistently communicates high expectations and challenge young people to do their best, and provide participants with opportunities to have input into what they will do in the program and during activities.	**Skill Building Standard 6:** Staff consistently communicate high expectations and challenge young people to do their best. **Youth Participation Standard 4:** Staff provide participants with opportunities to have input into what they will do in the program and during activities.
Indicators:	
4.1) Staff uses a range of approaches to promote the exploration of ideas and the practice of new skills.	Staff use a range of approaches to promote the exploration of ideas and the practice of new skills. (Indicator OST.6.1)
4.2) Program identifies (formally or informally) the skill that youth want to achieve in the program.	Program identifies (formally or informally) the skill that youth want to achieve in the program. (Indicator OST.6.2)
4.3) The program provides structured opportunities at least annually to acknowledge the achievements, contributions, and responsibilities of youth (e.g. group presentations, reflections, exhibitions, performances, celebrations).	The program provides structured opportunities to acknowledge the achievements, contributions, and responsibilities of youth (e.g. group presentations, reflections, exhibitions, performances, celebrations). (Indicator OST.6.4)
4.4) Program schedules allow for participants to make choices on a regular basis about how they will spend some of their time while in program.	Program schedules allow for participants to make choices about how they will spend some of their time while in program. (Indicator OST.4.1)
4.5) The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services.	The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services. (Indicator OST.4.2)
4.6) Programs serving middle-school age youth must include some program component that provides a leadership or youth-led opportunity for all middle school students. These leadership opportunities or youth-led activities can be related to career exposure, project-based learning, or community service.	
5) Family Involvement Standard: Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.	**Relationship Building Standard 3:** Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.
Indicators:	*Indicators:*
5.1) Program has at least one mechanism for regular communication with parents/caregivers which could include a parent bulletin board, newsletter, email update, annual group or individual meetings to share participants' progress, and, when applicable, program staff communicate immediate issues and challenges	

with youth and parents/caregivers in a timely manner.	
5.2) Program has formal strategies to inform parents and youth of other available community resources.	Program has formal strategies to inform parents and youth of other available community resources. (Indicator OST.5.2)
6) Promoting Diversity, Access, Equity & Inclusion Standard: Program has strategies and resources to ensure effective communication and foster a welcoming environment for all youth and families.	**Relationship Building Standard 3:** Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.
Indicators:	*Indicators:*
6.1)All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served, and programs have the capacity to interact with participants and their caregivers/family members in their predominant languages.	All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served. (Indicator OST.3.1)
6.2) Program activities, events, and environment show an understanding and respect for the cultures of the program participants and of those of the broader San Francisco community.	Program activities, events, and environment show an understanding and respect for the cultures of the program participants. (Indicator OST.3.2)
(Special Needs Inclusion Standards will be included in Minimal Organizational Compliance Standards for all DCYF grantees.)	**Special Needs Inclusion Standard 7:** Program representative participates in an inclusion training provided by DCYF and/or its community partners on an annual basis.
	Special Needs Inclusion Standard 8: Program has a process for determining the reasonable accommodations needed by children and youth with disabilities to participate in its activities.
	Indicators:
	Program has a documented process for receiving and assessing accommodation requests. (Indicator OST 8.1)
	Staff is aware of the legal requirements for providing reasonable accommodations. *Legal requirements for reasonable accommodations are included in new staff orientation. *Annual staff development activities include training about reasonable accommodations. (Indicator OST 8.2)

*Red text indicates revised or new language.

Examples of DCYF's 2010-2013 Minimum Quality Standards for Out of School Time Programs
The chart below includes examples of program features and activities that align with each of the indicators for DCYF's 2010-2013 Minimum Quality Standards for Out of School Time Programs. These examples are for illustrative purposes only.

1) Program Design & Assessment Standard: Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.		
Indicators:	*Example A*	*Example B*
1.1) The program has an organized system for staff to communicate about participants, activity plans, emerging issues, and coordination, through structures such as staff meetings, daily check-ins, shared participant notes.	Program staff have meetings to discuss activity plans, needs of individual children, special cases and rule violations to develop team approach and coordinate response	Program staff log daily notes on each participant in their group about their activities, challenges, behavior issues, accomplishments and any other relevant information for each participant. Staff also files report cards, teacher letters, assessments, case notes, etc. in the binder.
1.2) Program has strategies to assess youth progress in developing identified skills.	Program uses literacy, physical education, science, arts or other curricula and assessments to identify participants' skill level and progress on enhancing those skills throughout the year.	Participants work with staff to create a portfolio of their work throughout the year. The portfolio includes worksheets to help participants' identify the skills they would like to enhance and pages for staff to comment on their progress throughout the year.

2) Community Partnerships & Collaboration Standard: Staff utilizes community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.		
Indicators:	*Example A*	*Example B*
2.1) Community residents, community stakeholders, and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways.	Staff asks family members to lead 1-day or 1-week enrichment classes called "Each One, Teach One." The family member works with program staff to design an activity based on the family members' talent or skill, such as salsa dancing, learning to count in another language, or knitting.	One of the program's month-long themes is about getting to know the neighborhood. Staff plan field trips to nearby parks, historical sites, and commercial areas; community leaders are invited as guest speakers; and the culminating project is for youth to plan and execute a community service project to meet a community need.
2.2) Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood.	Staff are allocated paid time per month to attend meetings or events held by other organizations in the community that may relate to programmatic or participants' needs.	The program manager assigns staff to be the program's liaison with other community agencies. Staff attends relevant meetings and report back to the full staff at weekly staff meetings.

3) Program Environment & Safety Standard: Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person's culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.		

Indicators:	Example A	Example B
3.1) Program agreements (rules or guidelines), determined with youth participants, are formally communicated to participants on a regular basis, including being posted in the program space for participants to easily view.	During the beginning of the program, the staff works with participants to define program agreements which are framed positively (instead of using the word "no"). The agreements are then posted on the wall in several locations throughout the program space and are included in the program's first parent newsletter.	Each group of participants works together to identify possible program agreements. Using a consensus process, participants and staff vote on and approve program agreements which are then posted on the wall and referred to when they are being violated or honored.
3.2) Staff are trained on how to appropriately intervene when program agreements or expectations are not followed.	All program staff is trained in the TRIBES approach to creating a positive program environment. Once a month, the program manager incorporates a 20 minute refresher on TRIBES into a staff meeting.	Staff attends more than one training on behavior management. Staff is also given laminated index cards with tips and strategies for dealing with challenging behavior or issues.
3.3) Program communicates agreements, expectations, safety procedures, and other relevant program information to participants' caregivers/family members through an orientation and/or a written program handbook.	The program holds one or more orientations each year. One family member of each participant is required to attend and sign a receipt that they received a program handbook.	Before a participant is enrolled, the program requires that a family member tour the program while a staff member briefs them on program activities, expectation, behavior agreements, and other relative information.
4) Youth Development Standard: Staff consistently communicates high expectations and challenge young people to do their best, and provide participants with opportunities to have input into what they will do in the program and during activities.		
Indicators:	Example A	Example B
4.1) Staff uses a range of approaches to promote the exploration of ideas and the practice of new skills.	For each month's theme, staff works in teams to plan a series of activities that will all reinforce the three target learning objectives. Activities will include arts, writing, music, drama, conversation, physical activity, science and individual reflection.	Staff is trained in the theory of multiple intelligences and design activities to incorporate each intelligence.
4.2) Program identifies (formally or informally) the skill that youth want to achieve in the program.	Each program activity lesson plan clearly articulates the skill that participants will develop and ways for staff to assess mastery of the skill.	After staff describes a new activity, they ask participants to brainstorm a list of what they think they will learn during the activity. The list is posted on the wall throughout the activity. At the end of the activity, staff revisits the list and ask participants to talk about what they learned. Any new items are added to the list.
4.3) The program provides structured opportunities at least annually to acknowledge the achievements, contributions, and responsibilities of	The program hosts an end-of-the year celebration for participants, their families, and their school teachers. Each participant can choose whether	After each 8-week session, participants make group presentations to their other peers about what they learned from their session. Some groups

youth (e.g. group presentations, reflections, exhibitions, performances, celebrations).	to participate in the musical performance, play or to have their artwork displayed.	use videos, Powerpoint, or drama to augment their presentations.
4.4) Program schedules allow for participants to make choices on a regular basis about how they will spend some of their time while in program.	Participants fill out a survey that gauges their interest in a variety of arts enrichment classes available the approaching semester. Staff compiled results to determine which classes participants will attend for multiple 6-week rotations.	Every Friday, participants are allowed to choose from a menu of activities. Participants can choose one activity for the first half of the program and another activity for the second half of the activity.
4.5) The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services.	Program administers a survey to participants about what they like and dislike in the program. Staff analyze the results and create action plans to improve the program activities according to the feedback. Staff invites a small group of youth to provide feedback on the action plans before they are implemented.	Before and after each quarter, month, semester, or program cycle, participants reflect individually and with their "color" group about what they would like to learn and what they have learned, respectively. Staff record the feedback and adjust activities accordingly.
4.6) Programs serving middle-school age youth must include some program component that provides a leadership or youth-led opportunity for all middle school students. These leadership opportunities or youth-led activities can be related to career exposure, project-based learning, or community service.	During the second semester, middle school youth in the program are paired with an elementary-school age youth in the program to serve as their "buddy." The "buddies help the younger youth with their homework daily and spend 1 hours per week leading the younger youth in an art project.	Each of the middle school clubs identify a community service project that they will complete at the end of the semester. Some clubs work with neighborhood volunteer efforts, while others organize their own community service project and invite program participants, parents and community members to participate.

5) Family Involvement Standard: Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.

Indicators:	*Example A*	*Example B*
5.1) Program has at least one mechanism for regular communication with parents/caregivers which could include a parent bulletin board, newsletter, email update, annual group or individual meetings to share participants' progress, and, when applicable, program staff communicate immediate issues and challenges with youth and parents/caregivers in a timely manner.	Program schedules two one-on-one meetings per year, with interpreters or bilingual staff as needed, to provide families updates on participants' progress in program. The program may also link with the host school's parent-teacher conferences.	The program's newsletter includes a summary of participant accomplishments. Also, when challenges arise or significant milestones are met, program staff calls family members in a timely manner to inform them and discuss next steps, if necessary.
5.2) Program has formal strategies to inform parents and youth of other available community resources.	At the beginning of the year, the program meets with its community partners to identify and schedule events (celebrations, performances, meetings, etc.) that serve to build the program staff's	Program sends newsletters home with participants and via email in multiple languages that includes updates on program activities, as well as announcements about other social services that families

	relationships with participants' families and to inform them of resources provided by community partners.	may be interested in.

6) Promoting Diversity, Access, Equity & Inclusion Standard: Program has strategies and resources to ensure effective communication and foster a welcoming environment for all youth and families.

Indicators:	*Example A*	*Example B*
6.1) All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served, and programs have the capacity to interact with participants and their caregivers/family members in their predominant languages.	Given the population in the program, the program recruits Cantonese-speaking staff. These staff leads English Language conversation groups for newcomer students on a daily basis, and for parents on a monthly basis. They also translate all of the program's written materials.	The program established a phone line to provide parents with recorded messages about program activities, announcements, and other relevant information. The phone line has recordings in 4 languages and is updated weekly.
6.2) Program activities, events, and environment show an understanding and respect for the cultures of the program participants and of those of the broader San Francisco community.	Family nights hosted by the program each feature a region of the world, with food, music, art and activities related to the region.	The program's artwork on the walls, books in the reading area, board games, toys, and daily snacks reflect a variety of different ethnic, cultural and language groups.

Maria Su, Psy.D.
EXECUTIVE DIRECTOR

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MAYOR

DCYF Specialized Teen Programs
Quality Program Standards
November 2012

1. **<u>Program Environment and Safety</u>**: Staff promotes a peaceful environment within the program by using strategies to promote positive relationships among participants and between staff and participants. Staff is trained and supported on how to maintain appropriate participant behavior. Further, program space is safe, clean and can be adapted for a variety of activities.

2. **<u>Youth Development & Leadership:</u>** Staff consistently communicates high expectations, challenges young people to do their best and acknowledges positive youth behavior. Staff knows youth on an individual basis and can identify their interests, talents and developmental needs. Activities are designed and implemented with youth engagement in mind. Staff encourage the development of critical thinking skills and provide opportunities for youth to play a meaningful, active role in their program so that young people have input in decision making, opportunities for responsibility and leadership, and feel a sense of ownership.

3. **<u>Promoting Diversity, Access, Equity and Inclusion</u>**: Program space, activities, and norms encourage inclusive attitudes and behaviors among staff and youth. Activities are designed to encourage youth to interact with peers from a variety of backgrounds and social groups. Staff models inclusive, tolerant attitudes and behaviors and demonstrates an understanding and respect for the cultures of the program participants and their families. . Program ensures culturally competent communication that fosters and celebrates various backgrounds to ensure a welcoming environment for all youth and families.

4. **<u>Intentional Skill Building</u>:** Using a variety of learning approaches, program activities promote skill building by intentionally focusing on a specific skill, promoting successively higher levels of mastery, and allowing youth to present their work or perform for others.

5. **<u>Relationship Building</u>:** Program promotes trust and confidence between participants and staff in a supportive environment so that young people can experience guidance and emotional and practical support in individual, group, and peer relationships.

6. **<u>Program Design, Planning, and Assessment</u>**: Program has time set aside to discuss youth and overall program progress including, but not limited to, time for assessing youth skill development and adequate preparation time to design and modify program activities.

7. **<u>Community Collaboration and Connection:</u>** Program seeks to utilize and engage community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance programming and connect families to other supports as needed. Program promotes knowledge building, about and with the community so that young people may explore avenues for making a positive contribution to their community.

8. **<u>Nutrition</u>**: Program makes healthy foods and beverages available to participants, limits unhealthy foods, emphasizes appropriate portion sizes, and encourages staff to model healthy eating behaviors. Program encourages youth to drink water, and will avoid serving sugar-sweetened beverages such as soda or sports drinks.

Minimum Quality Standards for Youth Workforce Programs

Both the San Francisco Department of Children, Youth & Their Families (DCYF) and the Office of Economic and Workforce Development (OEWD) have adopted and will use the Minimum Quality Standards for Youth Workforce Programs adopted by the Youth Council in their selection and funding of programs beginning in 2010.

Background
Standards are practices or essential elements of operation that are widely recognized as leading to program excellence and positive outcomes for recipients. They provide a foundation for program quality and a benchmark for professionalism in the service delivered.

These minimum standards were adopted by the Youth Council on August 5, 2009 and by the Workforce Investment Board of San Francisco on August 26, 2009. These standards are adapted from DCYF's 2007-10 quality standards and (with permission) from the quality standards framework developed through the Promising & Effective Practices Network (PEPNet). PEPNet, developed by the National Youth Employment Coalition in partnership with the US Department of Labor, has identified standards of effective practice found in programs that result in positive outcomes for youth.

The Youth Council adopted the Minimum Quality Standards for Youth Workforce Programs in order to define and raise the bar on the quality of services provided to youth by all city-funded youth workforce programs and forge interdepartmental collaborations and alignment of funding requirements and protocols making it easier for organizations to run programs which are funded through multiple funding sources. These standards build off of and will replace the Minimum Quality Standards for Youth Workforce Development Programs that DCYF used during its 2007-10 funding cycle.

The recommended Minimum Quality Standards for Youth Workforce Programs fall into three categories: Management and Administration, Programmatic Approach and Youth Development Competencies.

There are two levels of standards – those which are threshold standards that an organization or program must meet to be considered for funding and a second tier of standards which would be weighted in funding considerations. These standards would be in addition to and not conflict with any current city contracting requirements.

Category 1 - Management for Quality

Management for Quality addresses standards for program management: the foundation for program direction, systems and operations.

Quality management of a youth program is not that different from quality management of a business. The standards in this category encourage program operators to apply practices usually associated with the private sector -- planning, review, analysis, accountability and quality assurance -- to their youth program.

Mission
- ***Threshold Requirement:*** All aspects of the program form a coherent strategy for supporting and accomplishing the mission of the organization.

Leadership
- ***Threshold Requirement:*** The program ensures that roles and responsibilities of senior staff and any responsible boards are clearly defined.
- ***Threshold Requirement:*** The program hires senior staff with the experiences and credentials needed to achieve the program's mission.

Staff
- ***Threshold Requirement:*** The program ensures that position descriptions and qualifications for staff positions are clearly defined and reflect competencies (knowledge, skills and abilities) needed to perform each position effectively.
- ***Weighted Standard:*** The program invests in staff development as part of a management strategy to build staff capabilities, reduce staff turnover and achieve program goals.

Financial Management
- ***Threshold Requirement:*** The organization operates on an annual budget projecting income and expenditures and regularly monitors its performance against the budget.
- ***Threshold Requirement:*** The organization follows generally accepted accounting procedures, including internal financial controls and maintenance of records.

Performance Accountability
- ***Threshold Requirement:*** The program sets goals and measurable objectives for organizational and program performance.
- ***Weighted Standard:*** The program has systems in place for collecting, using and sharing data on individual youth, program activities, and performance data and bases improvement efforts on facts, including performance data and feedback from staff, youth and other stakeholders.
- ***Weighted Standard:*** The program communicates information internally and externally about the results of its activities.

Sustainability
- ***Threshold Requirement:*** The program has sufficient resources, including staff, equipment and supplies, to meet its goals and objectives.
- ***Weighted Standard:*** The organization leverages other financial resources and assets to reach the program's objectives.

<u>**Category 2 - Programmatic Approach**</u>

Programmatic Approach addresses standards for program design: how the program looks, how the young person experiences the program, how the pieces work together.

The first category of standards dealt with the program's mission and goals and various structures or systems to help manage operations. Now a program needs to consider its design: Who will it serve? What are their needs? How does it address or plan to address these needs?

Whether setting up a new program, assessing an existing program, or making funding decisions, it is important to think about the target participants -- about how they learn, about what motivates them; about how the program wants to provide services and about agencies and organizations it might be beneficial to have as partners.

Target Youth
- *Threshold Requirement:* The program designs activities appropriate to the ages and developmental stages of the participants.
- *Weighted Standard:* The program has a documented strategy to target, recruit and enroll young people who would benefit most from its services and activities.

Environment and Climate
- *Threshold Requirement:* The program implements policies and procedures to ensure the physical and emotional safety of participating youth and staff.

Instructional Approach
- *Threshold Requirement:* The program engages youth as active participants in the learning process throughout program activities.
- *Threshold Requirement:* The program provides opportunities for youth to engage in self assessment and reflection on their learning.
- *Weighted Standard:* The program is responsive to diverse styles and rates of learning.

Individual Planning and Guidance
- *Threshold Requirement:* The program conducts a comprehensive, objective assessment of factors relevant to academic and career goal-setting and service planning for each young person and creates and implements a realistic plan to achieve them.
- *Threshold Requirement:* The program helps youth identify their personal needs and assets (including connections to family and caring adults) and develop a strategy for support services and asset building.
- *Weighted Standard:* The program ensures frequency and length of participation are sufficient for targeted youth to achieve performance goals.

Partnership and Collaboration
- *Weighted Standard:* The organization has the ability to leverage other partnerships, programs and services to achieve the program's objectives.

Employer Engagement
- *Threshold Requirement:* The program works with employers to connect youth to work experiences, work-based learning and employment opportunities and to ensure its workforce development activities and the competencies that youth develop are relevant to employer needs, post-secondary requirements and/or industry standards.

Transition Support
- *Threshold Requirement:* The program ensures that all youth have a plan for how they will continue to pursue and achieve academic and career goals.
- *Weighted Standard:* The program design includes appropriate transition activities and supports for at least one year.

Category 3 - Youth Development Competencies

Youth Development Competencies addresses standards for program offerings: what youth need to know and be able to do to successfully transition to work and adulthood and how to help them gain those skills, knowledge and abilities.

A program's management structure and systems, its program goals and its key design features each play a role in shaping what is offered youth participating in the program. The primary factor in deciding what types of activities and services to offer is whether what those young people are doing in a program actually gives them what they need. Do the activities and services a program offers support what youth need to know and be able to do to in order to become responsible adults and workers?

Programs may find it is easier to answer this question if they refrain from thinking in terms of "activities," which basically are a series of things someone does or has happen to them. Think instead about the skills, knowledge and abilities -- the *competencies* -- young people need to gain to become responsible individuals. This is where the principles of youth development come into play.

Working
- *Weighted Standard:* The program provides opportunities for youth to develop competencies appropriate to maintaining employment, such as communication, dealing with supervision, and interpersonal and lifelong learning skills.

Academic Learning
- *Weighted Standard:* The program uses accepted assessment tools to identify academic skill levels.
- *Weighted Standard:* The program provides youth with opportunities to progress towards a recognized credential, such as the GED, high school diploma, or post-secondary education or training credential.

Thriving
- *Weighted Standard:* The program supports youth in developing independent living skills, including financial and computer literacy.

Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality

CAN

California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

DEPARTMENT OF EDUCATION · STATE OF CALIFORNIA

"This bold initiative provides a road map for improving expanded learning throughout California."

– Tom Torlakson
Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.

Table of Contents

According to the California Department of Education After School Division, "the term Expanded Learning refers to before and after school, summer, intersession learning programs, that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year."[1]

Introduction and Background

The California Department of Education After School Division (CDE-ASD or After School Division) was formed in late 2011, implementing a recommendation from Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team's final report, *A Blueprint for Great Schools*[2]. Since its inception, this new Division has actively engaged multiple stakeholders and practitioners to the state's direction. The Division recently engaged over 100 stakeholders and practitioners in the creation of a new vision and strategic plan for expanded learning in California through 2016. A cornerstone of this strategic plan is new Quality Standards for Expanded Learning Programs. The Quality Standards were developed in two distinct phases (Phase I and Phase II) through a partnership between the After School Division and the California AfterSchool Network Quality Committee.
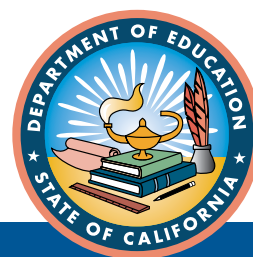
A Vision for Expanded Learning in California

California's Expanded Learning programs are an integral part of young people's education, engaging them in year round learning opportunities that prepare them for college, career, and life.[1]

Description of Standards and Crosswalk

The Work Groups on Quality Standards (Phase I and II) created a set of 12 Quality Standards and descriptions of what each Standard should look like in action (Standards in Action). Standards in Action are described at the programmatic, staff, and participant levels. In addition, *A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools (Crosswalk)* was created. This *Crosswalk* outlines a number of available tools that can be used for quality assessment and improvement.
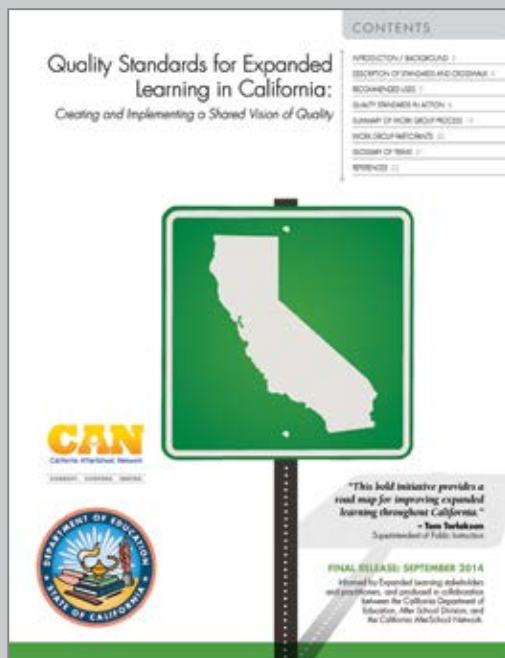
- Outlines California's Quality Standards and what each Standard should look like in action at the programmatic, staff, and participant levels.
- Describes recommended uses of the Standards.
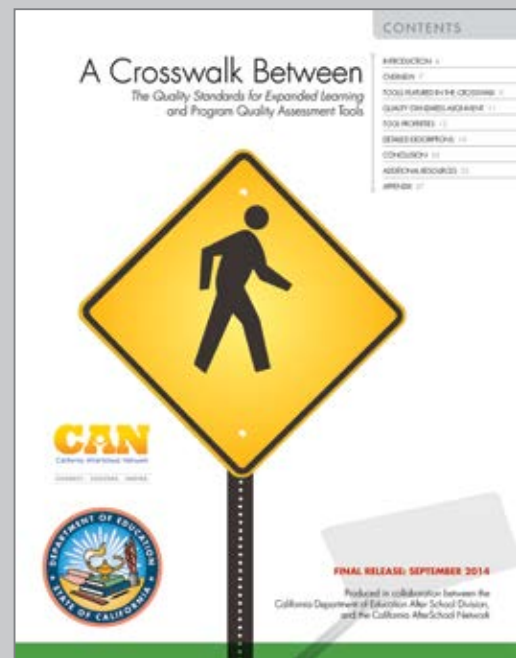
- Outlines multiple quality assessment tools that have significant alignment with the California Quality Standards.
- Provides a detailed description of each tool, its purpose and properties, cost, and training support available.
- Supports programs in the process of continuous improvement.

Recommended Uses

The purpose of the Quality Standards is to describe high levels of "Quality" of a program at the programmatic, staff, and participant levels. The quality standards are not intended to serve as a compliance tool, but as the following:

- **A framework** of clear expectations for all stakeholders.

- **A guide** to inform the After School Division's decision-making, e.g., technical assistance decisions, language in requests for application, and policy development.

- **A guide** for program providers to assess their own programs in order to help determine what they are doing well and what needs improvement.

- **A guide** for parents and youth to identify quality programming.

- **A guide** for school principals and district superintendents to reinforce and advance key priorities.

- **A complement** to other standards in the State of California focused on quality improvement, e.g., Learning in After School and Summer, Quality Self-Assessment Tool, Quality Self-Assessment Rubric, Center for Youth Program Quality, etc.

How to use Quality Standards and *Crosswalk* in a continuous improvement process

The Quality Standards are intended to create a framework of clear expectations, and a shared vision of quality among multiple stakeholders. The Standards in Action are intended to provide more detailed information about what the Standards should look like at the programmatic, staff, and student levels. The Quality Standards are a central component of the cycle of quality improvement. They are not assessment or compliance tools, but can be utilized in conjunction with a variety of assessment tools (as outlined in the *Crosswalk*) to plan and assess the quality of expanded learning programs. The *Crosswalk* provides more guidance about the cycle of quality improvement.
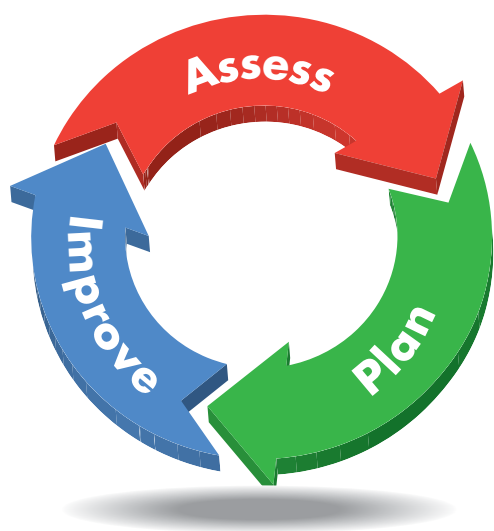
Continuous quality improvement cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five Learning in After School and Summer Principles[3] which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

1 Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. Page 7

2 Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. Page 8

3 Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. Page 9

4 Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. Page 10

5 Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. Page 11

6 Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Page 12

Programmatic Quality Standards

7 Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. Page 13

8 Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. Page 14

9 Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. Page 15

10 Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Page 16

11 Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. Page 17

12 Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. Page 18

Safe and Supportive Environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

Safe and supportive environment in action

Programmatic Level

- Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.

- The program develops policies and procedures to:
  - Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
  - Clearly identify the health and medical needs of participants.
  - Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
  - Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
  - Ensure that staff are trained in safety and first aid.
  - Clearly document and communicate incidents (i.e. written reports and phone records).
  - Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

- The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

Staff Level

- The staff respectfully welcome and release participants from the program.

- Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.

- Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.

- Staff hold participants to high expectations for behavior and achievement by:
  - Actively acknowledging positive behavior and participant accomplishments.
  - Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.

- Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.

Participant Level

- Participants and staff share responsibility in building a sense of community and belonging.

- Participants actively co-create behavioral agreements in collaboration with program staff.

Active and Engaged Learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

Active and engaged learning in action

Programmatic Level

- The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.
- The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.

Staff Level

- Staff give participants the experience of learning through multiple senses.
- Staff give participants the opportunity to work in groups that have a clear purpose.
- Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
- Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.

Participant Level

- Participants gather evidence to support their ideas and understand other perspectives.
- Participants use modern technology to support their learning.
- All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

Skill Building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Skill building in action

Programmatic Level

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.

Staff Level

- Staff select or create projects that relate to young people's lives.
- Staff develop learning goals for each activity and communicate these goals to youth.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Staff use practices that support mastery such as:
  - Providing youth with opportunities to practice skills
  - Sequencing activities to allow participants to build on previously learned skills.
  - Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
  - Helping youth make links between the activity and their lives outside of the program

Participant Level

- Participants work in groups where they practice skills such as team-building, collaboration, and use of effective communication.
- Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical-thinking, and information and communications technology).

Youth Voice and Leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

Youth voice and leadership in action

Programmatic Level

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.
- The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.
- The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

Staff Level

- Staff encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program.
- Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.

Participant Level

- Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.
- Participants share ownership in the design of program activities.
- Participants take responsibility for completing projects.
- Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
- Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.

Healthy Choices and Behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

Healthy choices and behaviors in action

Programmatic Level

- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.
- The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).

Staff Level

- Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.
- Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.
- Staff model good nutrition and participation in physical activity during the program.

Participant Level

- Participants have a voice and choice in creating and maintaining a healthy culture and environment within their program.
- Participants apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.

Diversity, Access and Equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Diversity, access, and equity in action

Programmatic Level

- The program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Staff Level

- Staff participate in on-going diversity and sensitivity training.
- Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.

Participant Level

- Participants and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.

Quality Staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Quality staff in action

Programmatic Level

■ The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.

■ The program provides staff and volunteers with:
  • Clear titles and job descriptions
  • Continuous training and professional development
  • Resources and materials to deliver activities
  • On-the-job coaching

■ The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.

■ The program supports staff with competitive pay.

■ The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level

■ Staff demonstrate ability to:
  • Deliver a program that meets grant requirements
  • Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities
  • Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons
  • Welcome and engage volunteers in roles that meaningfully and effectively support student learning

■ Staff exhibit:
  • Integrity, professionalism, caring, and competency as a positive role model
  • Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents

Participant Level

■ Participants are involved in the staff selection process.

■ Participants have trusting and positive relationships with staff.

Clear Vision, Mission and Purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Clear, vision, mission, and purpose in action

Programmatic Level

- When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including:
  - Youth
  - Families
  - Program staff
  - School site partners
  - Community partners
- The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes.

- The program monitors progress toward its goals and outcomes.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with:
  - Policies and procedures
  - Program plan
  - Budget
  - Staff development
  - Communications and marketing material
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.
- The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.

Staff Level

- Staff share program's mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.).
- Staff design activities to make progress toward program's goals and outcomes.

Participant Level

- Participants know the goals, and outcomes of the program.
- Participants provide input that is used to impact the program's vision, mission, goals, and outcomes.

Collaborative Partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

Collaborative partnerships in action

Programmatic Level

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.
- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
- Decision-making as part of a process of continuous improvement is informed by stakeholders such as:
  - Parents
  - Community partners
  - District leadership
  - County Offices of Education
  - Non-profit organizations
  - Public officials
  - Local businesses
  - Youth
- The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their community.

Staff Level

- Staff engage, communicate, and connect parents to information and services available to them within their community and school.
- Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.
- Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.

Participant Level

- Participants share their experiences and feedback about the program to inform program design.

Continuous Quality Improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Continuous quality improvement in action

Programmatic Level

- The program establishes a clearly defined continuous quality improvement process that:
    - Outlines improvement goals and action steps
    - Includes a timeline with dates for action steps and quality improvement discussions
    - Incorporates feedback from staff, youth, parents, and K-12 partners
    - Describes the information or data needed to assess quality
    - Clearly describes the responsibilities and roles for each person on the improvement team
- The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.
- The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes:
    - The type of information for each guiding question
    - Whom to collect information from
    - A timeline for collection
- The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.
- The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.
- The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.

Staff Level

- Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.
- Staff help collect data and are supported in using this data to understand strengths and weakness in programming.
- Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities.
- Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions.
- Staff use outcomes to prioritize future work around program design, professional development, and program practices.

Participant Level

- As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.

Program Management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Program management in action

Programmatic Level

■ The program creates and annually updates manuals that:
  - Address fiscal management, personnel policies, and program operation
  - Include clearly defined policies, procedures, practices, and staff/partner roles
  - Adhere to federal, state, and local requirements

■ The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.

■ The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:
  - Staff job descriptions
  - Lines of supervision
  - Information about who to ask for resources
  - The percentage of direct service and administrative costs that is allocated for each position

■ The program has a strong fiscal management system that includes:
  - A well-documented budget with line item expenses and the duration and amount of each revenue source
  - Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year

■ The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

■ The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

Staff Level

■ Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.

■ Staff at the program and site level keep up-to-date and accessible records on all participants and employees.

■ Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.

■ Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Sustainability in action

Programmatic Level:

- The program plans for sustainability in its initial design and evolves its strategies over time.
- The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions.
- The program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders.
- The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members.
- The program secures new resources to maintain a diverse portfolio of sources.
- The program provides staff with an annual overview of the budget and sustainability plan.
- The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.

Staff Level

- Staff plan strategically to use current funding efficiently.
- Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community.
- Staff cultivate active supporters and honor key champions.

Participant Level:

- Participants are eager and prepared to share their experiences and success with potential supporters and champions.

Summary of Work Group Process

The Work Group on Quality Standards (Phase I) developed 12 Quality Standards for Expanded Learning Programs in California and specific recommendations for Phase II. The Quality Standards Work Group (Phase II) process resulted in the development of Standards in Action at the programmatic, staff, and participant levels, as well as a *Crosswalk* between the Standards and multiple assessment tools. Each phase was informed at multiple instances by public input.

Work Group Process

In the fall of 2012, The California Department of Education After School Division (CDE-ASD) contracted with the California AfterSchool Network (CAN) Quality Committee to recommend a set of clearly defined standards of program quality in California. CAN worked closely with the CDE-ASD (Syma Solovich, CDE, After School Division) and its Quality Committee Co-Chairs (Diego Arancibia, ASAPconnect and Katie Brackenridge, Partnership for Children and Youth) to form the **Work Group on Quality Standards (Phase I).** The Work Group, selected through a competitive process, represented a broad and diverse set of stakeholders including program providers, K-12 educators, technical assistance providers, and evaluation experts. The Work Group (Phase I) began their process by reviewing existing quality standards and frameworks. The UC Davis CRESS Center was commissioned to review and summarize after school standards from twelve cities or states.

Based on its analysis of these existing standards and public input, the Work Group (Phase I) recommended eleven key standards of quality. The Work Group (Phase I) submitted their final recommendations to the After School Division in June 2013. Some revisions were made by the After School Division, most significantly the addition of a twelfth standard for Sustainability. The Quality Standards were adopted by the After School Division and released in the winter of 2013.[4]

In early 2014, CAN's Quality Committee created the **Quality Standards Work Group (Phase II).** Its charge was to create recommendations for what the approved Quality Standards should look like in action, as well as inform the development of a *Crosswalk* of tools that could be utilized to assess program quality as outlined by the Standards. The Quality Standards Work Group (Phase II) began its work in March 2014. The work group created a draft of Standards in Action based on public input and existing quality frameworks, and then revised this draft multiple times based on public input and suggestions from Work Group members. The Work Group submitted its final recommendations on Standards in Action, as well as the *Crosswalk* to the After School Division, in June 2014.

Public Input Process

Gathering and incorporating public input was an essential step in the process of both work groups. Public input was solicited via online survey and was disseminated by statewide Technical Assistance Providers, including CAN, ASAPconnect, and the Partnership for Children and Youth, as well as Regional Leads. Input was also sought through the facilitation of large groups of stakeholders (i.e. during in-person meetings or conference workshops) addressing the questions outlined in the public input survey. **In total, over 450 stakeholders informed the development of Quality Standards and Standards in Action over a yearlong process.**

Over 450 responses from the field

- 193 Site Coordinators (oversee single site)
- 85 Program Managers (oversee multiple sites)
- 57 School and/or District Administrators (Grant Managers)
- 29 Front-Line Staff
- 22 CDE Staff Members
- 19 Technical Assistance Providers
- 10 Teachers
- 42 Other

Quality Standards Work Group Chairs

CAN Quality Committee Co-Chairs and Quality Standards Work Group Co-Chairs (Phase I and Phase II)

- Diego Arancibia, ASAPconnect (Phase I and II)
- Katie Brackenridge, Partnership for Children and Youth (Phase I and II)
- Syma Solovich, California Department of Education, After School Division (Tri-chair, Phase I)

Phase I (Developing Quality Standards)

Work Group Members

- Mark Atteberry, Hemet Unified School District
- Kim Boyer, Central Valley Afterschool Foundation
- Mary Jo Ginty, Los Angeles County Office of Education
- Monroe Howard, Sacramento City Unified School District
- Kathy B. Lewis, Center for Collaborative Solutions
- Corey Newhouse, Public Profit
- Sam Piha, Temescal Associates
- Mike Snell, California Teaching Fellows Foundation
- Don Taylor, California Department of Education, After School Division
- Nancy Taylor, San Diego Science Alliance
- Bruno Marchesi, CAN staff support

Special Advisor

- Nicole Yohalem, Forum for Youth Investment

Evaluation Analyst

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- Keith Herron, Target Excellence
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- Patrik Lundh, SRI Education
- Bruno Marchesi, Healthy Behaviors Initiative
- Sam Piha, Temescal Associates
- Jenel Prenovost, THINK Together
- Julie Sesser, Stanislaus County Office of Education
- Harry Talbot, Beyond the Bell – LAUSD
- Mike Snell, California Teaching Fellows Foundation
- Femi Vance, Public Profit
- Jeff Davis, CAN staff support

Glossary of Terms

Accommodate: (see diversity section) To take action with the intent of reasonably meeting the needs of the learner. The term recognizes that all students learn at different rates and in different modalities and that students identified with learning disabilities need additional and intensified, often more frequent supports.

Active: Activities that involve youth doing something through different exposures (ie. seeing, hearing, touching and doing) allowing them to be physically active and/ or stimulating their innate curiosity. Being active means youth are physically, emotionally, and intellectually engaged through activities that stimulate their curiosity and internal motivation.

Activities: The things that students engage in that are designed to foster their learning around a particular topic, content area, and/or theme.

Collaboration: The act of working together with others in order to achieve or do something. Collaboration can enhance the quality and sustainability of a program by maximizing financial resources and blending multiple sources of support. For youth, collaboration activities in a program help build team skills and allow for youth to be accountable to each other.[3,5]

Community Partners: Non-profit organizations, faith-based organizations, city or county agencies, individuals, volunteer groups, and businesses that demonstrate commitment to the same or similar mission of the expanded learning program.

Curriculum: Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers/staff teach; the assignments, projects and activities students do; the books, materials, videos, presentations, and readings used; and the assessments, and other methods used to evaluate student learning. An individual teacher or staff person's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course or subject.[6]

Diversity: When something is diverse, it consists of different forms and types. Diversity in the expanded learning world often refers to the varied characteristics of people involved in a program, including for example, variations around race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Engaging: Learning experiences that tap into a youth's natural curiosity and interest in discovery while at the same time motivating, rather than discouraging their eagerness to try new activities.[7]

English Language Learners (ELL): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.[6]

Equity: In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is has been said that "equity is the process; equality is the outcome," given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.[6]

Expands Horizons: Activities that provide learning opportunities that take youth beyond their current experiences. Activities that expand horizons also allow youth to learn new things and discover new opportunities.[7]

Goals: What the program ultimately hopes to achieve.

Learn by doing: Program activities where youth participate in hands-on, project-based learning and where they are actively experiencing something.

Learn through multiple senses: Program activities that allow opportunities for youth to learn through their senses (touch, feel, smell, see, say) as well as through different multiple learning styles (visual/spatial, auditory/ musical, verbal/linguistic, physical/kinesthetic, logical/ mathematical, inter/intrapersonal).

Glossary (continued)

Meaningful: Program activities that involve youth taking some ownership of the learning topic where the content is relevant to their own interests, experiences, and the world in which they live.[3]

Mission: A statement describing how the organization or group will contribute to the fulfillment of their vision.

Outcomes: A description of progress made toward a program's stated goals at a given point in time.

Project-Based: Activities where youth explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying.[8]

Service-Learning: A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service-learning, young people-from kindergarteners to college students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.[9]

Shared accountability: A shared obligation or willingness to accept responsibility for outcomes and consequences (and account for one's actions).

Stakeholders: Those who hold a vested interest in the program. They include anyone who is interested in or will benefit from knowing about the program's progress, such as board members, funders, collaborators, program participants, families, school staff (e.g., teachers, principals, and superintendents), college or university partners, external evaluators, someone from the next school level (e.g., middle school staff for an elementary school-age program), and community partners.

Strategies: Methods used to make progress toward goals, inclusive of activities

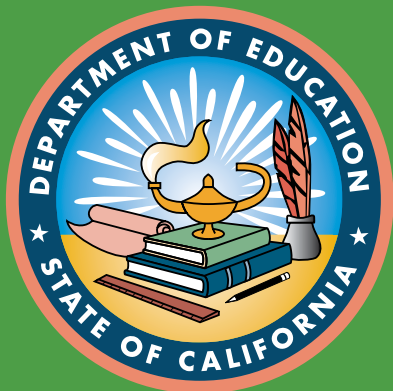**Vision:** The overarching purpose of the organization, program, or project.

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7 *Introductory Guide to Integrating the Learning In Afterschool & Summer (LIAS) Learning Principles in Program Design and Practice.* Retrieved from Glossary of Terms March 2014. http://www.learninginafterschool.org

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Appendix C: Implementation Timeline

FY 16-17 Departments' Budget Development

FY 16-17 Proposed Budget Presented to Council

Council Approves FY 16-17 Budget

FY 16-17 Begins

Department Director Recruitment Begins

Department Launches and Department Director Hired

Children's Fund Request for Proposals Released

Grant Awards Announced

FY 17-18: Programs Supported by Children's Fund Begin

| Jan 2016 | Feb | Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan 2017 | Feb | Mar | April | May | Jun | July |

December

Ballot Initiative Introduced at Council; Council Vote on Ballot Initiative

General Election – Vote on Ballot Initiative

Children's Fund and Tax Take Effect

Funds from Tax Available for Expenditure

Appendix D: Examples of Sacramento Children's Fund Uses

Scenario 1: Universal Pre-School

In California's 2002 State Master Plan for Education[2], there was a call for "voluntary access to formal preschool programs that offer group experiences and developmentally appropriate curricula."[3] At that time, studies were showing the immense deficits in children who did not have a formal preschool education. For example, without access to high-quality preschool, low-income children, children of color, and English learners enter school at a disadvantage, and those who start behind often stay behind.[4] Evidence of this school readiness gap is apparent by age 4 when low-income children are already 18 months behind their more affluent peers.[5]

Since then, numerous studies have shown the immense benefits of high-quality preschool experiences. Some examples are as follows:

- New Jersey Abbott Preschool program students were three-fourths of a year ahead of their peers in math and two-thirds of a year ahead in literacy by fifth grade.[6]
- The Chicago Public Schools Child-Parent Center program reported a 29% increase in high school graduation by age 20 for children who participated in the early learning program.[7]
- One of the key longitudinal studies on the benefits of preschool shows that children not enrolled in an early learning program were 70% more likely to be arrested for a violent crime by age 18.[8]
- There are hundreds of studies that show early childhood education improves student achievement and can save more than $7 for every $1 spent on early learning in the form of fewer students being held back a grade or getting involved in crime and heading to prison.[9]
- Researchers estimate the gain in income for recent statewide programs over a child's career to be $9,166 to $30,851, after taking out the cost of the program.[10]

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[2] The original Master Plan was approved by the Regents and the State Board of Education and submitted to the Legislature in February 1960. In April of that year, the California Legislature passed the *Donahoe Act* placing into statute a number of components of the Master Plan. The Master Plan has been subsequently revised several times.

[3] The California Master Plan for Education, Summary of Recommendations, Recommendation #3. Sacramento, CA: 2002.

[4] RAND (2007). **Who is Ahead and Who is Behind?** Retrieved February 18, 2013 from http://www.rand.org/content/dam/rand/pubs/technical_reports/2007/RAND_TR537.pdf.

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[8] Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long term effects of an early childhood intervention on educational achievement and juvenile arrest. **Journal of the American Medical Association**, 285(12), 2339-2380.

[9] Heckman, J., Moon, S.H., Pinto, R., Savelyev, P.A., & Yavitz, A. (2009). The rate of return to the HighScope Perry Preschool Program. **Journal of Public Economics**, 94 (2010), 114-128. Retrieved from http://heckman.uchicago.edu/sites/heckman.uchicago.edu/files/uploads/Heckman_etal_2010_RateofRtn-to-Perry.pdf

Given the research, it is clear that all Sacramento's children could have an equal shot at successfully starting their formal education if they are able to participate in a high-quality preschool experience.[11] Yet, not all the City's children are able to access this powerful springboard, and some are not receiving the level of quality that is required to reap the benefits of preschool.

According to the 2010-2014 American Community Survey (ACS) Five-Year Estimates, there are approximately 33,800 children under age 5 in the City. Assuming that the distribution across ages is somewhat even, there are approximately 6,670 four-year-olds in the City. Based on the ACS, the rate of poverty for children under age 5 is 32.5%, and using this data, there are 2,197 four-year-olds living in poverty.

The Sacramento Unified School District (SCUSD)[12] reports that in 2015-16, there are 1,936[13] children enrolled in State-funded preschool which only includes income-eligible children defined as those who live in households with income under 70% of the State Median Income[14]. Given that SCUSD is serving the largest number of the City's children[15], it can be estimated that between 300-400 children eligible for State-funded preschool are not enrolled in this program.

However, these children may be enrolled in other programs such as Head Start and Transitional Kindergarten. To qualify for the former, a child's family income must be at or below the Federal Poverty Line. [16] Data provided by the Sacramento Employment Training Agency (SETA), which administers the Head Start program, shows that there are approximately 2,378 slots for the City's children. With regard to Transitional Kindergarten, there are 180 children currently enrolled in the SCUSD Transitional Kindergarten program, and all of these children were four years old at the beginning of the school year.

Given the initial data analysis, there seem to be sufficient preschool slots for low-income four-year-olds in the City of Sacramento. However, this does not mean that all these slots are filled with eligible four-year-olds. Where the need lies for this population is in two

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[10] President's Council of Economic Advisers (2015), "The Economics of Early Childhood Investments." Washington, DC.

[11] It is important to note that high-quality preschool cannot solve the kindergarten preparedness gap alone. It can narrow this gap at kindergarten entry, but it has to be followed by high-quality K-12 education that continues to provide additional resources to the children who need them most.

[12] Twin Rivers Unified School District and Natomas Unified School District also enroll some of the City's children in State-funded preschool. First5 California reports that they fund 168 slots in the former and 48 slots in the latter. However, the number of those slots filled by City of Sacramento children was not readily available. Assuming that the number of children is relatively small compared to SCUSD's enrollment, this data was not included for the purposes of this document.

[13] This number includes both four- and three-year-olds enrolled in the program. Law requires that the majority of enrollees be four-year-olds, but up to 49.9% of them could be three years old. Therefore, the estimated gap unenrolled four-year-olds could be some degree larger.

[14] For a family of four, 70% of the California Median Income is an annual income of $46,896.

[15] Twin Rivers Unified School District and Natomas Unified School District also enroll City of Sacramento children in their Transitional Kindergarten programs. Assuming that the number of children is relatively small compared to SCUSD's enrollment, this data was not included for the purposes of this document.

[16] For a family of four, the Federal Poverty Line is an annual income of $24,250.

areas: 1) outreach to income-eligible families who have not enrolled their four-year-olds in a preschool program; and 2) opportunities to improve quality improvement.

On the other hand, there is a group of four-year-olds who cannot be served by Head Start or State-funded preschool due to the fact that they are not income-eligible. These children would be eligible to enroll in transitional kindergarten, but there are not enough slots to serve them all. These families' only other option is a fee-for-service (private) preschool which can cost up to $9,000 per year for a full-day program and $4,500 per year for a half-day program. For Sacramento's working class families, these private preschools are out of reach.

If 67.5% of four-year-olds live in households with an income above the federal poverty line, and approximately 47% could be considered working class, earning between $20,000 - $75,000 annually, then there are about 3,100 children who fall in a gap – their families make too much to be eligible for State-subsidized programs, but they cannot afford private preschools.

A proposed approach to address the unmet need would be for the Department to launch a universal preschool initiative with a five-year time horizon aiming to achieve the following objectives:

- *Ensuring that all four-year-olds have access to high-quality preschool with a focus on working class families:* While low-income families have access to preschool opportunities, the bottom line, without fail, is that <u>all</u> Sacramento's four-year-olds deserve to benefit from high-quality preschool. The definition of "access" will have to be fleshed out as it could mean providing the program for free as in San Francisco or offering highly-subsidized slots for families as in West Sacramento. Fortunately, the definition of "high quality" has been well established and documented within the early education field.

- *Increasing quality across all programs:* Research demonstrating the benefits of preschool stipulates that benefits arise if the program is high quality. First5 California has moved from a focus on access to a focus on quality. Support for quality improvement will be delivered through its IMPACT program in conjunction with a new assessment tool called the Quality Rating Improvement System (QRIS). Given this new landscape, there are multiple opportunities for the City to promote program quality. For example, in West Sacramento, funding is provided to the school district to support professional development, individual coaching, and the hiring of family support specialists who are trained to help families enroll in early education programs.

- *Inviting current stakeholders – including school districts, First5 Sacramento, family-based child care providers, private and non-profit centers, and families – to partner with the City:* Without a doubt, all stakeholders in the preschool world will need to be engaged in the initiative both in the design phase through participation in a working group and in the implementation phase through a mixed delivery system to reach success.

- *Expanding, when possible, half-day programs to full-day programs or, at a minimum, strengthening the connection for families between half-day programs to other support*

programs: Working families need full-day programming for their preschoolers, and while certainly expensive, the City needs to consider family-friendly policies that promote the retention of <u>all</u> families regardless of socioeconomic status.

- *Exploring the possibility of re-establishing a centralized referral system that includes a centralized eligibility list:* Previously funded by the California Department of Education, but no longer as of four or five years ago, the Centralized Eligibility List (CEL) acts as a triage system for families looking for a program for their infants and toddlers. It is still currently in place, but at a greatly reduced capacity and on a voluntary system of participation by providers. Perhaps most valuable was the fact that the CEL could provide an accurate count of the need for various income-eligible preschool programs. In moving forward with this exploration, the question of whether, in fact, the CEL would support the success of a universally accessible preschool program given the changed landscape since it was last fully funded must be answered.

- *Investigating complimentary programs that support the benefits of preschool:* Preschool obviously targets the child, but parents play an enormous role in that child's healthy development. Considering a two-generation approach to further the benefits of preschool could have a vast impact. For example, a parent-teacher home visit program could be implemented as part of the universal preschool initiative.

- *Including a strong data collection and evaluation plan:* Part of the initiative's design must include a mechanism to collect data, which may simply require piggy-backing on a mechanism that already exists, as well as an evaluation design that measures the initiative's success.

The first step is to hire a consultant with deep expertise in this area who will work with a group of stakeholders to develop an implementation plan that will achieve the initiative's objectives. To implement this first step, expenditures would total approximately $25,000 including the cost of the consultant and meeting expenses. See below for detail.

	Hourly Rate	Hours per Week	Number of Weeks	Total
Consultant	150	10	16	24,000

	Per Meeting	Number of Meetings	Total
Meeting Expenses	50	16	800

TOTAL EXPENSES:	24,800

This initial expense could be paid out of the Children's Fund. However, the cost of implementing the initiative, even with diverse sources of revenue, would most likely consume the majority of the Children's Fund resources. Therefore, it is recommended that, to support this much-needed initiative, the City tap an alternate sources of City, State, and Federal revenue.

Scenario 2: Expanded Learning Opportunities

Expanded learning opportunities refers to programs that build participant's skill and knowledge during times they are not in school including before school, after school, and summer. Research has shown that high-quality expanded learning opportunities impact a young person's overall development, including their academic success.

A primary source of funding comes through the State's After School Education and Safety (ASES) grants to school districts to implement after-school programs serving elementary and middle school youth. Sacramento City Unified School District (SCUSD) receives approximately $4.6 million in ASES funds[17] and serves approximately 14,000 students across 61 sites. Much of these funds are contracted out to the City of Sacramento Parks and Recreation Department and various community-based organizations to provide programming at school sites. While the official waiting list for these programs is approximately 1,400, this only takes into account the families who chose to place their child on the waiting list when in reality, the District can only provide enough program slots for approximately 25% of enrolled students with these funds.

One approach the Department could take is to reduce waiting list by creating additional slots in after-school programs serving elementary and middle school youth. Using the current ASES daily funding rate of $7.50 per student as a proxy and assuming there are 180 days of programming, for every 1,000 additional slots created, the City would need to use $1.35 million of the Children's Fund. To eliminate the entire official waiting list, it would cost approximately $2 million.

Although the City could use the ASES daily funding rate to determine the cost of expanding program slots, this rate is woefully inadequate to support a high-quality program, a critical goal of the Department. Sadly, the ASES daily funding rate has not changed since 2006, despite a 17% increase in the cost of living and increases in the minimum wage across the State. In order to safeguard and continue to improve quality, the Department could also use the Children's Fund to offer matching grants to after-school providers. Quality improvement strategies could include 1) additional staff hours for participation in professional development and for partnering with the school staff to align the after-school program with the school day; 2) contracting with SME's to provide professional development; and 3) expanding enrichment, academic, and transportation supports.

Using cost estimates developed by the San Francisco Afterschool For All Financing Work Group, the daily rate for a high-quality school-year program serving K-5th graders is $18.97. This is a differential of $11.47 from the ASES daily rate.[18] See spreadsheet below.

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[17] SCUSD also receives approximately $3 million in 21st Century Community Learning Centers (21st CCLC) funding which is primarily targeted at high school-aged youth as well as summer programming.

[18] Another excellent resource is the Wallace Foundation's Out-of-School Time Cost Calculator which can be found at:http://www.wallacefoundation.org/cost-of-quality/cost-calculator/Pages/cost-calculator.aspx. Inputting the same assumptions, it calculates the daily rate for a high-quality program as $9.15 per student on the low end, $19.55 per student as the median, and $23.07 per student on the high end.

COST ESTIMATES FOR SCHOOL YEAR AND SCHOOL-BASED K-5 PROGRAM

ASSUMPTIONS: 100 youth served per day

Operates 5 days/week for 3.5 hours/day

Staff:Youth Ratio: 1:12/5

Personnel	# of Staff	Hourly Rate	Hours/Day	# of Days/ Month	% Fringe	MONTHLY TOTAL
Program Manager	1	24	2	20	0.25	1,200
Site Coordinator	1	20	8	20	0.25	4,000
Lead Teachers	4	18	5	20	0.2	8,640
Assistant Teachers	4	15	4	20	0.2	5,760
					Total Personnel:	**19,600**

Program Supplies	Cost per Youth	# of Youth	# of Days/ Month	
Food for Participants	0.50	100	20	1,000
Program	2.50	100	20	5,000
Field Trips	2.50	100	20	5,000
			Total Program Supplies:	**11,000**

Other Supplies	Per year	# of Months	
Annual Events	500	9	56
Food for Staff Meetings	675	9	75
Staff/School Recognition	750	9	83
Staff T-Shirts/ID Badges	250	9	28
Outreach	2,000	9	222
		Total Other Supplies:	**464**

Professional Development (including pre-program training)

Staff Hours	# of Staff	Hourly Rate	Total Hours	# of Months	
Site Coordinator	1	20	96	9	213
Lead Teachers	4	18	41	9	328
Assistant Teachers	4	15	28	9	187
				Subtotal:	*728*

	Per year	# of Months	
Conference Fees	1,000	9	111
Training Consultants	3,000	9	333
	Total Professional Development		**1,172**

Other Services	Per year	# of Months	
Evaluation	5,000	9	556
Insurance	1,800	9	200
	Total Other Services:		**756**

TOTAL MONTHLY DIRECT EXPENESES	**32,992**
MONTHLY ADMINISTRATIVE EXPENSES @ 15%	**4,949**
TOTAL MONTHLY PROGRAM EXPENSES	**37,941**

TOTAL PER YOUTH PER SCHOOL YEAR (9 MONTHS)	3,414.66
DAILY TOTAL PER YOUTH	18.97
HOURLY TOTAL PER YOUTH	5.42

An effort to provide support to after-school providers who desire to focus on quality improvement would cost approximately $2 million for every 1,000 program slots currently offered. And, if in an effort to reduce waiting lists the Department also chooses to fund slots at a high-quality level, the cost to create an additional 1,000 high-quality slots would be $3.4 million.

Scenario 3: Youth Employment

When focusing on the needs of high school youth, employment and internships (both paid and unpaid) opportunities always rise to the top of the list. In the analysis of the City's expenditures on children and youth, the low percentage of resources devoted to programs for 14-17 year olds (25%) can be addressed through the Children's Fund. The Landscape and Learning Program provides an excellent opportunity to do so.

The Landscape and Learning Program (L & L) is a year-round opportunity for youth ages 14-17 years who reside within the city limits of the City of Sacramento and are eligible for a work permit. Youth work directly in community parks and green spaces weeding, pruning and providing general clean up and landscape maintenance. All participating youth receive specialized training in interviewing, employer expectations, teamwork, safety, landscaping, customer service and time management. In most cases, L&L is the first job experience for young people in the program. Youth are selected through an application and interview process.

During the school year, a fall and spring cohort is offered, and youth work a total of 12 hours over the weekend. In the summer, youth work 30 hours per week for nine (9) weeks and are paid minimum wage ($10 per hour beginning January 1, 2016).

The program is steeped in youth development practice with all staff required to participate in a four-day training that includes intensive skill-building on youth development theory and practice. Staff receive on-going support during the year.

The staffing structure to support the program's implementation includes a portion of the Teen Services Director's time, a program manager (1 FTE), a program supervisor (1 FTE), 10-12 program leaders (0.4 FTE) with an additional 10 program leaders (0.2 FTE) for the summer, and 160 slots for youth. The program's annual budget is $530,000 of which a great portion is spent on renting trucks on a monthly basis.

The demand for this program greatly outstrips the supply of jobs offered. In the summer, for example, the program receives 1,000-1,500 application for 80 slots. To offer an additional 80 employment opportunities in the summer, the following needs to be taken into account:

- The youth are organized into "crews." Each crew is comprised of five (5) youth and one adult program leader.
- One program coordinator can support six (6) crews.
- Every crew requires a king cab truck to transport equipment and supplies.
- The three additional positions required to build the capacity of the Teen Services Division (Administrative Assistant, Program Supervisor, and Program Coordinator) are pro-rated for the summer months. However, in order to attract the strongest

candidates, all three should be built into the annual budget as year-round positions (i.e. 52 weeks). Moreover, by doing so, the infrastructure would actually be in place to expand the L & L program in the Fall and Spring as well.

- Included in the budget is a long-term capital investment of 20 trucks that could be used year-round. Currently, trucks are rented on a monthly basis, and while they are in heavy use during the summer, they sit idle during the work week for the fall and spring sessions of the program.

Given the above, the total additional cost of expanding the summer cohort would be $731,592. See spreadsheet below.

COST ESTIMATES FOR EXPANSION OF LANDSCAPE AND LEARNING PROGRAM: SUMMER

Personnel	# Positions	Hourly Rate	Hours per Week	Weeks per Year	% Payroll Taxes	% Benefits	TOTAL
Administrative Assitant	1	23	20	20	0.15	0.2	12,420
Program Supervisor	1	31	40	20	0.15	0.2	33,480
Program Coordinator	1	25	40	20	0.15	0.2	27,000
Program Leaders	16	20	37	12	0.15	0	163,392
Youth	80	10	30	9	0.15	0	248,400
						Total:	**484,692**

Equipment	# of Units	Cost per Unit	
Tools	16	600	9,600
Trucks	20	10,000	200,000
		Total:	**209,600**

Other Services	# of Units	Cost per Unit	
Dump Fees	1	5,000	5,000
Fuel	180	75	13,500
Maintenance	20	940	18,800
		Total:	**37,300**

TOTAL EXPENSES: 731,592