

# INCREASE ACCESS TO QUALITY OUT-OF-SCHOOL-TIME

## DRAFT 8/2017 - UPDATED FROM ERN and Out of School Time Meeting Discussions

### Why increase access to Expanded Learning Opportunities?

As the achievement gap persists and widens for many of the region's students of color, there is growing recognition that the opportunity gap, or access to activities that enrich a youth's development, is part of the cause. Dramatically increasing opportunities to participate in high-quality afterschool and summer opportunities could shift outcomes for young people in the region.

### Context

There are not enough engaging activity opportunities for young people in the Road Map Project region to join before and after school and during the summer months. Much progress has been made in recent years to develop quality standards and test new models of partnerships, but no opportunity has provided enough direct service dollars to increase availability or access to high-quality afterschool and summer programs.

### What needs to change?

Shifts in policies at the federal, State and local levels make this an ideal time to invest in after-school and summer programs in the region. These shifts provide a new opportunity to incentivize school districts, local governments and private philanthropy to invest in coordinated high-quality after-school and summer programs and systems. Funding from Best Starts for Kids in out-of-school-time will be part of the solution, but building additional opportunities is also critical in the coming years.

### How can we track progress?\*

*\*There is limited data on out-of-school-time programs in the region. The Youth Program Registry (SOWA led) is a new tool to collect information on the quality and quantity of state OST programs.*

- More Opportunities:
  - Number of available after-school and summer programs
  - Number of available "slots" or total capacity in programs; waitlists
  - Number of available "slots" in programs **involved in quality improvement processes**
  - Number of slots relative to home locations, distribution of slots within region relative to low income residents, access to school buses to/from OST programs, **and appropriate age and to type of need (e.g. academic, childcare, enrichment, intervention, recreation).**
  - Cultural responsiveness of programs
  - Demographics of children utilizing the slots (race/gender/ELL/economic)
  - **Community developed indicators that reflect qualities achieved in family, friend and neighbor and other community-based providers. These will support mutual learning between community and funders.**
- Workforce:
  - **Diversity of workforce**
  - **Cultural responsiveness of workforce**
  - **Qualifications of workforce (direct service and managers)**
  - Retention rate of workforce; Longevity of tenure in youth programs
  - Wages for staff

INCREASE ACCESS AND DISMANTLE BARRIERS TO OPPORTUNITY



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- Opportunities for training, training level, professionalizing
- Affordability and availability of housing for workers
- Funding:
  - Funding for OST from multiple sources
    - School Districts direct (LAP money, etc.)
    - Government (Best Starts for Kids, Cities, etc.)
    - Private philanthropy
  - Funding broad enough to cover all costs
  - Direct service dollars
- Other Ways to Track Progress:
  - One application for OST programs
  - Data sharing agreement (CBOs needing access to data)
  - Which programs cover which content, type of service, etc.
  - DCF will have new indicators - how to align RMP and DCF?

## Initiatives & partners involved in this work:

- Youth Serving non-profits, community based organizations and government agencies (parks and recs., etc.)
- Youth Development Executives of King County (YDEKC)
- School's Out Washington (SOWA)
- Housing Authorities (KCHA, SHA)
- Foundations (Bill and Melinda Gates Foundation, Raikes Foundation)
- Government (King County Best Starts for Kids, City of Seattle, City of Kent, etc.)
- School Districts
- Parent Organizations (PTAs, FEAT, etc.)
- Families
- Culturally specific organizations (smaller grassroots CBOs)

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