

## **An Actionable Agenda and Snapshot of Out of School Time in Richmond, Virginia 2009**

**Prepared by: United Way of Greater Richmond & Petersburg's  
Partnership for Out of School Time**



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## **Introduction**

United Way of Greater Richmond & Petersburg has served as a convener and facilitator of the Partnership for Out of School Time (POST) Coalition since 2004. The Coalition consists of over thirty local out of school time providers, Richmond City school officials, and community stakeholders who share a common vision that “every school age youth in Greater Richmond has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood”.

In the fall of 2008, the JC Penney Afterschool Fund grant was awarded to the Forum for Youth Investment and United Way of America to pilot community-wide youth development data collection, conduct landscape mapping of out-of-school time resources, and to complete an “Actionable Agenda” in two communities. The Partnership for Out of School Time in Richmond, Virginia, administered by the United Way of Greater Richmond and Petersburg, was selected as the recipient in one of the two pilot communities.

A Strategic Planning committee, invited by the United Way of Greater Richmond and Petersburg for its community leadership, diversity of perspective, and knowledge of the field, was established in October of 2008 with the goal of developing an “Actionable Agenda.” The team included funders of youth programming such as The Community Foundation, Altria and Genworth, the Richmond Public Schools, Virginia Commonwealth University, as well as major youth serving organizations in the public and nonprofit sectors, such as the Boys and Girls Club, the YMCA, and Richmond’s Parks and Recreation Department. The infusion of grantors within the existing POST network, as well as the addition of leaders within a local university to the group resulted in a comprehensive Actionable Agenda.

The final Actionable Agenda sets forth ambitious and bold strategies to increase collaboration and joint management of out of school time programs, engage regional and state policy makers in expanding programs as an economic development necessity, improving the quality of programming and the tracking of results citywide, and facilitating increased access to opportunities for young people and their parents.

## **Background**

The United Way of Greater Richmond and Petersburg was well-positioned to jump start the Actionable Agenda, and the community was receptive to take the region to the next level when news of the successful receipt of the grant was shared. Since 2001, the United Way had played a lead role in developing a regional school readiness coalition and plan, leveraging its resources and networks to bring in over \$3 million in federal and local grants to support early childhood systems development. United Way’s regional reputation, set of networks and knowledge of community planning meant that United Way staff persons knew who and how to get people to the table for this effort, and community participants had evidence that the planning would deliver results.

- Since 2004, the local United Way had established trust and credibility in the community by convening the Partnership for Out of School Time (POST), consisting of other twenty after school providers, city and school officials and community agencies to coordinate and solve problems.
- In 2007, over sixty participants in POST had identified a vision for the Greater Richmond region and a top priority as a “coordinated system of after school programs and schools that reduce duplication and improved programming” that was embraced by a consortium of stakeholders.
- In 2008, a Strategic Planning Committee of POST agreed to develop a strategic plan to formulate the path forward to achieving the POST vision.

Thus, when the grant opportunity arrived to create an Actionable Agenda, the POST Strategic Planning Committee hit the ground running, with the addition of several key community stakeholders. United Way staff was able to rapidly engage a broad group to participate in the Forum for Youth Investment’s Ready by 21 framework that would lead to an Actionable Agenda. The Ready by 21 on the ground team provided technical assistance to the effort and, through their national leadership networks, helped to engage funders at a level previously unprecedented in the regional Out-of-School time field. By November 2008, the Strategic Planning Team was assembled and primed to develop a game plan for the next two years.

## **Developing the Actionable Agenda**

### **Research and Data**

The Strategic Planning Team was committed to using data to make decisions and drawing upon the expertise and experience of participants. From the onset, the Team embarked on two concurrent processes: (1) identifying the elements of the current “Out of School Time” “system” – those that are working and those in need of repair -- through sharing information and analysis as a group; (2) initiating a Landscape Mapping survey, a tool developed by the Forum, to understand the community’s resources for young people, ages 5 -21, during the out of school time hours. These two approaches were supplemented with community indicator data to create a community portrait of the Greater Richmond area and the out of school time system from the perspectives of service providers, parents, youth and other stakeholders.

### **Community Indicators**

Documents reviewed by POST members outlined some of the stark challenges young people faced in Greater Richmond, and provided a backdrop for the Actionable Agenda planning process. For example, in 2006 only 67% of Richmond students finished high school (Richmond Public Schools) and over 21% of students missed more than 6 days of school (VA Department of Education). Over 30% of Richmond children and youth live below the poverty line and more than half are raised in single-parent homes<sup>1</sup>. A Central

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<sup>1</sup> Unless otherwise noted, figures in this grant proposal are taken from the U.S. Census 2006 American Community Survey.

Virginia Health Planning Agency survey published in July 2007 ranked quality afterschool programs as one of the most critical needs for children and youth in Richmond. Further, a 2005 study by Virginia Commonwealth University determined that Richmond Public Schools partnerships with private, community agencies are not sufficient in meeting in-school needs and not united in vision, goals, or objectives.

### **System Analysis**

As part of the planning process, participants uncovered a portrait of a diverse and wide-ranging system of out of school time resources for young people with strong programs and staff, and a city and philanthropic community committed to supporting those initiatives, with a readiness to collaboration. At the same time, they noted that programs were rarely coordinated with each other and with local public schools, making joint planning and staff development rare, and clear points of access for youth and their families dependent on information and presence of individual sites and relationships. They noted few partnerships between schools and after school programs to address academic achievement and a desire for schools to open their buildings to community-based programs more consistently and for extended evening hours. Finally, while team members noted there was exceptional staff in the field, they also cited significant levels of staff turnover and lack of training due, in large part, to the low wages and lack of professional development opportunities in the field. With an area university at the table, Virginia Commonwealth University, participants also identified the potential of the Actionable Agenda to connect cutting edge youth development research with practitioners on the ground working with youth.

### **Landscape Mapping**

Understanding the out of school time (OST) landscape in the city of Richmond was critical for the Strategic Planning Team in this data-driven process to create an Actionable Agenda. The Strategic Planning Team sought to gauge the amount of opportunities for youth to be engaged in OST programs and the types of programs available to Richmond youth.

Thanks to the grant from the JCPenney Afterschool Fund, the Strategic Planning team was able to work closely with the Forum for Youth Investment to conduct a landscape mapping survey for OST programs in the city of Richmond. Created with Survey Monkey, the landscape mapping survey took service providers approximately one hour to complete. The survey covered topics such as service area, quality standards, type of information collected, methods of collecting information, ages served and primary approaches with youth. The survey was disseminated through ConnectRichmond, a clearinghouse of nonprofit information and events, the Gang Reduction and Intervention Project (GRIP), United Way's action councils, the POST listserv, and key stakeholders identified through POST. In addition, all individuals receiving the survey were asked to forward it to any other youth service providers. In total, fifty two agencies completed the survey.

Key findings from the landscape mapping survey showed OST programs relatively evenly disbursed throughout the city. The majority of programs (53%) focused on youth ages 6-14 with only 9% of programs focused on youth ages 19-24. Nineteen percent of programs used the Search Institute's "40 Developmental Assets" in their curriculums. Over 50% of

programs used observation or anecdotal data as a method to collect information on youth and their programs. The top-ranked responses to the “top three things that would most improve our program” were funding (28%), staff (15%) and publicity (12%). These results varied significantly from what POST identified as the top three components that would most improve the system of OST programs which focused on collaboration, access, quality, and professional development.

Survey results underscored the fact that programs were facing basic needs, such as funding and staff rather than training and collaboration. As a result, Strategic Planning Team members focused on insuring that their strategies addressed the critical issues of funding, capacity and visibility as part an overall approach to improve and expand quality services and community support. Because of the tight timeframe of the grant, the planning committee limited the landscape mapping survey to Richmond city yet plans to broaden the scope of the survey in the future, covering all of Greater Richmond.

### **Pulling It All Together**

With data, community indicators, a system analysis and the landscape mapping results in hand, Strategic Planning Team members expressed a sense of urgency to improve conditions for young people. Participants viewed the Actionable Agenda as a means of setting a bold course, with the right leadership at the table and armed with a plan to develop the infrastructure and support. As Karen Pittman, Executive Director of the Forum for Youth Investment, stated at a motivational breakfast, held on January 28<sup>th</sup>, 2009, “I want you to be outraged at the same time as you are optimistic” about improving supports for young people in their families and communities. The Actionable Agenda offered the team an opportunity to “bring precision to passion” and set in motion a plan to change the indicators and improve the system over the next two years, 2009 – 2011.

## **The Actionable Agenda: Coordination, Quality, Access and Community Support**

### **Greater Richmond’s Vision for Out of School Time**

Guiding and informing the Actionable Agenda is a vision that was created by the POST coalition in 2007, and affirmed in 2009 as an inspiring articulation of success. It reads:

“Every school age youth in the Greater Richmond Region has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood.”

The overall vision will be measured by the team’s progress on indicators that are listed under each goal and tie directly to the strategies and action steps in the Actionable Agenda.

### **Goals and Strategies**

The Actionable Agenda has four goals that capture the desired outcomes for the next two years, and are required to achieve the long-term vision. Under each goal, are specific action

steps with designated leaders, dates, times and anticipated outcomes for each task. The full agenda is attached. What follows are the goals and strategies. A full plan, with action steps, is attached as an appendix.

### **Goal 1: Coordination**

*The Strategic Planning Team sought to unify and solidify a diverse group of programs and increase efficiency by creating a citywide coordinated referral and planning network. The team noted that one of the most challenging areas of coordination is between the public school system and community providers. Team members sought a system where educators and community-based program staff worked together to share data, train staff and teachers, and hold programs on site at school grounds. The goal is to have a citywide system up in two years, beginning with a pilot approach in the first year to design and evaluate a responsive and effective coordinated system.*

### **Goal 1: Create a coordinated system of quality out-of-school time programs that meet the needs of children while maximizing resources.**

#### **Indicators:**

- # of quality partnerships/collaborations between schools and OST programs;
- # and % of increased referrals/matches/follow-up to OST Programs

#### **Strategies:**

1.1 Establish a third party Out-of-School time "concierge" with the community who will broker connections between the school and agencies and leverage dollars.

1.2 Create an integrated data system to follow attendance, track students' academic, behavioral and program progress.

1.3 Construct a case to present throughout the region for a citywide coordinating function

1.4 Create a coordinated and flexible referral system.

### **Goal 2: Quality**

*The Landscape Mapping exercise confirmed that out-of-school time providers were assessing the quality of young peoples' experience with a range of methods, very few using program outcome measures and even fewer requesting information about student academic performance. Team members expressed the need to have quality programs for young people as a top priority. They identified ways of increasing professionalism in the field and beginning the dialogue of establishing a common language for program quality. They developed consensus on the attributes of quality programs and staff and committed to implementing core practices across programs to improve young people experience throughout the region.*

**Goal 2: All out-of-school time providers will strive for and adhere to best practices that promote high quality programs.**

**Indicators:**

- % of programs evaluating outcomes;
- % of programs with trained and quality staff;

**Strategies:**

- 2.1 Identify and promote “best practice” approaches.
- 2.2 Promote professional development opportunities for out-of-school time providers and staff.
- 2.3 Develop common outcomes and program standards within the out-of-school time field for programs to use.
- 2.4 Reduce turnover and increase professionalism in the out-of-school time field.

**Goal 3: Access**

*Understanding which young people are attending which local programs is the first line of business for the team. They adopted the approach of using a seamless and professional tool – such as a swipe card – as a means to find out where young people spend their time. More important still will be hearing from young people and their parents about where they spend their time and why. Identifying barriers to participation such as transportation or location is also critical, and team members are committed to placing quality programs in the neighborhoods where they are needed most. Appealing to parents and young people with offerings that engage young people in supportive environments will be key. In short, team members want all youth to have access to quality out of school programs and reap the benefits that go with that participation, and all parents to know about what’s available, no matter where they live.*

**Goal 3: Ensure all youth and families have knowledge of and access to OST resources.**

**Indicators:**

- Increase in % of children participating in quality OST programs

**Strategies:**

- 3.1 Understand the barriers and assets to accessing before and after-school services from a youth and staff perspective.
- 3.2 Encourage targeted schools to be open and available for before and after-school services that compliment youth development.
- 3.3 Increase parent awareness of out-of-school time services

3.4 Create and provide an evaluation process for measuring *access* to out-of-school time services that is cost efficient and effective.

3.5 Create and coordinate a transportation system for youth to attend targeted Out-of-school time programs.

#### **Goal 4: Community Support**

*Critical to all strategies and action steps in this plan is a supportive community – one where policy makers understand and invest in out-of-school time programs, funders see the value of their investments in programs, and city and school leaders work together on improving outcomes for young people during and after the school day. Much of the support will come as the results of programs are showcased, and a coordinated citywide system proves its effectiveness by enhancing opportunities and increasing the number of young people engaged in quality programs. The team will work to reach policy makers and stakeholders at the federal, state and local level to support the work of the Actionable Agenda.*

#### **Goal 4: To advance the necessary policy, programmatic, and financial supports to achieve the Actionable Agenda.**

##### **Indicators:**

- # of stakeholders engaged in Actionable Agenda;
- Level of financial and in-kind support for OST.

4.1 Increase the visibility and support for effective out-of-school time programs in the Greater Richmond region.

4.2 Develop opportunities for funders, schools, community agencies and the City of Richmond to address out-of-school time at the same table.

4.3 Develop ways to evaluate and track successful programs to show program results.

4.4 Advocate and support the development of a Children's Cabinet for the Commonwealth

#### **Next Steps**

With the Actionable Agenda complete, the Strategic Planning Team of POST now has a blue print that it can share with the community to guide its work from 2009 – 2011. The Strategic Planning Team has committed to advance the Actionable Agenda in the community through its network of funders, community and business leaders, school and government heads and service providers. Their first priority will be to publish the plan, present it to the full POST membership, and obtain endorsements from a range of stakeholders in the Greater Richmond area. The Ready by 21 Stakeholder Wheel has been

a useful tool in identifying these key partners who can help make the Action Agenda a success.

The Actionable Agenda carries with it an ambitious work plan with specific timeframes, outcomes and designated leaders. The United Way of Greater Richmond and Petersburg will coordinate the organization of the task forces needed to implement many of the steps. With Team assistance, United Way will develop a budget for aspects of the Actionable Agenda to use for fundraising purposes to accelerate implementation of the plan.

Local momentum and support for out-of-school time has continued to build with a recent proposal submitted by Virginia Commonwealth University to *Living Cities, the Coalition of Urban Serving Universities*, and the *Strive* Partnership in Cincinnati, Ohio. The proposal has a regional perspective that serves to unite common providers around the shared vision of developing a successful graduate through an improved educational system that creates a workforce ready to compete in the 21st century. This work will take many partners. Working collectively POST has the opportunity to develop common goals and shared outcomes with higher education and other regional partners. POST and United Way of Greater Richmond and Petersburg are committed to being partners at that collective table, building on United Way's strong leadership role in issues pertaining to early childhood and school age youth.

The Actionable Agenda will guide the work of the sixty after school programs that are part of POST and will have a positive impact on the number and quality of out-of-school time opportunities in Greater Richmond. It is anticipated that the funders who have participated in the team see the Actionable Agenda as influencing their corporate and community foundation investments over the next several years. The challenge now is to build on the excitement and optimism that shaped the Agenda and translate that into implementation of the vision goals, strategies and action steps. With resources targeted to the Actionable Agenda, two years from now, the vision for Greater Richmond that every child has access to a quality out-of-school time opportunity will be well within reach.

## **Lessons Learned**

### **What Worked**

To build an Agenda with broad scope and practical application, it is critical to have people at the table who are willing to invest time and resources in the planning and the implementation that follows. The history and credibility of POST helped the Strategic Planning team take some shortcuts that were necessary in the five-month period allotted for completion of the Agenda. The POST Strategic Planning Team were already involved and invested in this work, and they took the additional step of committing to several days of meetings to develop the Agenda. Having local corporate and community foundation leaders involved in the planning gave additional credibility and impact to the work, as all participated as equals in sharing and shaping the vision and agenda for the community. At the last Team meeting, these same individuals were prepared to help develop the resources, partnerships and networks to bring it to life.

Mid-way through the process, the Strategic Planning Team decided to hold a motivational event to engage those who hadn't yet completed the Landscape Mapping survey and share information about the Ready by 21 approach. This breakfast was sponsored by Altria and included JC Penney gift cards for participants. Karen Pittman, Executive Director of the Forum for Youth Investment, was inspirational to those present. She put their work in context and encouraged them to invest in the Actionable Agenda as leaders in the community with a direct influence on young people's lives.

Consistent staff and facilitation of the Actionable Agenda meetings helped move the group steadily along through a four-month period, such that each meeting built on the one before it and team members developed a strong working and trusting relationship over time.

### **What to Improve**

The speed at which the project had to be completed impacted the ability of United Way to complete the Landscape Mapping in advance of the development of the Actionable Agenda. Instead, team members were asked to review existing data and use their expertise while waiting for the survey results, which came through in mid-February 2009. Conducting the survey and analyzing the results several months prior to the development of the Agenda might have allowed for more data-driven decisions, and a better response rate on the survey.

Similarly, having Karen Pittman speak to a wide group of out-of-school providers was an energizing event. Inviting the Forum's Ready by 21 leadership to come earlier and to describe the specific Ready by 21 tools they would be providing might have added inspiration and motivation at a time when it was needed, as well as grounding future Strategic Plan team participants in the Ready by 21 framework.

Finally, the Landscape Mapping survey itself was lengthy, and the response rate of 52 organizations was not optimal. A number of the respondents ceased answering questions after the 30<sup>th</sup> question. The final tabulated results received from Ready by 21 in the form of Excel spread sheets and pie charts were short on detail, and provided relatively few cross tabs and data analysis. A more concise survey, analyzed across multiple categories and completed by a wider range of participants, would have given the Team and the community better information for decision-making.

Consistent participation by City and School leadership was missing at the meetings, and will be a priority for outreach in this next phase of implementation and building the case.

## APPENDIX A

GOALS, STRATEGIES AND ACTION PLAN					
<p>Mission: Every school age youth in the Greater Richmond Region has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood.</p>					
<p>Goal 1: Create a coordinated system of quality Out of School time programs that meet the needs of children while maximizing resources.</p>					
<p>Indicators: # of quality partnerships/collaborations between schools and OST programs; # and % of increased referrals/matches/follow-up to OST Programs</p>					
What - STRATEGY	How - ACTION STEPS	By When - TIMEFRAME	Measure of Success - OUTCOME	Who - RESPONSIBLE LEAD	How much - LEVEL OF INVESTMENT
1.1 Establish a third party Out-of-School time "concierge" with the community who will broker connections between the school and agencies and leverage dollars.	1.1.1 Define "concierge" role.	Mar-09		United Way/ CIS /POST Planning Team	
	1.1.2 Assess capacity of select schools and out of school partners to implement concierge model.				
	1.1.3 Invite a "neutral organization" such as Communities in Schools and United Way to house the Concierge position.	Mar-09		United Way/ CIS/ POST Planning Team	
	1.1.2 Define "effective partnerships" between school and community OST programs.			Miriam (RPS), POST Planning Team	
	1.1.4 Create a service delivery plan and position to pilot at one school.	Apr-09	Service plan in place	United Way/ CIS POST Planning Team	
	1.1.5 Pull together funders to support a pilot	Apr-09	Funding received	United Way/ POST planning team , (Altria, Genworth, TCF, United Way)	
	1.1.6 Hire a coordinator with a skill set including being "a good connector."				
	1.1.7 Establish a pilot for concierge role based on need and receptivity at 1 pilot site.	Sep-09	Pilot site established	United Way/ CIS POST Planning Committee	
	1.1.8 Evaluate pilot	September- June 2009		United Way/ CIS POST Planning Committee	
1.1.9 Replicate model citywide if successful and resources are available.	6/1/2010		United Way/ CIS POST Planning Committee		
1.2 Create an integrated data system to follow attendance, track students' academic, behavioral and program progress.	1.2.1 Develop common language around program and community level outcomes	Jun-09		United Way	
	1.2.2 Study Louisville model and "Kids Track" to assess potential for replication in Richmond.	May- June 2009		United Way/ POST Planning Team/ RPS/ Forum for Youth Investment	
	1.2.3 Assess capacity of RPS current system to track elements for system use.	May - June 2009		Richmond Public Schools, Forum for Youth Investment,	
	1.2.4 Create a client database that is seamless with a swipe card and identifies youth participation.				
1.3 Construct a case to present throughout the region for a citywide coordinating function	1.3.1 Finalize and publish the Actionable Agenda	May-09		United Way/ POST Planning Team	
	1.3.2 Share plan with stakeholders and gain endorsements.	April- June 2009		United Way/ POST Planning Team	
	1.3.3 Develop a work plan with roles and responsibilities for stakeholders.			United Way/ POST Planning Team	
	1.3.4 Develop a case statement building on the Actionable Agenda.	April - May 2009		United Way/ POST Planning Team	
1.4 Create a coordinated and flexible referral system.	1.4.1 Develop protocol for programs to refer others as youth move (ex: expanding the use of 2-1-1)			United Way of America/ Forum for Youth Investment	
1.5 Evaluate the collaboration.	1.5.1 Assess whether the Actionable Agenda has maximized resources.				

APPENDIX A

**GOALS, STRATEGIES AND ACTION PLAN**

**Mission:** Every school age youth in the Greater Richmond Region has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood.

**Goal 2:** All out of school time providers will strive for and adhere to best practices that promote high quality programs.

Indicators: % of programs evaluating outcomes; % of programs with trained and quality staff

What - STRATEGY	How - ACTION STEPS	By When - TIMEFRAME	Measure of Success - OUTCOME	Who - RESPONSIBLE LEAD	How much - LEVEL OF INVESTMENT
2.1 Identify and promote best practice approaches.	2.1.1. Define "best practices."	Jun-09		VCU, YMCA, Boys and Girls Club, Forum for Youth Investment	
	2.1.2 Research what other cities are doing regarding best practices.			Virginia Commonwealth University Clark Hill	
	2.1.3 Establish POST Promising Practice Award				
2.2 Promote professional development opportunities for out-of-school time providers and staff.	2.2.1 Inventory and assess local professional development opportunities that tie to national professional development (i.e. Boys & Girls Clubs, YMCA)		Increase in participation in professional development	United Way/ POST, Forum for Youth Investment	
	2.2.2 Connect with local community colleges and universities to develop a Professional Youth Development certificate.				
	2.2.3 Offer and OST training 2-3 times a year that uses best practices, is fun and communicative.	Aug-09		YMCA, Boys and Girls Club	
	2.2.4 Create a systemwide training calendar.	Jun-09			
2.3 Develop common outcomes and program standards within the out of school time field for programs to use.	2.3.1 Look at STAR rating system and see how it fits with out-of-school time.	Dec-09		United Way, Forum for Youth Investment	
	2.3.2 Create standard outcomes for OST programs	Oct-09	List of outcomes with explanations	United Way	
2.4 Reduce turnover and increase professionalism in the Out-of-School Time field.	2.4.1. Promote the credentialing of Out of School Time staff.		Increase in Credentials	J. Seargent Community College	
	2.4.2 Promote and advocate for higher professional wages in the field.		Reduction of Turnover		

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**Mission: Every school age youth in the Greater Richmond Region has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood.**

**Goal 3: To ensure all youth and families have knowledge of and access to OST resources.**

**Indicators: % increase in children participating in quality OST programs.**

What - STRATEGY	How - ACTION STEPS	By When - TIMEFRAME	Measure of Success - OUTCOME	Who - RESPONSIBLE LEAD	How much - LEVEL OF INVESTMENT
3.1 Understand the barriers and assets to accessing before and after school services from a youth and staff perspective.	3.1.1 Conduct a focus group and survey of local youth	May-09		Virginia Commonwealth University- Clark Hill Institute	
	3.1.2 Conduct a focus group and survey of local out of school program staff.	May-09		Virginia Commonwealth University- Clark Hill	
3.2 Encourage targeted schools to be open and available for out of school time services that compliment youth development.	3.2.1 Pilot a collaborative model at one school	Sep-09		United Way/ CIS/ RPS	
	3.2.2 Understand funding streams and leverage funds			CIS, RPS	
	3.2.3 Identify schools that will allow out of school time programs to stay inside school building, open until 7 or 8 p.m.				
	3.2.3. Create incentives for schools, such as hiring teachers after school				
	3.2.4 Identify an individual at each school, such as the CIS coordinator, to facilitate school-community partnership.				
	3.2.5 Evalutate the pilot				
3.3 Increase parent awareness of Out of School Time Services	3.3.1 Create and distribute information for parents	2010	% in the number of parent requests for information	United Way	
	3.3.2 Create incentives for parent participation				
	3.3.3 Obtain parent consent for OST programs and schools to share information.				
3.4 Create and provide an evaluation process for measuring access to Out of School Time Services that is cost efficient and effective.	3.4.1	2010		United Way, Forum, Rob Ukrop	
3.5 Create and coordinate transportation system for youth to attend targeted Out of School Time services.	3.5.1 Assess system and strategize.	Dec. 2009		United Way/POST Planning team	
	3.5.2 Plan for implementation	June 2010			
	3.5.3 Implement	June 2011			

APPENDIX A

**GOALS, STRATEGIES AND ACTION PLAN**

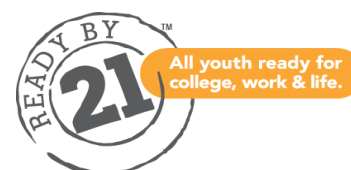
**Mission:** Every school age youth in the Greater Richmond Region has the opportunity to participate in quality out of school time programs that support educational success, foster personal development, create community connectedness and lead youth toward positive, productive adulthood.

**Goal 4: To advance the necessary policy, programmatic, and financial supports to achieve the Actionable Agenda.**

Indicators: # of stakeholders engaged in Actionable Agenda; Level of financial and in-kind support for OST.

What - STRATEGY	How - ACTION STEPS	By When - TIMEFRAME	Measure of Success - OUTCOME	Who - RESPONSIBLE LEAD	How much - LEVEL OF INVESTMENT
4.1 Increase the visibility and support for effective out of school time programs in the Greater Richmond region.	4.1.1 Inventory current policy landscape				
	4.1.2 Develop policy agenda and case to support.				
	4.1.3 Frame the message as an economic issue and link it to a ready, competent workforce.				
	4.1.4 Build on the focus of K-12 education, and make a strong case for the connection between school and out of school programs.				
	4.1.5 Develop plan for outreach to stakeholders.				
4.2 Develop opportunities for funders, schools, community agencies and the City of Richmond to address after school time at the same table.	4.2.1 Build the policy case for out of school time supports.				
	4.2.2 Integrate policy efforts with existing efforts				
	4.2.3 Align and Partner to leverage impact.				
	4.2.4 Map existing funding streams and leverage funds.				
	4.2.5 Develop budget for actionable agenda				
4.3 Develop ways to evaluate and track successful programs to show program results.	4.3.1 Identify and implement tracking software				
	4.3.2 Show results.				
	4.3.3 Encourage funding of programs that participate in tracking system and get results.				
4.4 Advocate and support the development of a Children's Cabinet for the Commonwealth	4.4.1 Collaborate with like advocates to support the development of a children's budget			Voices for Virginia's Children	

## APPENDIX B



### BIG TENT STAKEHOLDERS WHEEL

**Top Section Instructions:** Use the following chart to take count of who you are engaging in this work with, and at what level they are operating.

- **Column A:** List the Big Tent Stakeholders you are working with by organizational name. Also, bold/highlight the stakeholders that are on your core team (if you have one).
- **Column B:** List the different services and systems, roles, and settings that those specific stakeholders work in. Please refer to the Allied Fields Wheel on the back of this sheet for the different services and systems, roles, and settings that you may list. Feel free to add categories that you think are missing.
- **Column C:** Indicate the number of each type of participant under the headings in Column C.
- **Star:** Put a star (\*) next to members of your core team.

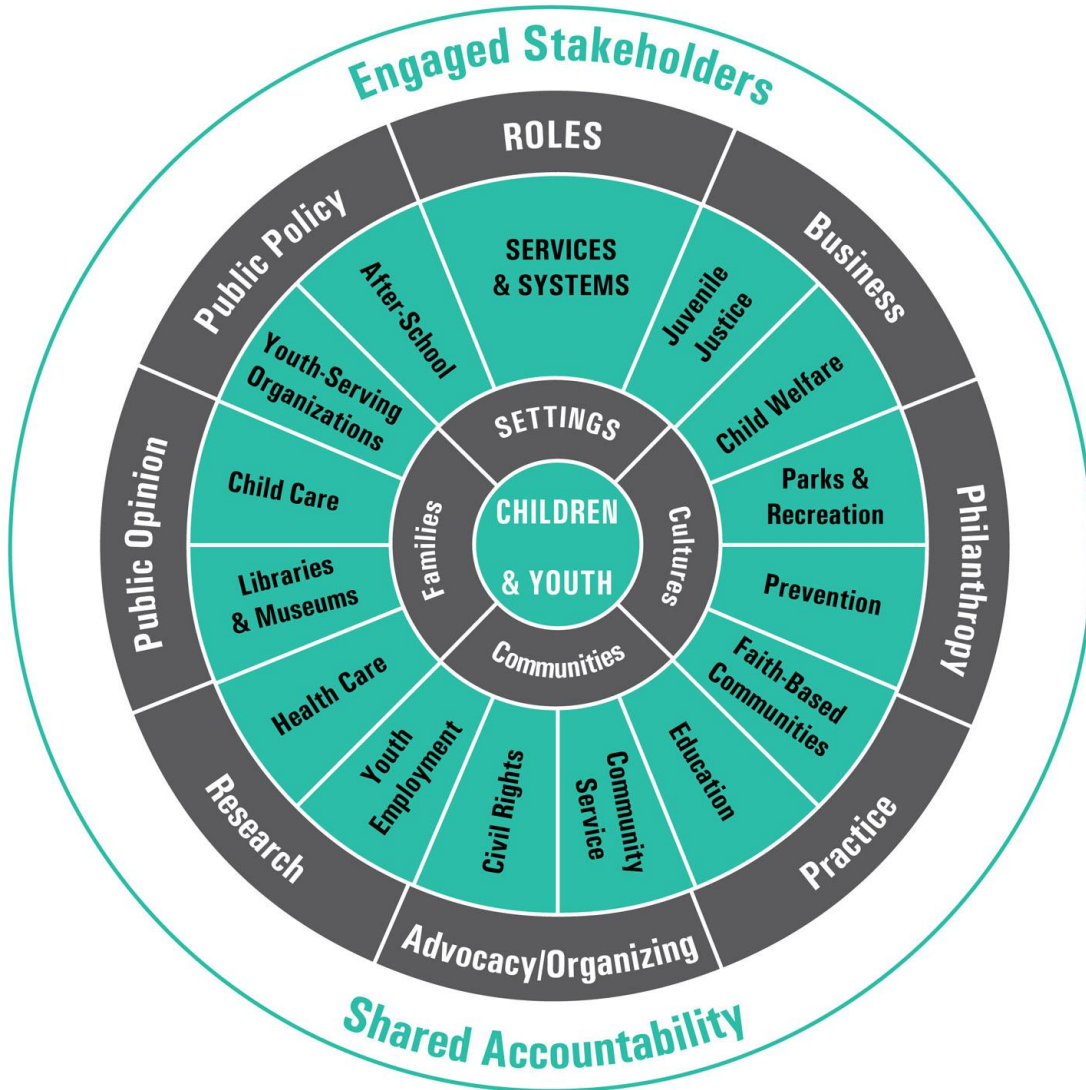
**Bottom Section Instructions:** List who you want to engage who is not already at the table. If you do not have specific names or organizations, feel free to fill in only Columns B and C. Please add extra rows as needed.

Engaged Stakeholders							
A	B	C					
BIG TENT STAKEHOLDERS by organization	SERVICES & SYSTEMS, ROLES and/or SETTINGS <i>(see diagram on back of this page)</i>	Top Level Leaders	Mid Level Managers	Front Line Workers	Community Members	Parents	Youth
<b>Altria Client Services</b>	Funder	3*					
ART 180	Youth-serving organization	1					
Big Brothers, Big Sisters	Youth-serving organization		1				
<b>Boys and Girls Club of Metro Richmond</b>	Youth-serving organization	1	1*				
<b>Boy Scouts</b>	Youth-serving organization	1					
Carol and Marcus Weinstein JCC	Youth-serving organization		1				
Children’s Museum of Richmond	Youth-serving organization	1	1				
<b>Communities In Schools of Richmond</b>	Youth-serving organization	1*	1*				
Friends Association	Youth-serving organization	1		1			
<b>Genworth</b>	Funder	1*					
Girl Scouts	Youth-serving organization		1*				
Peter Paul Development Center	Youth-serving organization		1				
<b>Police Athletic League</b>	Youth-serving organization	1*					
<b>Richmond Public Schools</b>	Education		2*				
<b>Richmond Recreation and Parks</b>	Youth-serving organization	1*	1	1			
<b>Richmond Behavioral Health Authority- Friends of Prevention</b>	Youth-serving organization	1*	1				

APPENDIX B

Salvation Army Boys & Girls Club	Youth-serving organization	1*		1			
Team Up Richmond	Youth-serving organization	1*					
<b>The Community Foundation of Richmond</b>	Funder	1*					
<b>U-Turn Sports Academy</b>	Youth-serving organization	1*					
<b>Virginia Commonwealth University Clarke Hill Institute</b>	University, youth development	1*	1				
<b>Virginia Commonwealth University Mary and Frances Youth Center</b>	Youth-serving organization	1*		1			
<b>William Byrd Community House</b>	Youth-serving organization	1*					
Youth Empowerment Services	Youth-serving organization		1				
<b>YMCA of Greater Richmond</b>	Youth-serving organization	1*	1				
<b>Targeted Stakeholders</b>							
Richmond City Government- Human Services							
Richmond Outreach Center	Faith based youth serving organization						
Division of Child Care and Development VA - Department of Social Services	Carol Andrews?						
JC Penney							
Virginia Mentoring Partnership	Mentoring organization						
Parents through focus groups							
Youth through focus groups							
St. Joseph's Villa	Youth-serving organization						

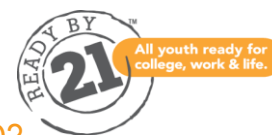
APPENDIX B  
**BIG TENT STAKEHOLDERS WHEEL**



**Note:** In your discussions with partners and teams, feel free to mark this up by hand. When you send us the worksheet on the reverse side we can create the electronic version.

**Make Your Own Key**

	Key
Top Level Leaders	■
Mid-Level Managers	▲
Front Line Workers	●
Community, Parents, Youth	*



## WHAT ARE THE “MOVING TRAINS” THAT COULD BE HARNESSSED?

Change horsepower can come in many forms. It is sometimes useful to look for the “moving trains” — individuals, organizations or initiatives with the capacity, the motivation and the resources to create change that have already taken on an issue — whether it is early childhood education, AIDS education, literacy, child abuse or even economic development or community safety. “Moving trains” can also be big, overarching initiatives, like national youth agendas. You won’t have time to really use this chart. But think about two or three major “moving trains” in your community. Write them in the numbered boxes across the top of the chart below (starting with one you are actively engaged in). Quickly check off what you know about their focus (this page), their primary stakeholders and their strategies (next page). Refer back to the Big Picture Vision categories. This tool would help you create a data base of the initiatives you have in your community and would help you identify ways to link them.

		MAPPING "CHANGE HORSEPOWER"				
		DESCRIPTORS	“ MOVING TRAINS”			
			#1 Smart Beginnings	#2 POST	#3 P- 20 Initiative	#4 The Community Foundation
<b>BIG PICTURE VISION</b>	<b>age groups</b>	early childhood	X		X	
		elementary		X	X	
		middle		X	X	
		high school		X	X	
		young adults			X	
	<b>supports / promises</b>	caring adults	X	X	X	X
		safe places	X	X	X	X
		healthy starts	X		X	
		effective education	X	X	X	X
		opportunities to help others	X	X	X	X
	<b>settings</b>	families	X		X	
		youth organizations		X		X
		schools/colleges		X	X	X
		workplaces			X	X
		faith organizations	X	X		X
		community places	X	X	X	X
		deep end systems	X		X	
	<b>goals</b>	protection/treatment	X			
		prevention	X	X	X	X
		promotion/preparation	X	X	X	X
		participation	X	X	X	X
	<b>outcomes</b>	learning	X	X	X	X
		working			X	X
		thriving	X	X	X	X
		connecting	X	X	X	X
contributing			X	X	X	
<p>Questions: Any surprising overlaps or gaps? Opportunities for coordination? Can you see the value of creating such a data base?</p>						

APPENDIX C

Moving Trains (part 2)

		DESCRIPTORS		“MOVING TRAINS”		
			#1 Smart Beginnings	#2 POST	#3 P-20	#4 Community Foundation
<b>BIG TENT STAKEHOLDERS</b>	<b>Professionals</b>	practitioners	X	X	X	X
		researchers	X	X	X	
		policy makers	X			
		media/communications	X			
		advocates/organizers	X		X	
		business leaders	X			
		philanthropists/funders	X	X	X	X
	<b>lay</b>	youth				
		families and communities				
	<b>child/youth services</b>	childcare	X			
		After-school		X		
		youth-serving organizations		X		X
		education	X	X	X	
		youth employment				X
		prevention programs	X	X		
		child welfare/juvenile justice	X	X		
	<b>other</b>	e.g., health care, faith-based, parks & rec. (write in the system)	All	Parks and rec		
	<b>improving systems</b>	program/services coordination	X	X	X	
		workforce strengthening	X	X	X	X
		capacity building & TA	X			
		Improving quality	X	X	X	X
		performance measurement/evaluation	X	X	X	X
	<b>aligning resources</b>	needs/assets inventories	X	X		
		coordinating policies & practices	X	X	X	
		establishing funding priorities	X	X	X	
		exploring funding alternatives				
assessing, changing, creating policies		X	X	X		
<b>mobilizing demand</b>	constituency building	X	X	X		
	public awareness/education	X	X	X		
	opinion polling	X				
	collecting/using/sharing data	X	X	X	X	
	public outreach	X				
	advocacy and organizing	X		X		
<b>engaging youth and families</b>	family involvement	X	X		X	
	skill/leadership development		X		X	
	volunteer service				X	
	governance/organizing/advocacy		X	X	X	
	philanthropy				X	
	entrepreneurism					



# The Challenge-at-a-Glance Chart

"Bring Precision to Your Passion"

Before you start any Big Picture change effort, be sure you have the basics in place:



Expect adequate progress across outcome areas:	Support all age groups & populations:	Address range of goals using range of approaches:	Ensure adequate supports:	Across times:	Enlist full range of settings:	Implement all change strategies:	Engage all stakeholders:
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TAKE AIM

### Common Terms

to describe all the elements that need to be monitored to manage your change effort.

- Compare terms/frames/categories currently in use against these lists and use them if possible.
- Use these lists to get started if you don't have your own.
- Check appendices for more language options.

### An Actionable Vision

that spells out goals across the gears.

- Communicate. Try to tell a story. Visions have to be remembered to matter.
- Hold down the number of results statements (<7)
- Consider creating vision dashboards.
- Set the stage for action. Link the "problems" to the solutions to the change makers.

### A Balanced Set of Indicators

sorted and prioritized for each gear.

- Select 1-3 indicators for consistent public use.
- Use "complex" indicators or indexes if possible.
- Use dashboards and coding to organize available indicators. (Note: there will be gaps & overlaps.)
- Prune. Keep the best indicators to tell the story you want to tell with your dashboards.
- Remember, there are many kinds & qualities of data. Decide how "precise" you need the data to be to get started with planning.

### Counts, Baselines, Benchmarks

to show where you started.

- Everyone has opinions. Use them. Document perceptions to secure engagement & buy-in.
- But don't stop there. Pull the data on the selected indicators into dashboards to start to tell the story.
- Report more detailed data in topical reports.
- Get good base counts. *How many youth-serving programs? Prevention initiatives? How much \$\$?* (See full list under *Tracking Systems* below)
- Don't just present data. Have a point of view. Approve or create benchmarks (standards).
- Use the dashboards as visual ways to communicate current baselines.

### Priority Areas & Action Plans

to show where you're going

- Use dashboards to create Big Picture improvement goals that keep everyone at the table.
- Don't tackle everything at once. Set priorities/pick starting places that make sense while tracking & acknowledging all major efforts.
- *Do not make 1 plan per problem. Work across the charts to find solutions that address root causes.*
- Once you know what you want to do, research promising and proven strategies.
- Think outside the box. Identify who should do what. Plans w/out assignments aren't plans.

Children enter school healthy, ready to learn and succeed throughout their education.

- All children academically and physically fit.
- Children and youth develop positive behaviors
- All young teens connected to school and community.
- All youth graduate high school and connected to college, work and community.

- Children enter school healthy, ready to learn and succeed throughout their education.
- All children academically and physically fit.
- Children and youth develop positive behaviors
- All young teens connected to school and community.
- All youth graduate high school and connected to college, work and community.

- Caregivers are effective in preparing for birth and have parenting skills.
- All settings where young people spend their time will meet developmental quality standards.
- All youth and their parents report they have the supports they need.
- All families will be financially stable and provide basic developmental supports.

- Leaders will integrate strategies to improve the quality of supports; align resources and increase engagement and demand.
- Leaders will set clear and common goals within long term framework
- Leaders will invest in quality OST programs.
- Leaders will commit to increased efficiency between systems
- Leaders will maximize resources through collaboration.

- % passing PALS-K
- % of 3<sup>rd</sup> graders reading at grade level
- teen pregnancy rates
- SOL scores for 5<sup>th</sup> and 8<sup>th</sup> graders
- % of high school graduates
- % of adults (25+) with high school diploma
- % of adults (25+) with Bachelor's Degree or higher

- % of children and families in poverty
- % of children and youth participating in high quality OST programs inside and outside of school.
- % measuring outcomes (developmental assets, etc).
- Staff ratio
- % of programs collecting school performance information.

- # of stakeholders actively engaged
- Level of support
- Increased understanding of OST options in the community.

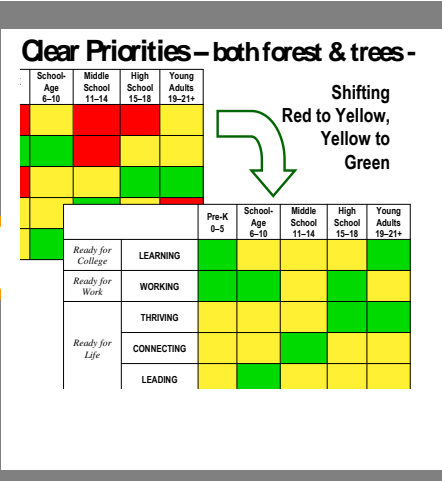
TAKE STOCK

TARGET ACTION

- Currently (2007):
- 30.3% of children ages 0-17 are in poverty in the City of Richmond.
  - Pregnancy rate: 68.8 per 1,000 females ages 10-19.
  - 80.4% of adults in the City of Richmond have a high school diploma.
  - 32.7% of adults in the City of Richmond have a bachelor's degree or higher.
  - 65% of students in the City of Richmond are passing their 3<sup>rd</sup> grade English SOL's.

- Would like to measure how many children are participating in out of school time activities
- How many neighborhoods feel there are adequate out of school time options for youth.
- How accessible are out of school time programs for youth and parents.
- # of youth in high quality OST programs.

- # of private \$ invested in OST
- # of recommendations (?)
- Increase understanding of OST program usage.



- Joint management and collaboration
- Quality of services
- Policy
- Access to and availability of services

TRACK PROGRESS

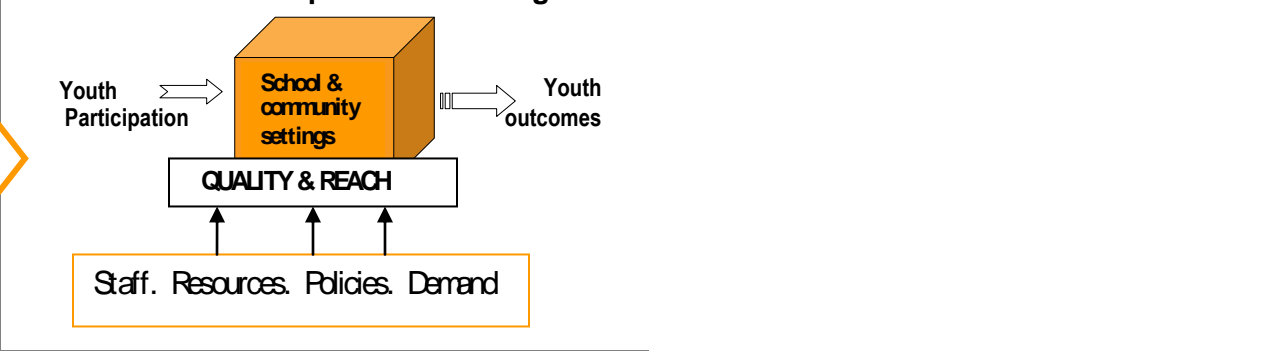
### Interlocking Tracking Systems

to make precision adjustments.

- Change takes time. To stay the course long enough to see population-level youth outcomes requires confidence that leadership decisions are netting changes in the quality/reach of the supports that generate good youth outcomes
- Common metrics across systems can help the lead coordinating group create big data dashboards for monitoring progress.
- Getting point of service data (where the child connects with adults and services) is critical.

IMPLEMENT IMPLEMENT IMPLEMENT

### Real Time Performance Reports that link the 3 gears



### Regular Reports to the Public

Developed by gear area but always reported across all 3.

