



## Chapter I: Introduction

This handbook presents program practices and strategies designed to help communities start effective after-school programs and improve the operations of existing programs. Practices featured in this handbook attracted high levels of student participation and helped students to improve their behavior, self-esteem, and school performance. They include, as well, practices that supported successful program operations. Some practices were identified through the observations of the Center's research team and the comments of youth participants and others interviewed for this study. The handbook also presents approaches or practices that were recommended by other studies that have evaluated after-school programs. These alternative approaches suggest some of the limits or conditions affecting the practices that we observed in this study.

- **Methods of assessing practices**

The research team conducted three sets of site visits to observe how after-school programs operate and how they serve young people. The first set of visits took place from September to November 1997 to administer the pre-Coopersmith Self-Esteem Inventory to participating students, conduct interviews, and collect program literature and reports. The second set of visits took place in May 1998 to administer the post-Coopersmith Self-Esteem Inventory and the participant assessment survey and to review program records. The final set of visits was completed in June 1998 to review the court and school records of participants and to collect any remaining information at the program sites.

From September 1997 to June 1998, the research team conducted 45 days of site visits to the seventeen study sites to observe the main components of program activities. The researchers observed activities during these visits to get a better understanding of how programs operate, to see how staff members work with young people, and to identify promising practices. The research team observed homework assistance sessions, program field trips, workshops, snack time, educational presentations, band and drill team practice sessions, and recreational activities.

In addition, the research team interviewed 138 adults affiliated with the programs, including program managers, front-line staff members, board members, school principals, teachers, assistant superintendents, guidance counselors, school resource and law enforcement officers, program alumni, parents, and volunteers. Although the topics discussed at each interview varied, the researchers asked interviewees a standard set of questions about their perceptions and opinions of the program's goals, objectives, intended outcomes, performance measures, strengths, weaknesses/areas of improvement, and operations. The researchers also asked interviewees to identify program practices that they felt were effective in helping the program achieve its goals and objectives.

Finally, the program staff members provided the study team with background information about the program, including a brief history, a description of program activities, the number of applicants and participants, and the length of program activities. In addition, the staff provided the researchers with program literature such as brochures, participant applications, program calendars, grant applications, financial statements, employee handbooks, board member training handbooks, reports to funders, and activity plans. Examples of the program literature and other materials collected by the research team are featured throughout the handbook.





## Chapter II: What evidence is there that after-school programs work?

The impact of after-school programs on the lives of young people has been difficult for program managers and researchers to assess. Clearly, a number of variables such as economic status, race, and gender can affect young people, as do their individual family situations. However, the question considered by this study is what features of after-school programs are more likely to make a positive difference in young peoples' lives or to deter delinquency? We begin to answer this question by reviewing the findings of studies that have evaluated the impact of after-school programs. Although the findings of the studies reviewed below are not conclusive, they do show how some after-school programs make positive differences in young people's lives. We then go on to compare participant outcomes in various kinds of after-school programs.

- **Academic improvement**

Some studies have noted the positive impact that after-school programs have on school grades and test scores of participants. For example, a study of 24 after-school programs in New Orleans determined that the programs were effective in improving the academic performance of participants.<sup>1</sup> The researchers attributed the improved standardized achievement test scores to the self-esteem building activities in which young people participated. Another study of 31 after-school programs in California which were started as part of the Cooperative Extension System's "Youth-at-Risk" initiative noted that the programs helped to improve the school behavior and grades of participants.<sup>2</sup>

The findings of two other studies that compared the academic performance of after-school program participants to non-participants provide even stronger evidence that formal after-school programs have a positive impact on participants' school grades. In a 1994 University of Wisconsin study, Jill K. Posner and Deborah Lowe Vandell compared the academic performance of 216 third grade students who were involved in four types of after-school arrangements: parental supervision, informal adult supervision, no supervision, and formal after-school programs. Posner and Vandell found that low-income children who were participants in formal after-school programs had better grades in reading and math and displayed better behavior in school than did children in the three other arrangements.<sup>3</sup> Significantly, they found that the amount of time that low-income children were enrolled in formal after-school activities was positively associated with their academic and conduct grades and peer relationships.<sup>4</sup> Similarly, Dwayne Baker and Peter Witt of Texas A&M University observed in their study of a Texas after-school program that participants (ages 7 to 10) who spent a greater amount of time enrolled in the activities of a formal after-school program were more likely to do better in school.<sup>5</sup> Baker and Witt also found that program participants had higher grades than non-participants.<sup>6</sup>

In North Carolina, an evaluation of the Support Our Students (SOS) Program conducted in 1996 by NC Central University's Institute for the Study of Minority Issues concluded that the statewide after-school program initiative achieved its goal of improving the academic performance of students.<sup>7</sup> In their final report, the Institute researchers noted that 78 percent of parents surveyed observed improvement in their child's grades after attending the SOS program and that a majority of the SOS directors reported steady improvements in the grades of SOS participants.<sup>8</sup>

- **Behavior improvement**

Another common goal of after-school programs is to improve the behavior or social skills of youth participants. A 1992 study of Boys and Girls Clubs in public housing developments considered the programs' short-term impact on the behavior of young people.<sup>9</sup> Those researchers compared the substance abuse and other problem behavior rates of youth who lived in a development with a Boys and Girls Club to the rates of youth who lived in developments without a Boys and Girls Club. The researchers concluded that the Boys and Girls Clubs helped young people in these developments refrain from inappropriate behavior.<sup>10</sup> In addition, they found that the presence of a Boys and Girls Club fostered more positive interaction between parents and their children. In another study, the Southwest Regional Laboratory conducted a year-long evaluation of the 4-H After-School Activity Program in Los Angeles, California.<sup>11</sup> After interviewing parents, teachers, and participants, the researchers reported that the program improved youth participants' ability to solve problems and to cooperate with their peers.<sup>12</sup>

Posner and Vandell also considered the behavioral characteristics of young people from low-income families by reviewing school conduct reports and by surveying parents and teachers about their behavior. They found that young peoples' school conduct grades were positively associated with the amount of time spent on one-on-one academic work with adults, which is a common program component of after-school programs.<sup>13</sup> Posner and Vandell also noted that the more time that young people are without adult supervision the more likely they are to engage in antisocial behavior.<sup>14</sup>

- **Delinquency reduction**

For more than a decade, national and North Carolina crime statistics have shown that the frequency of delinquency and juvenile violence peaks during after-school hours. In 1997, the Office of Juvenile Justice and Delinquency Prevention's analysis of FBI data found that 57 percent of violent juvenile crime occurred on school days and that 20 percent of violent juvenile crime occurred between 2:00 and 6:00 pm.<sup>15</sup> Similarly, a recent analysis of FBI's National Incident Based Reporting System data found that juveniles were more likely to commit violent crimes on school days between 2:00 and 6:00 pm than on non-school days.<sup>16</sup> The peak in juvenile delinquency after school has also been documented in North Carolina. The Winston-Salem Police Department conducted an analysis of the department's crime records for the school months (9/95-4/96) and found that 53 percent of all juvenile suspects and victims made contact with officers after school between 2:00 and 8:00 pm, and 78 percent of all juvenile suspects and victims made contact with officers during out-of-school hours.<sup>17</sup>

Studies have also noted several other disturbing trends for young people after school.<sup>18</sup> One study found that older children are more likely than younger children to lack adult supervision after school. In addition, unsupervised youth are more likely to perform poorly in school and to engage in such risk-taking activities as drug use<sup>19</sup> or sexual intercourse.<sup>20</sup>

“I think one of the outcomes, for instance, when we opened the club in Ayden. We opened it right next to a [public] housing project. The Police Chief said that once the [club] was opened, the next two consecutive years crime was down in the area of 20 percent. I think that shows what the Boys and Girls Clubs of Pitt County can do. It's not 100 percent attributable to the Boys and Girls Clubs but it certainly had a lot to do with it.”

-- John Coffman, Co-President of Coffman's Menswear, Boys and Girls Clubs of Pitt County Board Member

The Juvenile Justice Delinquency Prevention Committee, as the grantor of federal funds allocated by the Juvenile Justice and Delinquency Prevention Act of 1974, has made it a priority to fund youth programs which are intended to reduce delinquency among minority youth. Not surprisingly, a stated or implied goal of the six study programs was to deter participants from committing delinquent acts. A number of studies have noted that attendance in after-school programs can deter young people from delinquency.

The delinquency deterrence impact of after-school programs was considered by the researchers in the above mentioned Boys and Girls Clubs study, who found that youth in public housing developments with Boys and Girls Clubs had lower rates of drug use and vandalism.<sup>21</sup> Even though the researchers did not consider the long-term impact of the Boys and Girls Clubs, they concluded that the Boys and Girls Clubs in the short term helped to deter at-risk youth from substance abuse and inappropriate behavior.<sup>22</sup> Similarly, the Southwest Regional Laboratory study found that after-school programs have the potential to deter young people from delinquency. The researchers noted that the parents, teachers, and participants interviewed reported that the program also helped young people stay out of gangs.<sup>23</sup>

- **Self-Esteem improvement**

The academic and behavioral improvements of after-school program participants have been linked to their higher self-esteem. In addition to the results measured above, Baker and Witt addressed this topic. Baker and Witt compared the self-esteem levels of after-school program participants to the self-esteem levels of non-participants in their study. After comparing the general self-esteem post-test scores of after-school program participants to non-participants, they found that the self-esteem scores of program participants were significantly higher than non-participants.<sup>24</sup> Baker and Witt concluded that the more a young person participates in a formal after-school program, the more likely he or she will have higher self-esteem.

- **Summary**

The above studies provide evidence that young people and in particular young people from low-income families who frequently attend formal after-school programs are more likely to improve their academic performance, self-esteem, and behavior than are young people who do not regularly attend after-school programs. Posner and Vandell note the advantages for young people who attend formal after-school programs versus young people who are informally supervised after school. Young people who attend formal after-school programs are exposed to structured academic, remedial, recreational, and enrichment activities with the supervision and guidance of trained adults on a daily basis. In contrast, young people who are informally supervised after school generally have less adult supervision and academic assistance, watch more television, and experience more behavioral problems with their peers.<sup>25</sup> In Chapter V we address practices of the six North Carolina programs we studied which appear to make a systematic difference for their participants.

“One reason why we were interested in the SOS program is to provide our students with an opportunity—that opportunity to get help after school, also to travel to various places. I’m sold on SOS. I can see a change in attitude in some of the children about school. I presented the SOS program to the faculty and asked for their feedback. I got good feedback. Last year was an outstanding year.”

--George Macklin, Principal, Lincoln Middle School, Rockingham County Schools





## Chapter III: How do communities assess the need for an after-school program?

**F**ormal and informal assessments of the needs of young people and parents help in the development of after-school programs. Through such assessments, the six study programs identified common community needs including numbers of young people who were unsupervised after school; the juvenile victimization rates, a lack of adequate educational, recreational, and other enrichment opportunities for young people; and a high rate of delinquent acts after school.

In order to assess a community's needs, each study program's organizing committee or group members reviewed the findings of county-wide citizen needs assessments and other surveys, as well as key demographic statistics, or surveyed parents, young people and other service providers. In addition to these promising strategies, the US Department Education recommends the use of community forums and focus groups to assess community needs.

- **Review findings of needs assessments and key demographic statistics**

Study programs reviewed and noted the findings of recent local need assessments and key demographic data to identify the need for the proposed program. The experience of the Rockingham County SOS program in reviewing key demographic statistics is featured.

The people planning the Rockingham County SOS collected county-wide data about the labor force, juvenile justice indicators, and the academic performance of young people in the county from sources that are readily available to most North Carolina communities. US Census Bureau data for North Carolina's counties, for example, can be found in most public libraries. Also the State Data Center's webpage, which is managed by the NC Office of State Planning, offers public access to statistical profiles of North Carolina's one hundred counties that highlight 1990 US Census and other related data.

### *Featured Practice:*

#### **Rockingham County SOS**

The SOS organizing group reviewed both demographic statistics and the results of a survey conducted by the Rockingham County Consolidated School Violence Task Force. The group identified 1990 census track data for Rockingham County that showed that 77 percent of households in county had both parents in the labor force and 78 percent of mothers were in the labor force. The group also identified Community Based Alternative (CBA) juvenile justice indicators for the county which showed that from 1992 to 1994 delinquency complaints increased 61 percent; the number of delinquent juveniles increased 57 percent, and numbers of court involved youth increase by 61 percent.<sup>26</sup> In addition, the group reviewed statistics from the Rockingham County Schools which showed that the county's dropout rate exceeded the state-wide rate in 1995 and that 32 percent of the system's eighth graders scored below grade level proficiency on end-of-year grade tests. The group also noted county-wide survey findings that showed that young people in middle school had the largest increase in delinquent activity from 1992 to 1994. After reviewing the statistics and survey findings, the group identified a need for an after-school program for middle school students.

***Featured Practice:*****NC Office of State Planning State Data Center Webpage<sup>27</sup>** (<http://www.ospl.state.nc.us/sdn/>)

The Center's webpage offers a wide range of statistics about North Carolina's counties. At the Center's main page a link labeled "*LINC County Rankings Profiles*" provides categories of statistical data about each county, including population and housing, health status, education status, safety, and economic conditions. The specific statistical indicators within these categories that might provide evidence that there is a need within a county for an after-school program include:

- Percent of single parent families, 1990 (*population and housing category*)
- Teenage pregnancy rate, average, 1993-95 (*health status category*)
- High school drop-out rate, 1994 (*education status category*)
- Youth before court for first time per 1,000 children, 1995 (*safety category*)
- Poverty rate, 1989 (economic conditions category)

Another link on the page labeled "*County Profiles*" provides additional county-specific statistics, including the number of young people who were admitted to training schools from 1991 to 1995. For each of these indicators, statistics are provided about the county's rate, the current county rank, the 1980 county rank, and the state average rate. The Center's webpage also features links to other webpages that provide statewide economic and demographic data and information including the North Carolina Community Resources Information System, the Department of Commerce, and the US Census Bureau's Web Server.

In addition to reviewing key demographic data, the organizing committees of the study programs commonly assessed local juvenile justice trends in their counties. An informal method used by the study programs was to confer with local juvenile court or chief court counselors to get an assessment of observed local juvenile justice trends. The counselors, who manage the intake and referral of delinquency and undisciplined complaints, are in a good position to make informed assessments of the general trends in regards to youth involvement with the courts.

The programs also collected specific data about county and regional juvenile justice trends that can be obtained through state and local government offices. The Administrative Office of the Courts distributes annual juvenile justice data for North Carolina's thirty-nine judicial districts in the AOC's Annual Report, which is available for public inspection locally at the district court clerk's office. For more information about the AOC's Juvenile Services Division, visit the AOC's webpage at <http://www.aoc.state.nc.us/www/public/html/aoc.htm>.

After-school programs can also collect data about young people as victims of crime in their community to assess the needs for after-school programs. The US Department of Justice Bureau of Justice Statistics reports that young people ages 12 to 15 nationally were approximately 18 times more likely to be victims of violent crime in 1996, compared to adults aged 65 and over.<sup>28</sup> Local data on juveniles as victims of crime can be collected from the county sheriff's department or from local police departments. In addition, the NC State Bureau of Investigation publishes an annual report on crime, [Crime in North Carolina: 1997 Uniform Crime Report](#), which profiles juveniles as the victims of crime statewide. This report is available in most public libraries and sections of this report are available at the Bureau's website at <http://sbi.jus.state.nc.us/crimstat/nccrime.htm>. For more information about county-level data contact Julia Nipper at the NC State Bureau of Investigation's, Division of Criminal Information, at [jnipper@mail.jus.state.nc.us](mailto:jnipper@mail.jus.state.nc.us) or (919) 733-3171.

The Community Based Alternatives (CBA) program also produces an annual report on various juvenile justice indicators reported by the state's juvenile courts. Specifically, the CBA reports the number of juvenile delinquency complaints as well as the numbers of juveniles charged with delinquency, diverted from the court, and commit-

ted to training schools within each county. The general public can obtain a copy of an annual CBA juvenile justice indicators report either from their county's Youth Services Advisory Committee or from their regional CBA office.<sup>29</sup>

Statistics about the academic and behavior performance of young people can be collected through the administrative offices of local school districts. The academic indicators identified by the study programs to demonstrate the need for the proposed after-school program included the end of grade math and reading test scores, and the number of students who were not promoted to the next grade during the school year in comparison to statewide data. The school behavior indicators noted by study programs included the number and types of office referrals and in- and out-of-school suspensions as shown over a period of years. County and city school districts across North Carolina can provide program organizers with a wealth of data that can be used to identify the need for an after-school program.

The text box at right shows how the findings of a county-wide needs assessment alerted community leaders in Graham County to the after school needs of the county's young people. The experience of Robbinsville's board shows that the findings of a community-wide assessment of citizen needs can be used to identify the need for an after-school program. Community-wide needs assessments are often conducted by such local organizations as county government units and United Way offices to determine what services are needed and demanded by citizens.

### ***Featured Practice:***

#### **Robbinsville Middle School After-School program**

As part of Graham County's strategic plan, county officials surveyed residents in 1992 and found that many children were unsupervised after school and that the county lacked facilities (i.e. parks, ball fields, basketball courts, centers, and gyms) that young people could use after school. In response, Graham County Schools administrators created the Prevention Policy Board, comprised of teachers, juvenile court officials, human services providers, and business people, to brainstorm how the community would respond to the needs of young people after school. One of the ideas generated by the board was to create an after-school program at the county's middle school. The board members then applied for a Department of Public Instruction intervention prevention grant for an after-school computer lab and for a two-year, \$100,000 grant from the Governor's Crime Commission (<http://www.gcc.state.nc.us/grantinf.htm>) Grant to fund Project POWER.

- **Survey young people and their parents**

Surveys, interviews, and other informal methods can also help assess the needs and interests of parents and young people targeted by a proposed program. The most common assessment method used by the study programs was to survey both parents and young people to determine the level of interest in the program. (See the appendix for sample copies of surveys used by the Robbinsville Middle School After-School Program and Forsyth County SOS program.) The Cleveland County Schools' Black Youth in Action program, for example, employed a variety of methods to assess the needs and interest levels of parents and young people.

### ***Featured Practice:***

#### **Cleveland County Schools' Black Youth In Action (BYIA)**

Before the BYIA program began, its director rode school buses home with students who lived in the neighborhoods targeted by this program. The director hoped to get to know them better, to find out what kinds of activities they wanted in an after-school program, and to familiarize himself with their communities. He also introduced himself to parents and explained the program and attended various community events to get to know the neighborhood better. He asked parents to complete a survey about what their children did after school, what kinds of after-school activities they wanted for their children, and if they wanted an after-school program at the school. The coordinator then surveyed the students about what they normally did after school, whether or not they would be interested in attending an after-school program, and what kinds of activities they wanted in an after-school program. The parent and student survey responses were used by the program coordinator to plan and design program activities.

The BYIA director, by informally interviewing and getting to know young people on their bus ride home, was able to assess their level of interest in the program and began opening lines of communication with potential program participants. In addition, the director's phone contacts with parents helped him to determine that parents wanted their children to attend an after school program. The director also used a written survey to collect more information about what types of activities young people and their parents wanted in the program.<sup>30</sup> Finally, he took the time to visit the targeted neighborhoods in part to learn more about the needs of these two different communities. In sum, the director documented the need and interest level of parents and young people for the program through formal written surveys and informally through conversations with community members.

The need for the study programs was often identified through informal means such as word of mouth and anecdotal evidence. For example, a small group of Pitt County citizens in 1966 made an informal assessment that young people in the Greenville area needed a program like the Boys Club to provide them with more enrichment activities and opportunities. At the time, the general community consensus was that young people lacked adequate recreational facilities and enrichment opportunities both after school and during the summer months. Based on this assessment, this group came together to form the Boys Club of Pitt County to meet the recreational and enrichment needs of Greenville's boys. Later, the program was expanded to serve girls, as well.

“ “ Don't assume that you know what people want. Lead by being a good learner. Ask people what they want and be respectful enough of what they say.”

-- Bill McCullough, Director of Student Services, Cleveland County schools

- **Conduct community forums and focus groups**

The US Department of Education recommends the use of community forums and focus groups to assess the need for an after-school program and to get a better understanding of the types of activities that interest young people. The YMCA of Greater Winston-Salem SOS program used focus groups to get input from young people and their parents.

Another practice used by the study programs to assess the community needs was to convene a community meeting or forum to discuss the proposed program. For example, the Hillcrest Enrichment Program director introduced the idea of starting a program at a public meeting of the Hillcrest Residents Association. From this meeting, he was able to assess that the residents supported his idea of providing programs for youth in the community.

***Featured Practice:*****YMCA of Greater Winston-Salem SOS**

The SOS director, in collaboration with an education consultant, planned and conducted a focus group modeled after the focus groups that were conducted by the Carnegie Council on Adolescent Development's study of out-of-school programs.<sup>31</sup> The study published a moderator's guide for the Carnegie focus groups which was then used by SOS Director to design the SOS focus group in Forsyth County.

The director recruited about thirty young people from such community organizations and schools as the Boys and Girls Clubs, the Winston-Salem Housing Authority, Winston-Salem/Forsyth County Schools, and the YMCA of Greater Winston-Salem to participate in the focus group. Similar to the Carnegie model, the SOS focus group was organized into five components that are explained below:

**I. Introductions:** The facilitator asked participants to introduce themselves by saying their name, age, and things they liked to do after school.

**II. Ground Rules:** The facilitator explained the focus group's ground rules including having participants talk one at a time, assuring participants that their comments would be confidential, stressing the value of both positive and negative comments, and explaining how the information from the session would be used.

**III. Program Preferences:** The facilitator asked the participants to review a stack of index cards that described various program activities and content features. The activities described on the cards included athletics, playing video games, painting or drawing, going to new places, watching television, and going to the movies and the mall. The program content features described on the cards included getting help with homework, talking about family programs, learning how to handle violence, learning how to be a leader, learning about health issues, and learning about cultural heritage. The facilitator asked the participants to read through the cards and rearrange them from the program activity or feature they most liked on top to the card they least liked on the bottom. The participants were then asked to explain the reasons for their first choice to the group.

**IV. Ideas-Thoughts-Recommendations:** The participants were then asked to comment on the proposed program name and design. The facilitator probed the group for specific program recommendations.

**V. Participant Information Sheet:** At the conclusion of the focus group session, the participants were asked to complete an information sheet about themselves and what they thought of the proposed after-school program.

The purpose of the two-hour focus group was to learn more about how young people spend their time after school and to identify the types of activities that interest them. In addition, the director compiled recommendations from the young people about how the SOS program should be designed and conducted.

- **Summary**

Communities can assess the need for an after-school program by collecting key demographic data about young people in their county, surveying young people and their parents about their needs and interests, and conducting community forums or focus groups. The above assessment practices and strategies should prove to be useful to groups interested in starting an after-school program.





## Chapter IV: How do communities implement after-school programs?

The after-school programs that participated in this study went about program implementation in six very different ways, but there are important lessons that can be learned from each of their experiences. An individual program champion or a group of interested citizens guided all of the study programs through two similar stages of development. The first stage occurred prior to program implementation and involved major organizational decisions such as establishing goals and objectives, enlisting the support of an appropriate sponsoring organization, and identifying a suitable program facility. These decisions and activities occurred simultaneously and are presented in no particular order. The second stage involved the development and implementation of strategies and practices that directly affected the content of program activities and services for participants.

### Initial program development

- Develop a program governance structure
- Establish clear and measurable program goals and objectives
- Identify and secure funding and community resources
- Establish a budget
- Enlist the support of an appropriate sponsoring organization

### Program implementation

- Recruit qualified and caring program management, staff members, and volunteers
- Identify adequate facilities
- Create incentives for positive behavior
- Provide a balance of fun and educational activities
- Create opportunities for peer leadership

### • Develop program governance structure

The leaders of the Boys and Girls Clubs of Pitt County, Robbinville Middle School After-School Program, and YMCA of Greater Winston-Salem SOS initially created boards comprised of interested community members to direct and oversee program development. In contrast, the leaders of the Hillcrest Enrichment Program, the Rockingham County SOS, and the Cleveland County Schools' Black Youth in Action program either chose to report to an existing community board or decided not to form an advisory board. The experience of the programs illustrates the advantages of having a board, but suggests that a board may not be required of every after-school program.

Study interviewees noted a number of benefits to forming a board. One obvious benefit is that an advisory board represents an ongoing forum for encouraging community support and involvement. An advisory board also brings together a diverse group of community members who possess needed professional expertise, community and political connections, and financial knowledge and resources to support program operations. In addition, the oversight provided by an active and engaged advisory board can help to improve current operations and guide the program over the long haul.

To help a board provide these benefits, the interviewees recommended that programs devote time and resources to selecting, training, and supporting the work of board members. Specifically, the interviewees advised program directors to

search the community for individuals who not only are professionally skilled and well connected, but who are also willing to commit a significant amount of time and energy to improving the program. Program directors were also advised to train board members about their roles and responsibilities before they start their terms. In addition, the director should provide support and direction to board members to ensure ongoing program improvement. Lastly, the interviewees recommended that programs institute term limits to guard against board member burnout.

The programs without advisory boards inform the community about program operations by reporting to existing community boards or officials. The Rockingham County SOS reports to both the local 4-H board and the county's Youth Involvement Program advisory board. Similarly, the Hillcrest Enrichment Program's director keeps the Hillcrest Resident Association board informed of the program's activities. The Cleveland County Schools' Black Youth In Action program submits budget requests to the Cleveland County Schools Board of Education and also gets advice from school administrators, teachers, and counselors.

The decision about whether or not to form an advisory board can be influenced by such factors as funding requirements. For example, the Governor's Crime Commission encouraged agencies applying for funds through its Juvenile Justice Delinquency Prevention Committee to create a community advisory board. The size and scope of a proposed after-school program and the organizational philosophy of the sponsoring agency can also influence the establishment of a board. The experience of YMCA of Greater Winston-Salem SOS illustrates the important role that an advisory board can play in the early and long-term development of an after-school program.

“ We tried to incorporate different segments of the community on our advisory board. Of course we wanted to involve parents, but we knew it was important to involve community organizations that work with youth such as law enforcement, churches, city and county government, the court system, and the school system. We wanted to involve corporations and community leaders that have resources, that can help with budget needs providing direct contributions and in-kind services.”

--Joan Marie Belnap, YMCA of Greater Winston-Salem SOS Board Member



## ***Featured Practice:***

### **YMCA of Greater Winston-Salem SOS**

In 1994, the YMCA of Greater Winston-Salem created an advisory board to draft Forsyth County's grant application to the Governor's Support Our Students initiative. An advisory board was formed because it was one of the original objectives of the Governor's SOS initiative. In writing the SOS application, the board also played a role in setting the program's goals and objectives.

After the YMCA was awarded the SOS grant, the advisory board took an active role in the early stages of SOS's development, including hiring a program director, designing the program, and selecting program sites. Initially, the board consisted of eight to ten representatives from organizations such as the Arts Council, the YMCA, the Downtown Church Center, the Urban League, and the Forsyth county schools. The SOS board members, with the assistance of the YMCA staff, interviewed candidates for the SOS director position, evaluated the candidates, and, as a group, made the final hiring decision.

The advisory board also formed a site selection committee and program committee to prepare for SOS's start-up. The site selection committee was comprised of representatives from the sheriff's department, the housing authority, and the Winston-Salem parks and recreation department who were charged with identifying appropriate program facilities. This committee considered which populations of young people would benefit the most from the SOS program, transportation availability, and the location of school facilities. After consulting with officials from the Forsyth county schools and the Winston-Salem police department, the committee selected three program sites: one at the Sprague Street community center, one at the 14th Street community center, and one at Mineral Springs Middle School. The program development committee was comprised of representatives from Boys & Girls Clubs, the Urban League, the Downtown Church Center, the Arts Council, the YMCA, and Cooperative Extension who were responsible for designing SOS's daily operating schedule and curriculum. This committee surveyed parents, teachers, and young people about what types of activities and services they wanted in an after-school program. The committee also consulted with other communities about effective program designs. After considering the information gathered, the committee established a program-wide activity schedule and curriculum.

Today, the advisory board has evolved into a 21-member board of management. Current board members include the vice president of operations at NC Baptist Hospital, the president of the Safer Communities Foundation, the first vice president of Central Carolina Bank; a representative from the department of social services, the assistant superintendent of Forsyth County Middle Schools Division, a lieutenant from the Winston-Salem Police Department, the finance director from the Arts Council, an assistant athletic director from Wake Forest University, the pastor of Mineral Springs Baptist Church, an executive from Bali Company, and the executive director of the Juvenile Justice Council. The board members may serve two consecutive three-year terms and are appointed by the board nominating committee and then voted on by the board. In the future, the board plans to play an active role in developing a program marketing plan and a long-term strategic plan.

In 1998, SOS formed parents and student councils that are comprised of two parents and two students from each SOS site. The councils, which meet quarterly, provide feedback to the SOS staff and board of management members about a variety of program-related issues. For example, the SOS student council met this spring to plan the annual SOS Valentine's Dance, to judge Black History posters submitted by other SOS participants, and to discuss future SOS activities and field trips. The SOS parents' council met to discuss SOS inclement weather plan, information on the annual campaign, enrollment procedures, and program fees.

- **Establish clear and measurable program goals and objectives**

Clearly written and measurable goals and objectives can have a positive impact on an after-school program's short- and long-term development. Goals and objectives can enhance a program's chances of future funding, provide a benchmark for evaluation, and assist program decision-makers with long-term planning.

In evaluating grant applicants, funders pay close attention to the proposed goals and objectives of a program. Government and foundation grantors are reluctant to sponsor programs that are not clear about who will be served by the program and the intended program outcomes. In contrast, programs that identify a target population to be served,

**Featured Practices:****Cleveland County Schools' Black Youth in Action<sup>32</sup>****Goal**

To prevent and reduce delinquency among middle school students participating in an after-school character education club at Crest Middle School through participation in activities that promote academic, personal, and social growth.

**Objectives**

1. To provide after school programming with character education activities four afternoons each week involving 20-30 African-American students from the Holly Oak and Light Oak communities in character education activities.
2. 70 percent of actively involved student will benefit as shown by positive outcome in the following areas:
  - A. Academic
  - B. Social
  - C. Personal

**Rockingham County Support Our Students<sup>33</sup>****Goal**

To provide a comprehensive service plan of structured after-school activities for pre-adolescent and middle school aged participants who are identified as at-risk due to their student performance, behaviors, and/or their residence in targeted areas. By promoting pro-social behaviors, this program will cause behavioral changes that will ultimately lead to improvement in the participants' self-concept and will provide numerous opportunities for their academic, social, and personal growth.

**Objectives**

1. To reduce school suspensions by 20 percent among participants as compared with suspension data from the year prior to enrollment.
2. To reduce by half the frequency of contact with the juvenile justice system among participants residing in the targeted areas as compared to the year prior to enrollment.
3. To build healthier self-esteem and positive growth in 50 percent of participants as evidenced by formal measures.
4. To improve the academic performance of 60 percent of participants in two or more subject areas as compared with data from the last year prior to enrollment.
5. To improve end-of-grade test scores in one or more areas for 50 percent of participants.

specify outcome measures, and propose levels of improvements to be achieved are more likely to be seriously considered by a funder.

Program goals and objectives can also serve as an evaluation benchmark. Specifically, performance measures or indicators can be created to support or reflect a program's stated goals and objectives. For example, if one program objective is to improve the academic performance of participants, then a connected performance measure might be to improve the math and English grades of 90 percent of the participants by half a grade level from the previous year. By tracking such measures, program staff can refine or alter activities to better meet objectives. In addition, parents, young people, and the entire community can hold a program accountable for meeting its goals and objectives.

Although the content of an after-school program's goals and objectives should meet the needs of local communities, program planners can learn valuable lessons from reviewing the goals and objectives of other after-school programs. The goals and objectives of Cleveland County Schools' Black Youth in Action and Rockingham County Support Our Students are examples of clear and measurable goals and objectives.

- **Identify and secure funding and community resources**

After identifying a community need for the program and establishing clear and measurable goals and objectives, managers will be in a good position to identify and secure funding and community support for the program. Initially, the task of securing funding and support can appear to be daunting for new programs that lack a proven track record and connections to funding sources in the community. Although there are no set formulas to guarantee success, there are strategies that have helped programs identify and secure funding.

The six programs that participated in the study creatively pulled together funding from a variety of local, state, and national sources during the first stages of implementation. The planners and supporters of these programs collected cash contributions from citizens and businesses, received start-up grants from foundations and government units, and pieced together in-kind goods and service donations in order to get their programs up and running. Most often, these programs found schools, community centers, or other institutions willing to donate a meeting place. Other in-kind contributions can help offset the need for cash. The experience of the Hillcrest Enrichment Program illustrates the process of identifying and securing initial funding and support.

***Featured Practice:* Hillcrest Enrichment Program**

John R. Hayes, the youth coordinator at Hillcrest Community Center, wanted to fund the Hillcrest Majorettes and Drum Corps but lacked the necessary funding to start the program in 1977. He first requested that the parks and recreation department increase funding to support a majorette and drum corps, but the department lacked the necessary funds.

Undaunted, Mr. Hayes applied for funding through Buncombe County's Community Based Alternative Funding Committee. In Hillcrest's grant application and presentation to the committee, the program's goal of deterring young people from delinquency and negative behavior was emphasized. The Hillcrest Majorettes and Drum Corps eventually received a \$2,224 Community Based Alternatives (CBA) grant from the North Carolina Division of Youth Services which paid for corps member uniform materials, equipment, staff salaries, and transportation costs.

Although the CBA grant helped the program get started, the program still needed additional support to acquire the corps member uniforms and drums. Even though the youth corps lacked the necessary equipment for members, Mr. Hayes moved forward with the program implementation. The first group of Hillcrest drummers started out by using bottoms of boxes and cans to practice corps routines, and majorettes practiced without uniforms.

In order to meet this need, Mr. Hayes called on the assistance of corps member parents and other Hillcrest Community members to sew corps member uniforms. Parents and community members donated many hours sewing the corps member uniforms. Mr. Hayes also negotiated a deal with Dunham's Music in Asheville to acquire drums for the corps. Dunham's agreed to donate one used drum for every used drum purchased by the program.

The creative methods employed by the Hillcrest program illustrate the importance of pulling together both grant funding and local in-kind support to get a program up and running. Mr. Hayes first secured the necessary funding to pay for essential program expenses such as personnel, transportation, and materials. He then secured the additional in-kind support and resources of parent volunteers and a local business to address under-funded program needs.

- **Establish a budget**

“ We are able to get new community people involved. It is a feather in somebody's cap to be a member of this board. We can attract the people we want to attract. We have always had the bankers involved, the superintendent of our schools, people from the medical school. We have had a former elected official, the city manager of Greenville and Farmville, the town manager of Ayden... You have to have the right community leaders [on your board].”

-- Jim Clemment, 1994 BGCPC Board President

As illustrated by Hillcrest’s experience, program managers must carefully manage the limited financial resources of an after-school program. One proven method of financial management is creating a fiscal year budget for projected revenues and program expenses. Through the budget process program managers are able to make conscious choices about priorities for using financial resources on essential program services and activities such as personnel, transportation, fieldtrips, and tutors. Even at the early stages of development, a budget can serve as an effective way for managers to estimate future revenues and then to determine which goods and services need to be directly purchased. In addition, the budget process enables managers to identify which goods and services will need to be donated in order for the program to operate effectively, and which may have to be forgone.

The people interviewed for this study recommended that program managers use the budget process to identify the in-kind goods and services that can be solicited from various community sources to supplement the program’s financial. The goods and services that are deemed essential will vary from program to program depending on the availability of in-kind contributions in the community.

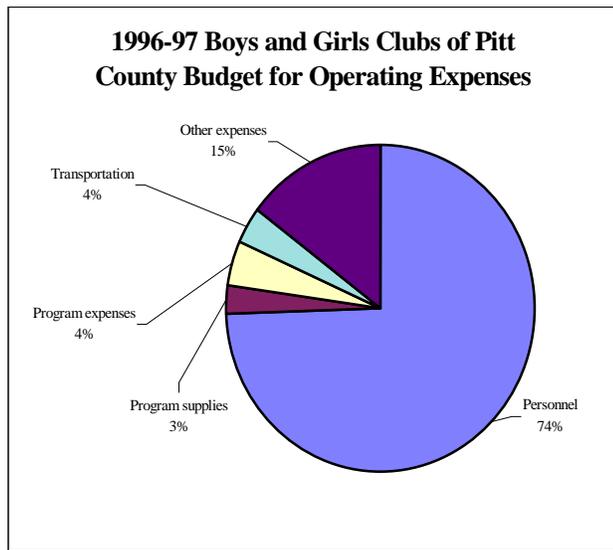
The budget process and the budgeted revenues and expenses of two study programs are featured over the next two pages. The Boys and Girls Clubs of Pitt County is representative of a large, well-established program, while the Robbinsville Middle School After-School program is representative of a smaller program that is in the early stages of its development.

***Featured Practice:***

**Boys and Girls Clubs of Pitt County**

For the past thirty-two years, the Boys and Girls Clubs of Pitt County (BG CPC) Board of Directors adopted a budget to manage its financial resources. Today, the executive director and board president draft a program-wide budget. The BG CPC corporate board of directors then considers the budget for approval. A sample BG CPC budget for 1996-1997 is listed on the chart and graph below.

<b>BG CPC Budget for Revenue 1996-97</b>	<b>Total</b>
Support Our Students	\$199,316
United Way	\$239,822
Membership dues	\$48,000
Program revenue	\$43,000
Special events	\$101,000
Town of Ayden	\$10,000
Governor's Crime Commission grant	\$25,000
Other revenues	\$46,155
<b>Total revenue</b>	<b>\$712,393</b>

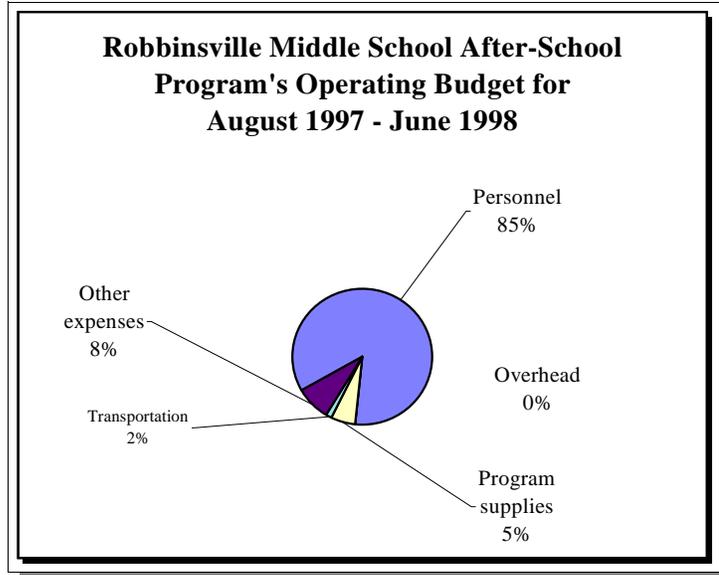


***Featured Practice:***

**Robbinsville Middle School After-School Program**

Graham County Schools established an after-school program budget as part of submitting its grant application to the Governor's Crime Commission in 1995. The budget process plays an important role in the program's overall management. The middle school principal and an assistant superintendent draft the program's budget. The budget is then considered for approval by the Graham County School Board. A sample budget for 1997-1998 is listed on the chart and graph on the next page.

<b>Robbinsville Middle School After-School Program's Budget for 1997-1998 Revenue</b>	<b>Total</b>
Governor's Crime Commission grant	\$37,250
<b>Total Revenue and Support</b>	<b>\$37,250</b>



- **Enlist the support of the appropriate sponsoring organization**

Another important consideration for program planners is to enlist the support of an organization that is equipped to sponsor and then manage the long-term operations of an after-school program. Most funders, including North Carolina's Support Our Student's initiative, require that after-school programs be sponsored by a nonprofit 501(c)3 organization or government agency. The sponsoring organization will have legal responsibility for program management, including securing funding, hiring staff, entering into public and private partnerships and collaborations, encouraging community involvement, and conducting program evaluations. Planners should assess the organization's willingness to take on the responsibility of running an after-school program.

The study interviewees who played a role in starting their program considered the following organizational characteristics when assessing potential sponsoring agencies: 1. capacity to run a program; 2. proven track record in running quality youth programs; 3. relationship with the school system and other organizations; 4. long-term commitment; 5. administrative support, and 6. access to space for the program to operate.

The experience of community leaders in Forsyth County in selecting the YMCA of Greater Winston-Salem as the sponsoring agency for the county's Support Our Students Program illustrates this process.

### ***Featured Practice:***

#### **YMCA of Greater Winston-Salem SOS**

After the Governor's Support Our Students (SOS) request for proposals was released in 1994, a group of over thirty representatives from agencies that provide youth services and community members from across Forsyth County attended a meeting convened by the YMCA of Greater Winston-Salem to discuss the county's grant application. The consensus of the group was that the YMCA was the appropriate nonprofit organization (501C(3)) to sponsor the program in collaboration with the Forsyth County Schools. Several factors influenced the selection of the YMCA as SOS's sponsoring agent. First, the YMCA had a proven track record of running successful after-school programs. In addition, the YMCA had existing facilities throughout the county that supported the organization's capacity to operate an after-school program from multiple school-based sites. The YMCA also had a central administrative office to provide personnel, finance, and transportation assistance to an after-school program. Finally, the YMCA had close connections with such local funding sources as the United Way and had established partnerships with the county school system and other youth service agencies. Most importantly, the YMCA was committed to sponsoring a multi-site after-school program for the long term.

- **Recruit qualified and committed program management, staff, and volunteers**

The program strength mentioned most frequently by the people interviewed for the study was the important role that program staff members played in helping the program to operate effectively. Specifically, the interviewees mentioned the dedication, leadership and management skills of the program directors and the commitment and experience of the staff members who served as role models for participants. The interviewees also advised after-school programs to be careful to hire competent and committed program staff members. A number of effective strategies and practices were noted by interviewees to manage the process of hiring to select a skilled and competent program director and staff members.

The research team identified three common classifications of staff members: *program coordinators/directors* who manage the program's overall operations including program evaluation, fundraising, board development and staff supervision; *site coordinators* who supervise program operations at a particular facility, communicate with school officials and parents, plan activities, manage program supplies and materials, and supervise student and staff members; and *counselors/tutors* who supervise participants, provide tutorial assistance, facilitate program activities, and serve as role models for participants.

The first, and arguably the most important, task of a governing board or organizing committee is to hire a program director who can effectively manage the limited resources of an after-school program from the initial stages of implementation to long-term program stability and growth. Before hiring a director, governing boards and organizing committees need to have assessed the short- and long-term needs of their after-school program or organization.

“You have to get staff members that care about kids. Not somebody who just wants a job to get by. Somebody who actually cares about the kids.”

—Tony LaFayette Lang, Boys and Girls Clubs of Pitt County, Farmville Unit Staff Member

***Featured Practice:* YMCA of Greater Winston-Salem SOS**

The YMCA of Greater Winston-Salem SOS advisory board initially determined that the director would need to manage the development of a multi-site after-school program. Specifically, the board members wanted to hire a “well-rounded” person who had experience managing the limited financial resources of an after-school program, was skilled at hiring and managing a large staff, was a diligent hard worker, had connections in North Carolina’s and Winston-Salem’s philanthropic community, was well-organized, and had the creative vision necessary to move the program forward in the future.

The program director qualification “wish-list” proved to be useful as the advisory board started to interview candidates for the position. To ensure that the organization hired the most qualified person for the job, the advisory board recruited a candidate who they believed could meet both the short- and long-term needs of the organization. The advisory board members identified a candidate who had previously served as a director for another YMCA-sponsored youth development program, was an accomplished grant writer, had established contacts with funders, knew the state’s expectations of local SOS programs, and had a long-term vision of how to develop a multi-site after-school program. After an SOS advisory board member approached this person, she was interviewed and eventually hired as the SOS director. The SOS advisory board was able to hire a competent and committed director by first assessing the short- and long-term needs of the program, and then by recruiting the best qualified person to meet the program’s needs.

Based on the experience of the study programs, the commonly preferred qualifications and characteristics for program directors, site coordinators, and counselors and the recruitment strategies implemented are featured in Table 4.1.

<b>Table 4.1 Staff Member Classifications</b>	<b>Preferred Qualifications and Characteristics</b>	<b>Staff Recruitment and Screening Strategies</b>
<b>Program Coordinator/ Director</b>	<ul style="list-style-type: none"> <li>• Master’s degree in human service or management area</li> <li>• Three to five years youth program management experience</li> <li>• Knowledge of program administration, including budgeting, program evaluation and supervision</li> <li>• Knowledge of the developmental needs of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• Create a search committee comprised of board members</li> <li>• Extend search beyond county</li> <li>• Manage the hiring process through an established personnel department</li> <li>• Drug test candidates</li> <li>• Verify employment history with at least three references</li> <li>• Check for any criminal convictions</li> </ul>
<b>Site Coordinator</b>	<ul style="list-style-type: none"> <li>• Bachelor’s degree in human service, education, social work, or counseling</li> <li>• Two to four years program management, supervision, and human services experience</li> <li>• Valid North Carolina drivers license</li> <li>• Teacher certification</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate candidates using a point based system based on education, skill, and experience levels</li> <li>• Establish adequate salary for position to encourage a larger number of qualified candidates to apply</li> <li>• Promote experienced and committed counselors or other staff members</li> <li>• Manage the hiring process through an established personnel or human resources department</li> <li>• Drug test candidates</li> <li>• Verify employment history with at least three references</li> </ul>

Table 4.1 (continued) Staff Member Classifications	Preferred Qualifications and Characteristics	Staff Recruitment and Screening Strategies
<b>Counselor/ Tutor</b>	<ul style="list-style-type: none"> <li>• High school diploma</li> <li>• Some college experience in human services</li> <li>• One to two years experience working with young people</li> <li>• Valid North Carolina drivers license</li> <li>• Ability to work with diverse populations</li> <li>• Good team work skills</li> <li>• “Can do” work ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Interview candidates in two to three stages</li> <li>• Involve other staff members in hiring process to ensure that candidate “fits in”</li> <li>• Recruit candidates from education or social work departments at local universities and community colleges</li> <li>• Promote experienced and committed volunteers or peer tutors</li> <li>• Manage the hiring process through an established personnel or human resources department</li> <li>• Drug test candidates</li> <li>• Verify employment history with at least two references</li> <li>• Check for any criminal convictions</li> </ul>

“You can have the strongest board of directors, you can have the best executive director, but the people who are interacting with the children have to be the best prepared and have the best qualities as individuals to carry out your mission, or it isn’t going to happen. We place a lot of emphasis on the training of the new folks as they come in, the personnel manual that guides those people through their role, job descriptions, those things that you want to make sure a person understands so that they have clear expectations. . . . You have to give them clear directions, you have to have a good system in place.”

—Jay Faron, Executive Director of the Boys and Girls Clubs of Pitt County

The qualifications and skills of staff members play an important role in the overall success of an after-school program. On their program assessment surveys, 80 percent of the study participants indicated that they viewed staff members as positive role models.

The study participants also noted the important role that volunteers play as tutors. 85 percent of the study participants noted that their program provided enough tutors. The effective practices implemented by the study programs to recruit, train, and retain volunteers are presented in Chapter 5 of the handbook.

- **Identify adequate facilities**

The location of the facility will have an effect on the population of young people that can be realistically served by the program, the transportation resources needed by the program, and the perception of young people and their parents about the program. The quality of a program’s facility can also have an effect on the types of activities that staff members organize, the comfort level of participants, and how many young people attend the program. Most importantly, the amount of control program staff members have over the use of the facility will have an effect on the ability of the staff to plan and conduct program activities.

Considering that two out of three school-based before- and after-school programs nationally share their facility space, it is not surprising that sixteen of the seventeen after-school program sites in this study share facility

**Featured Practice:**

**YMCA of Greater Winston-Salem SOS**

During YMCA of Greater Winston-Salem SOS’s first year of operation, the executive director completed a facility-use contract or cooperative agreement with the school principal or facility manager at each site. The agreement listed SOS’s expectations in using the facility and then gave the principal or manager the opportunity to list her or his expectations of SOS program on the contract. After the expectations of both parties were listed on the contract, the principal and SOS director signed and dated the contract. The agreement was used by the program or principal to resolve any conflicts or misunderstandings. A generic SOS Cooperative Agreement form is listed below:

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This agreement is made by and between Anytown Middle School, hereinafter referred to as “school,” and the YMCA Support Our Student Program, referred to as “YMCA”;

WHEREAS the school desired the YMCA Program for the benefit of the students; WHEREAS the YMCA desires access to the use of the school facilities for the benefit of its youth members; WHEREAS both parties to this Agreement have determined that a fair and equitable exchange of facilities and services is mutually beneficial; THEREFORE, the parties hereunto make and enter into this agreement upon the following terms and conditions;

**The YMCA Agrees:**

1. To provide the Support Our Students Program for Anytown Middle School students.
2. To comply with the rules and regulations for the school facilities.

**The School Agrees:**

1. To provide access to and the use of an appropriate location (Physical Education Center, cafeteria, or vacant classroom) for a YMCA—sponsored and supervised, after-school program each day during the 1997-1998 school year.

**INSURANCE AND LIABILITY**

- A. The YMCA shall accept full and complete responsibility for the operation and supervision of the child-care programs it operates on the premises of the school during the term of the Cooperative Agreement and shall hold the school free, harmless, and indemnified from and against any and all claims, suits, or causes of action resulting from or out of its operation of the programs.
- B. The YMCA shall purchase and maintain in full force and effect during the term of this Agreement a comprehensive general liability insurance policy which provides the usual and customary liability coverage, at least \$1,000,000 for the operation of its child care program.

**IN WITNESS WHEREOF** the parties hereto have authorized their respective chairpersons or officers to execute this agreement and to affix their seals hereto the date and year first written above.

**ANYTOWN MIDDLE SCHOOL**

**BY:** \_\_\_\_\_

**ATTEST:** \_\_\_\_\_

**YMCA SUPPORT OUR STUDENT**

**BY:** \_\_\_\_\_

**ATTEST:** \_\_\_\_\_

space with other youth or community programs.<sup>33</sup> After-school programs commonly share facility space because the use of the facility is donated by another public agency. In light of this reality, program managers are advised to carefully consider the facility selected to work an after-school program.

In order to identify adequate facilities, the study program employed a number of promising strategies and practices. The experience of the YMCA of Greater Winston-Salem SOS program in negotiating the use of facility space is featured on the previous page. The complete SOS Cooperative agreement describes the complaint procedure and the terms for terminating the contract. The SOS executive director noted the value of having this contract if any issue or program arose in relation to the use of the facilities. Currently, YMCA of Greater Winston-Salem SOS, as a non-facility branch of the YMCA of Greater Winston-Salem, has liability coverage in the contract between the YMCA and the Winston-Salem/Forsyth County Schools.

- **Create incentives for positive behavior**

Another common goal of the participating programs was to encourage positive behavior of participants. Although the definitions of positive behavior varied from site to site, interviewees considered the behavior of young people to be positive if they followed the program rules. Generally, the rules common to each program include: 1. show respect for others at all times; 2. refrain from the use of profanity; and 3. maintain good attendance and grades at school.

To foster positive behavior program managers created a number of tangible incentives to motivate young people. At the Boys and Girls Clubs of Pitt County, staff members award prizes to young people by age group who log the most hours studying during the club's Power Hour. At the Robbinsville Middle School After-School Program, the school board established a promotion policy that gave students the option to attend the school's after-school Plato Lab if they failed any subjects. For each class failed during a nine-week marking period, a student must complete 20 hours in the Plato Lab by the end of the next marking period in order to receive a passing grade. At the Forsyth County Support Our Students Program, participants earn SOS dollars for completing homework assignments, volunteering to help program staff members, or improving grades. The staff members then charge participants SOS dollars to go on a field trip or to participate in fun group activities. At the Hillcrest Enrichment Program, young people must maintain good

### ***Featured Practice:***

#### **Rockingham County Support Our Students**

The Rockingham SOS program has devised a system called "Incentives" to encourage positive behavior among participants. All site coordinators are required to use the incentive criteria for documenting progress in behavior. However, the coordinators decide how they will use the results at their site. Under this system, the site coordinator evaluates the behavior of participants based on the following criteria: 1. Attendance; 2. Promptness; 3. Effort/improvement; 4. Quality of work; 5. Cooperation with others; 6. Initiative; 7. Time on task; 8. Ability to listen and follow instructions; 9. Conscientiousness; 10. Overall attitude.<sup>34</sup>

Using this set of criteria, the coordinator evaluates the behavior of participants each day on a weekly "Incentives" matrix. The coordinator gives one point to a participant for each criterion that has been successfully completed. Young people who accumulate the necessary number of points each week are allowed to participate in program field trips or activities. At the end of the school year, one student at each Rockingham County SOS site is recognized as "Most Outstanding SOS Student" based on their incentive points. These students are recognized by their schools and SOS coordinators and are rewarded with a special outing in their honor. The incentive points were also used to determine which SOS students were awarded camp scholarships during the summer. The goal is for program participants to engage in behavior that complements this set of criteria. In some cases, young people as a group vote on who will or will not get incentive points for that day.

grades if they want to travel and be a part of the Hillcrest High Steppin' Majorettes and Drum Corps. The behavior incentive systems created by the Rockingham County Support Our Students program is featured below. By creating a system to evaluate the behavior of participants, the Rockingham SOS staff communicated standards for acceptable behavior to youth participants. The system also allowed young people to play a role in encouraging the positive behavior of their peers.

Another approach to encouraging positive behavior among participants was implemented at the Cleveland County Schools' Black Youth in Action program.

Overall, the study programs created incentive systems to encourage the positive behavior of participants. The re-

### ***Featured Practice:***

#### **Cleveland County Schools' Black Youth In Action (BYIA)**

The BYIA program encourages positive behavior among participants by having participants sign a behavior contract and by conducting off-campus activities and fieldtrips. The program also provides the opportunity for participants to develop program ownership.

During enrollment, the coordinator requires participants and their parents to sign a behavioral contract obligating them to follow ten guiding principles that include honesty, respect, caring, and integrity. BYIA participants are expected to learn the principles and must be prepared to recite the principles upon the request of the program coordinator. The coordinator uses the principles as a teaching tool by referring to them during activities or to correct the inappropriate behavior of a participant. Participants who repeatedly ignore the principles at school or during the program are suspended.

The program also encourages positive participant behavior by taking the group on off-campus field trips as a reward for good behavior or grades. For example, at the conclusion of the first year the coordinator took the group on a trip to Birmingham, Alabama, to explore historic sites in the civil rights movement. The coordinator only allowed BYIA participants with grades of C or above to attend this three-day trip. Examples of other field trips included bowling, group meals at local restaurants, and tours of Gardner-Webb University, Wake Forest University, Winston-Salem State University, the Cultural Center, and the Black Heritage Tour in Charlotte. The coordinator also considers the school and program conduct of participants to determine whether or not they will be allowed to attend the field trips. The incentive for participants to follow the program's rules and to maintain good grades is to travel on future trips. The coordinator also provides participants with many opportunities to develop ownership in the program. Students are asked to prepare and submit an application in order to be considered for the program. In addition, students are required to complete a one-on-one interview with the coordinator, a guidance counselor, teacher, and school administrator who ask questions about why the student wants to be a part of the program. Students therefore have to demonstrate a genuine interest in participating in the program.

Another opportunity for students to buy into the program occurred during the first year when the director allowed participants to name the program. At a brainstorming session, the young people decided to name the program Black Youth in Action. The young people also designed the logo for the program's t-shirt. The coordinator asked the participants to exhibit exemplary behavior at all times when they wore the BYIA t-shirts. The coordinator also assigned different roles to participants such as having one participant maintain program attendance records and another pick up the snack from the cafeteria each day. By involving parents and youth in enforcing and establishing program rules, the BYIA program created a strong incentive for participants to behave in a positive manner.

search team noted the motivating appeal that field trips and other incentives had on young people at each of these programs. The opportunity to take part in a future field trip or the prospect of a tangible reward motivated young people to complete their homework, cooperate with other young people, and follow program rules.

- **Provide a balance of fun and educational activities**

The study interviewees also noted that after-school programs need to carefully plan a wide range of program activities. Ninety percent of the study participants noted that they liked their programs' sports, activities, and games, and 94 percent of the participants indicated that they liked their program's field trips. From a civil rights tour of the South to learning

about bee keeping, the interviewees noted over ninety different kinds of educational, social, cultural, recreational, and community oriented activities in which young people participated at their after-school programs. The interviewees recommended that before planning program activities program managers consult with young people and their parents about the kinds of activities they want. If parents and young people are not interested in the activities offered by an after-school program, the interviewees thought it likely young people would not attend the program. The programs collected feedback from participants in a number of ways, such as asking young people and parents to complete a survey. The use of surveys is discussed in Chapter III of the handbook.

Another creative strategy to get feedback from parents and young people was implemented at the BYIA pro-

**Table 4.2: Enrichment Activities**

	<b>Educational</b>	<b>Social</b>	<b>Cultural</b>	<b>Recreational</b>	<b>Community</b>
<b>Boys and Girls Clubs of Pitt County</b>	Teen center offers instruction about computers and software	Keystone Club provides peer leadership activities and opportunities	Each club conducts Black history month activities	Sports and game contests are held for participants each day	Keystone Club conducts community service projects
<b>Cleveland County Schools' Black Youth in Action</b>	Participants facilitate group discussions and presentations	Daily group reflection and interaction during snack time	Trip to Alabama to explore civil rights movement historic sites	Participant relay races on the Crest Middle School outdoor track	Participants clean-up public areas in their neighborhoods
<b>YMCA of Greater Winston-Salem SOS</b>	Library education and reading program with the literacy initiative	Participants at each site are selected for the SOS Student Council	Day-long Native American festival and presentation	SOS inter-site basketball league	Participants help to raise funds for children in other countries.
<b>Robbinsville Middle School's After-School Program</b>	Forest Service conducts outdoor education trips for participants	Formal dinner to practice dining etiquette	Native American guest speaker demonstrates the use of hunting with a blow-gun	A self-defense class is taught by school resource officer	Adopt a grandparent program with local nursing home
<b>Hillcrest Enrichment Program</b>	Trips to university and college campuses across the state	Membership in Hillcrest High Steppin' Marching Band and Drum Corps	Participants learn to follow the seven principles of Kwanza	Corps members conduct practices each day	Corps members represent the City of Asheville at presentations
<b>Rockingham County SOS</b>	Trip to the Natural Science Center in Greensboro	Participants from all sites attend the circus	Participants at site learn German language and recipes	A group of participants complete a local ropes course	Drill team performances at community events

gram. Before the program began, the BYIA coordinator rode school buses home with students who were targeted by the program so that he could informally interact with them. Through these interactions, he was able to find out what kinds of activities they wanted in an after-school program, and he got to know their communities better. Table 4.2 features one example of the educational, social, cultural, recreational, and community activities that have been implemented by each of the study programs.

After finding out the kinds of activities that interest young people, it is important to develop a flexible program schedule that can incorporate these activities. The common activities that were scheduled at each program were recreation and enrichment activities. Although the six programs had similar components, the sequence of these components varied. In order to illustrate these differences, the schedules of two programs are featured below.

The YMCA of Greater Winston-Salem SOS program scheduled their snack time after the young people had completed their homework. Program staff members believed that young people would be less likely to have the neces-

***Featured Practice:***

**YMCA of Greater Winston-Salem SOS**

**Program Schedule (Monday to Friday)**

<u>Time period</u>	<u>Description of Activity</u>
1:00 pm to 2:15 pm	<b>Program Set Up</b> -- SOS site supervisors are required to set up the program. Supervisors check with the school's main office to identify which SOS students are absent for the day. The supervisors also set up school supplies, the program bulletin board, books, journals, worksheets, and snacks and activity supplies required for the day.
2:15 pm to 2:30 pm	<b>"Chill-In"</b> -- At the end of each school day, SOS students have this time to go to their lockers, talk with friends or teachers, and unwind from the day before the start of the program.
2:30 pm to 3:15 pm	<b>Homework Assistance</b> -- Students work on their homework in assigned seats. Students are required to bring their homework agenda book signed by their teachers. Staff members and volunteers rotate throughout the room to help students with their homework. At the conclusion of homework assistance, students who have not completed their homework are given the option to finish during the structured activity time.
3:15 pm to 3:30 pm	<b>Snack</b> -- The SOS program provides students with a nutritious snack which consists of fruit, pudding, rice cereal treats, cheese crackers, and juice. Students volunteer to help set up the snack time and they are allowed socialize with each other during this time.
3:30 pm to 5:30 pm	<b>Structured Activities</b> -- The staff members at each site plan the activities that are appropriate for SOS's monthly theme. Examples of activities include inter-site competitions, arts and crafts, community service projects, field trips, recreation activities, presentations, and guest speakers.
5:30 pm to 6:00 pm	<b>Parent Sign Out Time</b> -- Parents are required to come into the school in order to sign out their child from the program. Students are asked to indicate on the sign out sheets whether or not they have completed their homework. Late parents are charged a fee of \$5 for every fifteen minutes past 6:00 pm that they pick up their children.

sary mental focus to complete their homework if they were first allowed to eat their snack and that the “Chill In” time gave young people time to unwind. In contrast, the Rockingham County SOS program scheduled their snack time before homework assistance because they believed that it was important to give participants a break from academics and to provide them with a nutritious snack.

Multi-site programs generally allowed site coordinators to adjust the program schedule to meet needs unique to their site. The site coordinators also adjusted the schedule based on input they received from program participants.

### ***Featured Practice:***

#### **Rockingham County Support Our Students<sup>35</sup>**

##### **Program Schedule (Monday to Thursday)**

###### Time period

###### Description of Activity

2:30 pm to

**Program Set Up** -- SOS site coordinators are required to set up the program. Coordinators check the school’s student absence list to identify which SOS students are absent for the day. The coordinators also check on the academic progress of participants or meet with teachers and parents to resolve any student management issues. The coordinators set up school supplies, the program bulletin board, books, journals, work-sheets, and snacks and activity supplies required for the day.

3:15 pm

3:15 pm to

**Snack and Group Interaction** -- The SOS program provides students with a nutritious snack consisting of pretzels, low-fat chips or cheese crackers, cookies, lemonade, fruit punch, or caffeine-free soda. The program staff also use this time for social interaction and to conduct group role play activities related to conflict resolution, anger management, and citizenship.

4:00 pm

4:00 pm to

**Structured Activities** -- The site coordinator plans the activity for each day. In the past, activities have included drill/dance team, 4-H group meetings, sports, community service projects, field trips, and cultural activities. The program has taken field trips to local parks, the Natural Science Center in Greensboro, Sci-works in Winston-Salem, the airport, the library, other schools in the county, the bowling alley, a local ropes course, school sporting events, the skating rink, a county commissioners meeting, and the new county jail.

5:00 pm

5:00 pm to

**Tutoring** -- Students work on their homework during this time and are required to bring their homework assignments for that day. Staff members and volunteers circulate throughout the room to help students complete their homework.

5:45 pm

5:45 pm to

**Parent Pick-Up** -- Parents are required to check with the site coordinator before they pick up their child from the program. Parents can sign a permission form to allow relatives or friends to pick up their child. Parents are expected to pick up their child on time in order for their child to remain in the program.

6:15 pm

**W**hat effects do after-school programs have on students? Are there some program activities that appear more likely to deter delinquency or make other positive differences in the

- **Create Opportunities for Peer Leadership**

After-school programs also provide valuable opportunities for participants to assume leadership roles that allow them to take part in program decision making, management, and administration. Most importantly, such roles create incentives for younger participants to attend the program on a regular basis, to emulate their peer leaders, and to behave in a positive manner. The Boys and Girls Clubs of Pitt County created the Keystone Club to develop the leadership skills of its members through community service projects and other activities. At the Black Youth in Action program, participants elected to such leadership positions as president, vice president, and secretary, perform many essential duties. At each YMCA of Greater Winston Salem SOS site, the participants elected youth representatives for the SOS Student Council. The Rockingham County SOS Reidsville Middle School site created leadership positions on the site's drill team. The experience of the Hillcrest Enrichment Program in developing peer leadership is featured.

- **Summary**

An individual program champion or a group of interested citizens guided the study programs through two important stages of program implementation. During the first stage, these decision makers developed a program governance structure, established program goals and objective, identified resources, established a budget, and enlisted the support of an appropriate sponsoring organization. The second stage involved the development of practices and activities that directly affected program content such as recruiting qualified and caring program management, staff members, and volunteers, identifying adequate facilities, providing a balance of activities, and creating opportunities for peer leadership. Together, these strategies and practices should help communities better navigate the challenges involved with implementing an after-school program.

### ***Featured Practice:***

#### **Hillcrest Enrichment Program**

Hillcrest Enrichment Program corps members can work their way up through the ranks to become senior majorettes and drummers and peer tutors. Senior members are paid a \$6-7 per hour stipend to work as tutors and group leaders. They are expected to maintain a "B" average in school and must volunteer 8 hours at the program each week.

Senior corps members are selected by the director based on their program attendance rate, leadership skill, academic ability, and potential to be a role model for the other participants. In addition to providing tutorial assistance to other corps members, the senior members are responsible for directing the Hillcrest High Stepinn' Majorettes and Drum Corps' practices and performances. The senior members also monitor the behavior of program participants and clean-up after program events, and offer guidance and support to younger members who are learning the corps' routines. In 1993, the Buncombe County Commissioners approved a grant to fund peer tutor/senior member positions.

“ I remember that when we opened our unit in Ayden [early 1995] a police chief told us that six months after the club opened he could document a 40 percent decline in vandalism and other petty crimes. He thought it was purely because the kids had somewhere to go and something to do in the afternoons after school.”

--H.L. Stephenson, III 1995 BGCP Board President, Lawyer





## Chapter V: What program characteristics are most likely to help deter delinquency and make other positive differences in the lives of young people?

lives of participants? To assess the ways in which after-school programs might deter delinquency, we measured participants' program attendance rates, school behavior, juvenile court records, and self-reported ability to stay out of trouble. To assess ways in which the programs might have other positive impact on participants' lives, we examined homework completion, grades, North Carolina End-of-Grade (EOG) test scores, and self-esteem.

We explored the relationship between these outcomes and the following program characteristics:

- Community-based sites
- Computer availability
- Cultural enrichment emphasis
- Education levels of staff members
- Number of field trips
- Number of program days per week
- Regular transportation
- School-based sites
- Snacks and refreshments
- Structured homework assistance
- Structured recreation emphasis
- Student-to-staff ratios
- Targeted enrollment policy
- Volunteer hours per child<sup>36</sup>

Based on our analysis, we identified the following program characteristics that are systematically related to delinquency deterrence and other positive differences in young people's lives:

- Structured homework assistance
  - Community-based sites
  - Regular transportation
  - High number of volunteer hours per child
  - Targeted enrollment
  - Cultural enrichment emphasis
- **Observed benefits of structured homework assistance**

Students attended after-school programs with structured homework more regularly and were more likely to improve their academic performance. As Table 5.1 shows, students were twice as likely to attend more than half of the program days at programs with structured homework assistance.

That seems surprising. Why should students attend programs that require homework more regularly than those that do not? The answer is in their reasons for being in an after-school program. In the six programs, 74 percent of the study participants said they attended their programs to improve their grades in school. This was by far the most frequently

Table 5.1	Structured Homework Programs <sup>37</sup>	
	Yes (n=125)	No (n=46)
Program attendance rate		
Attended more than half of the program days	80%	39%
Attended less than half of the program days	20%	61%

mentioned reason for attending an after-school program. Young people say they are coming to after-school programs to improve their grades. In fact, 81 percent of the study participants who attended programs that offered structured homework assistance indicated that they attended to improve their grades in school, and even a majority of the study participants who attended programs without structured homework assistance indicated that they attended to improve their grades, as Table 5.2 shows.

Motivation is important. Study participants who attend to improve their grades are also more likely to complete all of their homework at the program whether or not they have structured homework assistance, although the assistance increases homework completion rates among this group. As Table 5.3 shows, 82

“The homework assistance was helpful for a lot of kids. It encouraged them to follow through with their assignments. They get some help that they ordinarily wouldn’t get at home.”  
 --Steve Leatherwood, Counselor, Crest Middle School, Cleveland County Schools

Table 5.2	Structured Homework Programs <sup>38</sup>	
	Yes (n=108)	No (n=36)
Attend program to improve grades in school		
Yes	81%	53%
No	19%	47%

percent of the study participants who attend structured homework programs to improve their grades in school indicated that they also finished all of their homework at the program. In contrast, only 58 percent of the study participants who attended programs without structured homework assistance, but also attended to improve their grades indicated that they completed their homework. Importantly, students who did not see themselves attending to improve their grades were much less likely to complete homework regardless of whether the program had structured home-

Table 5.3	Programs with Structured Homework Assistance (n=108)		Programs without Structured Homework Assistance (n=36)	
	Attend to improve grades in school <sup>39</sup>		Attend to improve grades in school <sup>40</sup>	
Finish all of my homework at the program	Yes (n=87)	No (n=21)	Yes (n=19)	No (n=17)
Yes	82%	38%	58%	29%
No	18%	62%	42%	71%

work.

We also found that attending a program with structured homework assistance was more likely to make a positive difference in students' grades. The study participants who attended structured homework assistance sites were much more likely to increase their English grades. We found that 28 percent of the study participants who attended programs with structured homework assistance increased their English grades from the previous year, versus only 6 percent of the

	<b>Structured Homework Assistance Programs<sup>41</sup></b>	
<b>Change in English grades</b>	<b>Yes</b> (n=97)	<b>No</b> (n=33)
<b>Improved</b>	28%	6%
<b>Stayed the same</b>	37%	49%
<b>Decreased</b>	35%	45%

study participants who attended programs without structured homework assistance.

The study participants who attend structured homework assistance sites were also more likely to improve their math grades—though the improvement was not as dramatic as it was for English grades. Although 31 percent of the study participants who attended structured homework assistance programs increased their math grades, 22 percent of the study participants at the study programs without structured homework assistance also increased their math grades.

	<b>Structured Homework Assistance Programs<sup>42</sup></b>	
<b>Change in math grades</b>	<b>Yes</b> (n=97)	<b>No</b> (n=32)
<b>Improved</b>	31%	22%
<b>Stayed the same</b>	38%	41%
<b>Decreased</b>	31%	38%

We found a more pronounced relationship between attending a structured homework assistance sites and improving End-of-Grade (EOG) math test level. Almost twice as many study participants at structured homework assistance programs increased their EOG math level, compared to those who attended unstructured homework assistance programs.

Overall, the study sites that offered structured homework assistance were more likely to have regular atten-

	<b>Structured Homework Assistance Programs<sup>43</sup></b>	
<b>Change in EOG math test level</b>	<b>Yes</b> (n=85)	<b>No</b> (n=34)
<b>Improved</b>	35%	18%
<b>Stayed the same</b>	53%	76%
<b>Decreased</b>	12%	6%

dance. These same programs helped the study participants improve their academic performance in several important ways. First, the study participants who attended structured homework assistance sites were more likely to indicate that they completed their homework at the program. This group of study participants was also more likely to improve their English grades and slightly more likely to improve their math grades than were the study participants who attended programs without structured homework assistance. Finally, the study participants at structured homework assistance sites were also more likely to increase their EOG math test levels.

### **Providing structured homework assistance**

“We can see the improvement after about the second semester. Especially if they stay with us the whole year from August - September up until June. I noticed one fellow who didn't even know his time tables last year. He didn't know what 2 times 2 was and he was in the 7th grade. He knows all his time tables now, he knows decimals, he is doing real well. I can see the improvement. He had all F's he now has C's and D's. I know that is not the best, but it is better than what it was.”

--Shirley Gore, YMCA of Greater Winston-Salem Site Supervisor

tance was implemented at the study sites. Homework assistance was either clearly structured or unstructured. Even at program sites without structured homework assistance, participants were encouraged to work on their homework, but they also had the option to participate in other program activities instead. The work areas at these sites often had distractions and in some cases tables and chairs were not provided for participants. Also, the staff members at these sites did not communicate frequently with the participants' school teachers to monitor the academic progress of students.

In contrast, program sites with structured homework assistance required participants to work on their homework during a scheduled time period. The participants at these sites were provided with a quiet work area free from external distractions. They received individual tutorial assistance from volunteers, teachers, staff members, or peer tutors. Staff members at these sites maintained ongoing communication with the participants' teachers and parents to monitor their academic progress.

A common problem faced by staff members at the study sites was that young people frequently came to the program falsely claiming that they had no

homework assigned for the day. The study sites with structured homework assistance came up with many creative solutions to address this problem. For example, the staff members at one program site asked participants to maintain a homework log book in which their teachers would indicate the assignment for the day. The staff members at these sites reviewed the log book, to verify whether or not the young person had homework. Another approach was to ask participants who had no homework to complete educational worksheets or to play educational games. Staff members at school-based sites also had the advantage of easy access to the participants' teachers to find out about their homework assignments and grades.

In addition, the study sites with structured homework assistance faced the difficulty of communicating to parents whether or not their child had completed all of the homework assignments for the day. One program addressed this communication problem by asking each participant to indicate on the program's sign-out sheet whether or not he or she had completed all assignments for that day. Parents, who were asked to come into the classroom to sign-out their child for the day, could see whether or not the young person claimed to have completed all of his or her homework.

Another important consideration for program managers is to schedule an appropriate amount of time for homework assistance. Although 74 percent of study par-

“Academically, the program has done a world of good for many students who otherwise would be unsupervised and without homework assignments completed. SOS allows teachers who are onsite to work with students that need assistance. The students have a supervised hour or more of homework combined with recreation and refreshments. Although some students initially fight the notion of doing homework assignments, eventually most students see the positive reinforcement they will receive when homework assignments are completed.”

--Kurt Telford, Principal, Northwest Middle School, Winston-Salem/Forsyth County Schools

participants said that they attended the after-school program to improve their grades in school, only 22 percent of the participants thought that the program should spend more time on homework. Staff members, like most parents, found it challenging to motivate young people to stay focused on their homework after a long day at school. In response to this problem, staff members created incentives for young people to complete their homework each day. For example, young people were awarded points for completing their homework. The points were then used to participate in field trips, pizza parties, or games. Program staff also made an effort to limit the time period allotted for homework assistance to 45 to 60 minutes because they did not want to overwhelm participants. Staff members also scheduled interactive activities after homework assistance including snack time, games, recreation, or field trips.

- **Observed benefits of community-based or regular transportation sites**

### ***Featured Practice:*** Components of Structured Homework Assistance

After observing structured homework assistance at the study sites, we identified five essential components:

- **Adequate work area and supplies**—The room and resources available for homework assistance are critical to its success. The room needs to be equipped with chairs and tables that allow participants to work either individually or as a group on their homework. The sites also need to have adequate supplies, including paper, calculators, pencils, markers, dictionaries, and other reference books. In addition to having adequate lighting and temperature controls, the room needs to be quiet and free from external noises and distractions.
- **Consistent implementation**—Homework assistance needs to be implemented consistently each day in order for participants to become familiar with the routine and structure of completing their homework. The amount of time allotted for homework assistance should also remain constant—at the study sites it ranged from 45 minutes to an hour. Many of the study sites rewarded participants by not conducting homework assistance on Friday afternoons and allowing participants more recreation time than because the schools did not assign homework over the weekend.
- **Tutors**—All of the sites that provided structured homework assistance provided tutors to assist participants with their school work. The tutors that served the sites were volunteers, teachers, older peers, or staff members. The individual one-on-one contact provided by tutors is another important factor in making structured homework assistance a valuable component of after-school programs.
- **Communication with teachers**—The information gap that often exists between program staff members and program participants about the amount of homework assigned for the day was diminished by having regular communication between teachers and staff members. Regular communication with teachers was easier for staff members at school-based sites. Some sites asked participants to maintain a homework log book that needed to be signed by their teachers each day. Staff members also called or visited the teachers of participants at the beginning of the year to ensure that communication lines would remain open during the year.
- **Communication with parents**—To ensure that program participants completed their homework assignments, staff members maintained continuous communication with parents. Parents were informed by staff members whether or not their children had completed their homework for that day. If their children had not completed their homework, parents would then know to ask that their homework be completed at home.

Students need to be able to get to the program site and home at the end of each day. Community-based sites are accessible since they are located close to the students' homes. More remote sites can offer regular transportation home for students who do not have family supplied transportation. Both strategies helped students attend these programs regularly.

The location of the program sites in relation to the homes of the participants and the transportation resources of the study sites were found to be associated with regular rates of program attendance. We compared the program sites that

Table 5.8	Structured Homework Assistance Programs			
	Yes (n=125)		No (n=46)	
	Community-based or regular transportation sites <sup>44</sup>		Community-based or regular transportation sites <sup>45</sup>	
Program attendance rate	Yes (n=47)	No (n=78)	Yes (n=9)	No (n=37)
Attended more than half of the program days	89%	75%	56%	35%
Attended less than half of the program days	11%	25%	44%	65%

were community-based and that offered regular transportation to the sites that did not have these characteristics.

At sites with structured homework, study participants were 14 percentage points more likely to attend over half of the program days at sites that were community-based or provided regular transportation. The influence of community-based sites or regular transportation on participant attendance rates was greater at programs without structured homework. Only 35 percent of the participants attended more than half of the program days at sites with no structured homework and no regular transportation or in a community location. In contrast, 56 percent of the participants attended more than half the days at sites that were community based or had regular transportation but no structured homework.

“ Our county is a very isolated rural community. Lots of parents don't want to drive. If you're coming off the head of Yellow Creek, you've got a really long, long drive to come pick up your kid. I have heard kids say 'I would go to that [after-school program] but I don't have a ride.' ”

—Ronnie Carringer, 8<sup>th</sup> Grade Social Studies Teacher, Robbinsville Middle School, Graham County Schools

### Operating community-based sites/providing regular transportation

The needs of young people in the community who are targeted by the after-school program need to be considered when weighing the options of operating a community-based site or providing regular transportation. If the only facility available for the program is located at a remote school-based site and the goal of the program is to serve young people at-risk, then regular transportation for participants might be the best course of action. However, a community-based facility might be more appropriate in a more urban community where the population density is greater and young people can walk safely from the surrounding neighborhoods to the program site. The experience of the study programs in operating community-based sites and providing regular transportation is examined.

#### Community-based sites

ing distance of low-income neighborhoods, or public housing communities with high concentrations of young people. Community-based sites that were also located near schools were successful in encouraging the regular attendance of study participants. The experiences of the Boys and Girls Clubs of Pitt County and the Hillcrest Enrichment Program illustrate how community-based sites help to encourage the regular attendance of program participants.

### ***Featured Practice:***

#### **Boys and Girls Clubs of Pitt County (BGCPC)**

From 1993 to 1995, the Boys and Girls Clubs of Pitt County opened community-based clubs in South Greenville, Ayden, and Farmville. The BGCPC board of directors decided to open these new clubs because young people in these areas had not been served by the club's main facility in Greenville. The facilities and sites were selected in part due to their close proximity to the public schools and low-income communities. Each program site is described below:

- **Ayden**—The club is situated in an old school and adjacent building and shares the former school building with the town's parks and recreation department. The club is within easy walking distance of a public housing development. The club's staff members provide regular round-trip transportation for participants who live in the surrounding areas including the town of Grifton. The club is also less than one mile away from Ayden's Middle and Elementary Schools.
- **Farmville**—The club operates in two facilities in Farmville—one is an old recreation center which serves 9 to 18 year olds and the other is a community center that serves younger members. Both facilities are located within walking distance of a low-income neighborhood. The club's facilities are also only a mile away from both Farmville Middle and High schools and Bundy Elementary School.
- **South Greenville**—The club is housed at the South Greenville Recreation Center, adjacent to the South Greenville Public housing development. It serves many young people who live this community and in surrounding neighborhoods. The club is adjacent to the South Greenville Elementary School and is less than a mile away from J.H. Rose High School.

By locating these sites near low-income neighborhoods, public housing complexes and public schools, the BGCPC is able to serve young people who would not ordinarily have the opportunity to attend the program on a regular basis. The success of BGCPC's Ayden and Farmville clubs in attracting young people from the surrounding area suggests that community-based sites can also serve young people in rural towns as long as the facility is located in close proximity to the town's residential center and provides regular transportation for those who live further away.

In contrast to BGCPC, Hillcrest Enrichment Program operates three community-based sites in a more urban setting of Asheville.

***Featured Practice:*** Hillcrest Enrichment Program

The Hillcrest Enrichment Program, which is sponsored by the Asheville Housing Authority, offers an after-school “Tutor Our Children Program” for young people ages 6-18 at three public housing facilities in Asheville. Young people who want to participate in the Hillcrest High Steppin’ Majorette and Drum Corps are required to attend six hours of homework assistance at one of these sites each week:

- **Hillcrest**—The program meets in the community room at the Hillcrest Community Center, located within the Hillcrest public housing development and only a short walk from the homes of the participants. The center is within walking distance of surrounding Asheville neighborhoods and an elementary school. The staff members use a housing authority van to transport participants who live in surrounding areas.
- **Klondike Homes**—The program meets in the community room of the Klondike Homes Community Center. The community center is located within the Klondike Homes public housing development and serves young people who live in the development.
- **Lee Walker Heights**—The program meets in the community room at the Lee Walker Heights Community Center. The center is located within the Lee Walker Heights public housing complex and serves young people who live in the development.

The Hillcrest participants who live in these communities can safely and easily walk to these sites after returning home after school. The sites are also convenient for young people who live in residential neighborhoods surrounding these public housing developments.

**Regular transportation**

The program weakness or area of improvement most frequently mentioned by study interviewees was the lack of adequate transportation resources for youth participants. Ten of the eleven non-community-based program sites were unable to transport participants home at the end of the day due to financial limitations. In addition, the high cost of transportation limited the number of field trips taken by programs. Although program managers viewed transportation as an important program service, financial resources originally allocated for transportation were in some cases re-allocated to other more pressing program services.

The lack of transportation resources affected after-school programs in a number of ways. First, programs without transportation were unable to serve some young people who were much in need of the program’s services because their families lacked adequate transportation. Staff members suggested that lack of transportation lowered the number of young people from all socioeconomic levels who could participate in these programs, but especially restricted participation among the poorest families. In addition, the program managers in sparsely populated rural counties noted that the great

“ “The reason at-risk youth can not get involved in a lot of after-school activities is transportation. Many do not have cars, and there is no way home after school, except by school bus. If a family has to pay a taxi which is incredibly expensive. Or if we use the Council on Aging vans, which is the only form of public transportation in the county, the charge is approximately \$0.95 a mile. It is cost prohibitive to transport kids who live far out. We don’t have public transportation.”

--Teresa Price, Director, Rockingham County Youth Involvement Program

distances between the homes of young people make transportation extremely expensive and inefficient for programs operating in these areas.

The transportation arrangements implemented by Cleveland County's Black Youth In Action program and the Boys and Girls Clubs of Pitt County are featured below.

### ***Featured Practice:***

#### **Cleveland County Schools' Black Youth in Action (BYIA)**

Prior to the program's implementation in 1995, BYIA's coordinator and the director of student services determined that a majority of the young people targeted by the program would not be able to attend if transportation was not provided. A large number of the young people lived in single-parent households without reliable access to transportation. This program targeted students from two neighborhoods which allowed transportation to be provided more efficiently than in cases where participants live in widely scattered locations.

After making a commitment to providing transportation, the director of student services explored transportation options through the school system and commercial providers in the county. The director found that the county's school buses would not be a viable option because the county's transportation shop was not staffed after 5:00 pm. The county's school buses were also very expensive. Instead, the director decided to contract with the Transportation Administration of Cleveland County (TACC) to provide transportation. TACC planned a van route to each neighborhood and charged the program \$0.91 per mile for the use of a 14-seat van with a driver. The high transportation cost limited the program to serving Holly Oak and Light Oak separately two days a week. The program asked parents for permission for the TACC van to drop off participants at a point in their neighborhood within walking distance of their home.

For the 1997-98 school year, the program made an agreement with the YMCA to transport participants. The program paid for some of the YMCA's transportation costs and the YMCA agreed to transport participants home in its 14-seat van each afternoon. In contrast to the previous year, YMCA drivers dropped participants off at their front doors.

BYIA's decision to transport participants home has helped participants attend the program on a regular basis.

After reviewing the program attendance records of the study participants, we estimated that BYIA study participants attended the program 75 percent of the total possible days in comparison to 57 percent of the study participants who attended the other study programs that did not provide regular transportation. The community-based study sites also provided transportation for participants.

The challenge of providing regular transportation for program participants has been an expensive and vexing proposition for the study programs. It is worth noting that 65 percent of the young people surveyed for the study noted that more of their friends would have attended the program if they had a ride home. Although all of the study programs investigated local transportation options, the high cost of transporting participants home on a regular basis proved to be cost prohibitive for most programs located in rural areas due to the long distances between the participants' homes.

### ***Featured Practice:***

#### **Boys and Girls Clubs of Pitt County (BGPCPC)**

Several years ago, the Pitt County Schools agreed to have their school buses transport young people to the BGPCPC's main unit in Greenville. However, today there are 22 public schools in the county that do not transport students to BGPCPC's four units because of bus route conflicts.

In response to this need, the BGPCPC acquired five school buses and two vans over the years through donations and other sources. The BGPCPC uses the buses to pick children up from Pitt County Schools that do not provide transportation to the clubs. For example, the Ayden unit uses a van and bus to pick up children at elementary, middle, and high school in the towns of Ayden and Grifton. The Ayden unit also uses its van to transport children home in the evening. BGPCPC is not able to provide regular transportation home for students from its other units, however. The buses and vans are also used to transport young people on field trips throughout the region. BGPCPC instituted a \$50 annual transportation fee for parents whose children ride buses to and from the main unit. The parents' transportation fee pays for 40% of BGPCPC's overall transportation costs which includes vehicle maintenance, insurance and fuel costs.

- **Observed benefits of volunteer hours per child/targeted enrollment**

Because the programs in our study with high numbers of volunteer hours per child also conducted targeted enrollment, we could not distinguish between the effects of having high numbers of volunteers and having targeted enrollment. However, one or both of these characteristics appears to affect participant outcomes. Unfortunately, the same sites had both characteristics, making it impossible to isolate what each contributes to these outcomes. Study participants at sites with high numbers of volunteer hours per child (and with targeted enrollment) were nearly twice as likely to attend more than half of the program days than were study participants at programs with low numbers of volunteer hours per child and (targeted enrollment).

Table 5.9	Volunteer hours per child/ targeted enrollment <sup>46</sup> (n=171)	
	High/Yes (n=109)	Low/No (n=62)
Program attendance rate		
Attended more than half of the program days	83%	44%
Attended less than half of the program days	17%	56%

In support of the benefits of more volunteers we found that 91 percent of the study participants who attended the programs with a high number of volunteer hours per child said that the program provided enough tutors. In contrast, only 75 percent of the study participants at programs with a low number of volunteer hours per child indicated that they believed that the program provided enough tutors.

The targeted enrollment efforts at the study programs frequently involved school principals, teachers, and counselors identifying and then asking students to attend the programs. These efforts appear to be successful at motivating a small number of young people to attend these programs. At programs that conducted targeted enrollment efforts, 21 percent of the study participants indicated that they attended the program because their teacher or counselor asked them to attend. Only 4 percent of the study participants at the programs without targeted enrollment said that they were referred by a teacher or counselor.

The study participants at programs with high number volunteers and (targeted enrollment) were also more likely to indicate that attending their program helped them to stay out of trouble. As Table 5.10 shows, 70 percent of the study participants who attended programs with high numbers of volunteers per child (and targeted enrollment) indicated that attending their program helped them to stay out of trouble. Only 49 percent of the study participants who attended programs with low numbers of

“ Don’t be afraid to volunteer. It’s not going to hurt; it helps! The director had to call people in the community to ask them to volunteer in the program. The school needs to let parents know that they can volunteer. Everyone can volunteer a couple hours a month.”

-- Brenda Williams, parent and volunteer, Robbinsville Middle School After-School Program

Table 5.10	Volunteer Hours Per Child/ Targeted Enrollment Program <sup>47</sup>	
	High/Yes (n=91)	Low/No (n=53)
Attending the program has helped me to stay out of trouble		
Yes	70%	49%
No	30%	51%

volunteer per child and targeted enrollment said that attending their program helped them to stay out of trouble. The strategies and practices used by the study sites to recruit and train volunteers and to conduct targeted enrollment and recruitment efforts are featured below.

### **Recruiting and training community volunteers**

Volunteers can perform such essential functions as tutoring, supervising activities, presenting educational workshops, and conducting fundraising activities that might not otherwise be performed or offered for participants. Interviewees noted that program managers could broaden community support by recruiting and involving volunteers. By providing volunteers with the opportunity to participate in and conduct activities for participants, interviewees believed that volunteers would observe first hand the value of the after-school program and thereby strengthen their support for the program.

Managers face the challenge of first recruiting adequate numbers of volunteers to serve the program on a continual basis and then training them to perform their duties efficiently and effectively. The Rockingham County Support Our Students' program director has recruited volunteers with help from local churches and pastors.<sup>48</sup> At the Boys and Girls Clubs of Pitt County, volunteers who are recruited from local high schools and nearby East Carolina University are required to attend a volunteer orientation meeting to learn more about the club and their role as tutors. Similarly, YMCA of Greater Winston-Salem SOS and Robbinsville Middle School have also made commitments to recruit and train volunteers.

The study programs also recruit skilled community volunteers to conduct educational activities and workshops for participants. The experience of Robbinsville Middle School After-School Program shows how program managers can tap the expertise of community members to educate program participants. By involving community members as volunteers, after-school programs can enhance the quality and variety of activities offered to their participants while at the same increasing community support for their program.

### **Conducting targeted enrollment and recruitment efforts**

#### ***Featured Practice:***

##### **YMCA of Greater Winston-Salem SOS**

YMCA of Greater Winston-Salem SOS employs a community coordinator through a grant from the Winston-Salem Foundation. The community coordinator is responsible for the recruiting, training, and placing of volunteers at SOS sites. The coordinator gives presentations to civic groups, churches, and other community organizations to recruit volunteers. After recruiting volunteers, the coordinator then conducts a training session, where the volunteers learn more about the SOS program and their role as volunteers. In addition, the coordinator manages the collection of in-kind contributions from area businesses. The coordinator also works with the SOS site coordinators to match appropriate volunteers with each site to better meet the needs of participants. In 1997, the community coordinator helped SOS to recruit, train, and place approximately 350 volunteers, including workshop presenters, speakers, university students, as well as teacher and tutors.

#### ***Featured Practice:***

##### **Robbinsville Middle School After-School Program**

The program director recruits community members to conduct one-day workshops and activities related to their particular expertise or interest area. Over the past three years, the director recruited a local fly fisherman who demonstrated the art of fly-tying to participants; a historian who taught participants about the cultural history of a local American Indian tribe; a forester from the U.S. Forest Service who organized and conducted monthly environmental education field-trips for participants throughout the county; and a Mary Kaye Cosmetics sales person who demonstrated healthy skin-care practices for participants.

A critical step in program implementation is establishing enrollment criteria and recruitment procedures. The enrollment criteria should be consistent with the program's overall goals and objectives and should outline the recruitment procedures. If program X's goal is to serve all middle school students who attend Carolina County Schools (CCS), then all CCS middle school students should be eligible to apply for admission. In contrast, if program Y's goal is to serve at-risk students at Checker Middle School (CMS), then only at-risk students at CMS should be eligible to attend the program.

The enrollment criteria specify the target population of young people to be served by the program. In the above example, the target population of program X is all middle school students who attend CCS, while the target population of program Y is at-risk middle school students at CMS. Although the target population of program X is large, the parameters of this population group are well defined. All middle school students who attend CCS are eligible to participate in this program. In contrast, the population group "at-risk students" served by program Y is not well defined. The personal characteristics that place students at-risk are not clear. Procedures for determining who is an at-risk student will need to be developed.

In developing recruitment procedures, program managers and stakeholders need to take particular care in defining or describing the enrollment criteria of at-risk students or other special populations of young people whom are targeted by the program. The programs in this study, in response to the varied needs of their communities, have adopted different definitions for at-risk youth. The experience of Rockingham County SOS in establishing program enrollment criteria and recruitment procedures is illustrative.

Based on Rockingham County's needs, the SOS program outlined very specific program enrollment criteria for

### **Featured Practice:**

#### **Rockingham County SOS**

Rockingham County's Youth Services Program Director, in cooperation with an assistant superintendent with the Rockingham County Schools, established SOS's enrollment criteria and recruitment procedures. In accordance with SOS's goal of serving at-risk middle school students, they wrote a set of criteria for eligible at-risk students. They also decided that school guidance counselors, teachers, and principals were in the best position to identify and recruit eligible participants at the SOS sites.

The agreed upon recruitment procedure was to have the SOS coordinator and youth services director send a letter to school counselors and principals asking their assistance in identifying students according to the program's enrollment criteria in September each year.<sup>49</sup> The SOS criteria for at-risk students include:

- Students who need to improve academically and could be successful with more attention
- Students who need to improve their work habits
- Students who are able to work within a group
- Students who are at risk by nature of family dysfunction or neighborhood
- Students who need to be exposed to new experiences
- Students who need nurturing to improve self-confidence and self-esteem
- Students who are not being served by any other program
- A racial and gender mix should be considered with a fair balance.<sup>50</sup>

SOS asks school guidance counselors and principals to identify thirty students who meet these criteria and who have access to reliable transportation. The identified group of students are given SOS applications and encouraged to apply to the program. The staff members also mail parents' a letter informing them that their child has been selected for the program.<sup>51</sup> Students are enrolled on a first-come first-serve basis.

SOS's strategy of having teachers and counselors to recruit and identify participants seems to have a positive influence on motivating young people to attend the program. 30 percent of Rockingham County SOS's study participants noted on their program assessment surveys that a teacher or counselor asked them attend the program, in comparison to only five percent of the study participants from the five other programs.

at-risk youth. Rockingham County SOS’s enrollment criteria took into account a student’s academic performance, work habits, interpersonal skills, family needs, self-confidence, exposure level, race, gender, and access to reliable transportation.

- **Observed benefits of cultural enrichment emphasis**

An emphasis on African American culture was strongly related to maintaining or increasing students’ self-esteem. Research indicates that cultural enrichment activities help to foster a sense of identity and lead to a heightened sense of pride, self-respect and dignity. While all of the programs in the study provided some cultural enrichment activities, only two, Hillcrest Enrichment Program and Black Youth in action, continuously emphasized cultural history and values. Both of these programs were predominately attended by African American youth and featured African American culture.

Table 5.11 indicates that 56 percent of African American participants who attended programs that provided a

Table 5.11	African American Participants		Non African American Participants
	Cultural Enrichment Emphasis <sup>52</sup>		Cultural Enrichment Emphasis <sup>52</sup>
<b>Coopersmith Self-esteem Total</b>	<b>Yes</b> (n=34)	<b>No</b> (n=51)	<b>No</b> (n=48)
<b>Increased</b>	56%	43%	65%
<b>Same</b>	15%	4%	6%
<b>Decreased</b>	29%	53%	29%

cultural enrichment emphasis increased their self-esteem scores during the 1997-98 school year. Only 43 percent of African American participants who attended program that did not provide a cultural enrichment emphasis increased their self-esteem scores. Even more notably, only 29 percent of African American participants in programs that provide cultural enrichment emphasis had a decrease in their self-esteem scores, compared to decreased self-esteem for 53 percent of African American participants who attended programs with no cultural enrichment emphasis.

Cultural enrichment emphasis may not be appropriate for all programs, however, it is one factor that programs

“The kids took more pride in their community. Also in their ancestry. They took a lot more pride in their cultural ancestors. A lot of them did not know that a black man had invented the mop, or dust pan, or stop light. It makes them feel better to know that their people did contribute to society.”

—Johnny Smith, former coordinator of the Black Youth In Action program

should consider if they want to raise the self-esteem of young people who are members of a cultural or racial minority. Here are two examples of programs that emphasize cultural enrichment.

Hillcrest Enrichment Program is unique in that it has been in existence for over two decades. The program has

***Featured Practice:* Hillcrest Enrichment Program**

Hillcrest Enrichment Program was founded over 20 years ago by John Hayes, and its foundation is cultural enrichment. The program director demonstrates his commitment to cultural enrichment by wearing authentic, traditional African clothing daily. While the program is open to anyone, regardless of race, 97 percent of current enrollment is African-American.

The Hillcrest Enrichment Program is modeled on the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) curriculum, which relies on the premise that academic achievement can be improved by increasing self-esteem through cultural education. Upon starting the program children are administered The SETCLAE Student Profile, a cultural self-esteem instrument. Then the SETCLAE curriculum is introduced.

A cultural theme is chosen, and throughout the year, the children are expected and required to research, submit written reports, and make oral presentations based on this theme. There are also lessons presented about historical events or figures, and the children take quizzes based on the information that was presented.

Central to developing the self-esteem of African American children is helping them to develop a sense of cultural identity. This is accomplished by teaching them that their cultural history begins in Africa. The seven principles of blackness, or Kwanzaa (Nguzo Saba): unity (Umoja); self-determination (Kujichagulia); collective work and responsibility (Ujima); cooperative economics (Ujamaa); purpose (Nia); creativity (Kuumba); and, faith (Imani) are incorporated throughout the program. These principles are a constant reminder that there are cultural values that have been upheld for centuries. The children learn that they are descendants of kings and queens and are expected to deport themselves accordingly. They learn and discuss the impact of slavery on African Americans, and explore the impact of the Civil Rights Movement. They also develop a sense of who they are by writing descriptions of themselves and researching their genealogy. They also discuss what labels such as Negro, Black and African American mean, and talk about the names that they call each other.

A central component of the program is the majorette and drum corp. Through participation in this activity, not only do the young people learn about discipline, teamwork and cooperation, but they learn about the significance of the drum to African culture. The earlier lessons of self-deportment become increasingly important as the Corps travels and performs publicly.

Finally, there are rewards for active participation in the program. Parents, teachers, program staff, and peers are encouraged to communicate any positive improvements they observed in the program participant's behavior. The young people take a post SETCLAE Student Profile and are able to observe changes in their perceptions and feeling. Trips that have a strong cultural emphasis are also used as incentives, and in the past have included going to see the Boys Choir of Harlem perform, and visiting various African American historical sites throughout the south.

“Hillcrest Enrichment Program is about first of all understanding who you are, your culture, and then that the gift that you have will make room for you. And then what it does it erases all those myths people have about you. Because what people think about you is a myth. The only truth about who you are is you. You have to find that.”

-- John R. Hayes, Coordinator and founder of the Hillcrest Enrichment Program

been able to maintain stability and programming continuity by retaining the same director since program inception. Black Youth in Action is an example of how a more recently established program is practicing cultural enrichment.

### ***Featured Practice:***

#### **Black Youth in Action**

Black Youth in Action's enrollment is 100 percent African American by design. Participants come from two communities in Cleveland county that been identified as high risk. Former program directors state that these children were aware of the stigma that was associated with coming from these neighborhoods. Additionally, these children were not involved in extracurricular activities because they either did not feel welcome or did not have transportation to get home.

Program staff wanted to instill in the young people a sense of ownership and belonging. To meet this goal, the youth were given the task of naming the program, and designed a logo, which was transferred to program t-shirts. The participants also indicated that they wanted to strengthen and rebuild their community.

The program design is structured on character education, which emphasizes respect, honesty and responsibility. The program strives to build self-esteem by reinforcing the principles of self-determination, faith, unity, and purpose. Cultural enrichment activities include:

- **Affirming Feelings Exercises** which includes discussing how the day went and comparing school and church culture ;
- **Community Mentor Lecture Series**, everyday an African American community member (ie: barber, representative from the health department) makes a presentation to the young people. Topics have included personal hygiene, health, etiquette, and how to conduct yourself during an interview;
- **Role-playing cultural conflicts based on race**, the young people get an opportunity to view conflict from the perspective of another cultural or racial group. These role-plays facilitates discussion of racial stereotypes of not only their group, but of other cultural groups;
- **Discussing current issues that impact the African American community** such as black-on-black crime, teenage pregnancy, and the importance of education;
- **Studying African American History**, including inventors, and politics;
- **Visiting African American owned business**, including a radio station in South Carolina, a florist, and funeral home;
- **Visiting historically black colleges and universities** such as Winston-Salem State and Wake Forest University; and,
- **Ending the year with an awards banquet** at a restaurant.

- **Conclusion**

Study participants who attended programs with structured homework assistance were more likely than participants at programs without structured homework assistance to attend their program regularly, to complete their homework at the program, improve their English and math grades, and improve their EOG math test levels. Participants at community-based sites or those that offered regular transportation were also more likely to attend their programs regularly. Similarly, study participants at programs with a high number of volunteers and targeted enrollment (these were the same sites and we can not distinguish between the effects of these characteristics) were more likely to regularly attend their programs and to say that attending their program helped them to stay out of trouble. African American students were more likely to increase their self-esteem at programs with a strong African American cultural enrichment emphasis.

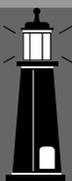
Only these characteristics were systematically associated with the study participants' positive outcomes, but programs clearly need to include other features. Based on our observations, young people respond favorably to pro-

gram activities that help them with their school-work, allow them to interact freely with their friends, and expose them to new ideas and places. Program managers need to blend together a complex mix of program characteristics that best suit the needs of young people to be served by the program.

In addition, after-school programs should not become static or inflexible organizations. Program managers need to be sensitive to the changing needs of young people and their parents. They also need to be willing to make programmatic changes that will better meet the needs of participants. The activities and practices outlined in this handbook should prove useful to after-school program managers and organizers as they set out to design and improve multifaceted after-school programs.

“ I definitely believe a program like this helps to reduce juvenile crime because it helps to build character. The program gives them some sense of hope. I think crime derives from a sense of hopelessness. I think a program like this gives a person a sense that they do have a future if they have a program like this.”

--Bill McCullough, Director of Student Services, Cleveland County Schools.



## Chapter VI: How do communities maintain ongoing support for after-school programs?

# A

fter starting an after-school program, managers, and organizing committee members need to consider strategies and practices to encourage ongoing community involvement and support. Interviewees advised program managers to:

- Recognize program supporters
- Involve parents
- Promote the program through local media outlets
- Form collaborations and partnerships
- Conduct fundraising events
- Diversify funding sources
- Develop a long-range plan

### • Recognize program supporters

In addition to having a positive influence on participants, volunteers also play a critical role in helping after-school programs to maintain ongoing community support. Volunteers can inform other citizens about the value of the program to the community and they can also help the program to access additional resources in the community. To encourage the support and commitment of volunteers, the after-school programs in the study regularly recognized volunteers and other program supporters for their time and resources. For example, program managers encouraged local media outlets to profile the work of their volunteers in news stories and also recognized the work of volunteers in their monthly newsletters to parents. Another common practice was to conduct annual award dinner for volunteers.

### ***Featured Practice:***

#### **YMCA of Greater Winston-Salem SOS**

The YMCA of Greater Winston-Salem SOS program annually recognizes the contributions of volunteers and supporters at the “Friends of SOS Recognition Banquet,” which was held at the Winston-Salem Police Department’s auditorium. Awards were given to individual volunteers from the community and from partner agencies. The following awards were presented to SOS volunteers and supporters in 1998:

- **Friends at the Winston-Salem Police Department Special Volunteer Award**—The recipient had coordinated SOS’s inter-site Jeopardy competition for the previous two years.
- **Winston-Salem Police Department Youth Partner awards**—An officer received these awards for participating in the youth partners program.
- **Friends in the Community Award**—The Winston-Salem Foundation received the award for providing a grant to fund the community coordinator position.
- **Outstanding Volunteer Program Award**
- **Outstanding College Volunteer Award**
- **Outstanding High School Volunteer Award**
- **Outstanding School Friend Award**
- **Volunteer Spirit Award**
- **Volunteer of the Year Award**

The executive director presented the award recipients with a certificate of appreciation that had a photo of the volunteer working with young people at the programs.<sup>53</sup> The director also invited local media and the general public to this meeting to help publicize the contributions of volunteers to the community.

The study programs also recognized the contributions and accomplishments of parents and program participants at awards ceremonies. For example, the Black Youth in Action program conducted an awards banquet at a local restaurant during its first two years, during which the program director presented awards to program participants and their parents. The banquet meal also served as a way to celebrate the participants' academic accomplishments and to bring closure to the program year.

- **Involve parents**

All of the study programs encourage parents of participants to take part in program activities. Most frequently, parents become involved in the study programs as chaperones and tutors. In addition, parents are asked to give feedback to program managers about the quality of activities and services either informally through face-to-face contacts with staff members or formally through parent surveys. The YMCA of Greater Winston-Salem SOS program facilitates parent involvement through its parents' council.

Another strategy to involve parents is to require their attendance in program sponsored enrichment activities as a condition of their child's continued participation in the program. The Hillcrest Enrichment Program implemented such a strategy. Although parenting class might not be appropriate for every program, requiring parents to take part in certain program activities appears to be a promising way to ensure their involvement.

### ***Featured Practice:***

#### **Hillcrest Enrichment Program**

In 1997, the program received a Community Based Alternatives grant to start parenting classes at the Hillcrest Community Center, in collaboration with Warren Wilson College's program, Families Agencies Coming Together (FACT). The parents of Hillcrest Enrichment Program participants are required to attend these classes. At the parenting classes, the director facilitates group discussions about their children, the importance of preparing a nutritious breakfast for their families, and how positive reinforcement will help their children do better in school. The director also asks parents to volunteer as chaperones and drivers for program-sponsored field trips and performances.

- **Promote the program through local media outlets**

The study programs also promoted themselves through local media outlets. By informing the general public about program activities and accomplishments through news stories, managers believe that community support for the programs will be generated and maintained. For example, the director of the Robbinsville Middle School After-School Program invited reporters from a local paper to attend and cover program field trips and activities, which resulted in several favorable news stories about the program. YMCA of Greater Winston-Salem SOS implemented another promotional method.

### ***Featured Practice:***

#### **YMCA of Greater Winston-Salem SOS**

YMCA of Greater Winston-Salem SOS provided participants with an opportunity to create a short video about violence. The SOS participants came up with the theme, wrote the script, acted in and filmed the video about violence in the media and juvenile crime. The participants filmed the video at a local TV station's newsroom set.

The completed video was later televised on local stations in the Winston-Salem area. The video informed the general public about the SOS program and showcased the creativity and skill of SOS participants. In addition to educating young people about the steps involved with producing a video, the project promoted the value of the SOS program to the greater Winston-Salem community. The video has been shown during speeches at service clubs, board meetings, and other public meetings during SOS' first and second year. The executive director now shows the video to new staff members during their orientation.

Director’s efforts to promote their programs through local media sources has proven to be an effective way for programs to appeal to local funding sources. The YMCA of Greater Winston-Salem SOS director presented the above video to a group of local business people at a chamber of commerce meeting, while the Robbinsville director included copies of the news stories about the program in reports to funders and grant applications.

- **Form collaborations and partnerships**

Another way the study programs are able to maintain ongoing community support is by forming collaborations and partnerships with local schools, nonprofit organizations, law enforcement agencies, local governments, juvenile courts, and other community-based organizations. By “partnerships” we mean formal agreements between organizations involving the exchange of goods or services. In contrast, collaborations are unwritten, mutually beneficial arrangements or understandings between these organizations. In most cases, the partnerships and collaborations formed by after-school programs allowed them to provide a wider range services for youth participants without spending additional funds to acquire the services.

**Public schools collaborations**

All six of the after-school program sponsors formed collaborations with the public schools. Most frequently these collaborations involve the schools donating space to conduct program operations. School collaborations also involved the exchange of services between the public schools and the sponsoring organizations. The Pitt County Schools agreed to transport their students after school to Boys and Girls Clubs program centers. The Rockingham SOS program worked with the Rockingham County Schools to coordinate the use of eight county schools without any overhead expense incurred to the program.

***Featured Practice:***

**Hillcrest Enrichment Program**

The program director collaborated informally with Asheville Public Schools’s administrators, principals, and teachers as a volunteer teacher, mentor, and counselor at Asheville High and Middle Schools. As a volunteer, the director teaches African History and life skills courses at the Asheville High School, counsels African American students who are experiencing academic or behavioral problems in school, and serves as a role model or mentor for many African American students. The director firmly believes that staff people who work at community based after-school programs need to volunteer in the schools in order to give back to their community.

In return for his ongoing service to Asheville’s school system, school personnel allow the director to closely monitor the academic progress and behavior of Hillcrest Enrichment Program participants. Hillcrest participants also know that they can call on the director to intervene on their behalf if a problem arises at school. Similarly, teachers and principals know that they can contact the director when problems arise with young people in school.

A particularly innovative collaboration

was forged between the Asheville City Schools and the Hillcrest Enrichment Program. The collaborations and partnerships between the study programs and the public school systems have helped programs operate with minimal resources. The public schools benefit from having quality after-school programs in their schools that help to meet the needs of their students. The programs benefit from using the schools facilities without expense and from schools’ assistance in identifying the young people who most need the program.

“ One of our challenges is to make sure that all of our participants have improvements in student grades, attitudes, and general performance. The sites that have been most successful in doing this are where the teachers and the principal are committed to the program.”

--Joan Marie Belnap, YMCA of Greater Winston-Salem SOS Board Member

### Nonprofit organization partnerships

The study programs also established partnerships with non-profit organizations in their communities in order to provide a richer array of services and activities for participants. For example, the Graham County Schools formed a partnership with the Graham County 4-H program to submit a successful grant application bid to the Support Our Students program in order to expand the after-school program to an additional site in the county. Similarly, the Cleveland County Schools teamed up this year with the Cleveland County YMCA to provide transportation and staff support for BYIA.

#### ***Featured Practice:***

##### **Black Youth in Action (BYIA)**

In 1997, the Cleveland County Schools Black Youth in Action (BYIA) program faced a number of challenges. First, BYIA's Governor's Crime Commission's grant, which represented the program's primary funding source, was scheduled to end in December 1997. Second, the temporary volunteer assistance of a school employee who agreed to coordinate the BYIA program activities would end in January 1998. Finally, without additional funds the program would not be able to reimburse the Cleveland County YMCA for using its van to transport participants. In addition, the YMCA's volunteers who coordinated BYIA's daily recreational activities would no longer be able to serve at the program.

Cleveland County Schools' director of student services, who managed BYIA, knew that additional support and resources would be needed to continue the program. In response to this need, the director approached the YMCA to find out if the organization was interested in expanding its collaboration to include supervising and hiring BYIA's program coordinator. The YMCA was interested in an expanded role only if the school system provided it with the funds necessary to hire a part-time coordinator and continued to pay for vehicle expenses. After the Cleveland County Schools' superintendent agreed to provide additional funds to support the program, the YMCA agreed to hire a coordinator and to provide their van to transport participants. The resourceful director was able pull together an adequate array of resources that allowed the program to complete the year.

### Local government collaborations and partnerships

The study programs also formed collaborations and partnerships with local governments on the town, city, and county levels. The goods and services exchanged in these arrangements benefit programs in a number of ways. Three examples of local government collaborations are featured below.

The collaborations formed by the Rockingham, Pitt County, and Robbinville programs allowed them to provide youth participants with a wider range of services and activities. The Rockingham SOS program, because of its arrangement with the county's personnel and finance departments, was able to devote more financial resources to providing direct program services for young people. Similarly, the Robbinville program's collaboration with the town and county governments resulted in more recreational resources for the county's young people. In Pitt County, financial support from the towns of Ayden and Grifton made it possible for the Boys and Girls Club to open a site in their community.

### Law enforcement agency partnerships and collaborations

A common goal of after-school programs is to deter youth

#### ***Featured Practice:***

##### **Rockingham County SOS**

The director of the Rockingham County SOS program negotiated an arrangement with the Rockingham County government wherein the county's human resources department manages the personnel matters of all SOS employees and the county's finance department manages the program's budget, payroll, and accounts payable. A very tangible product of this arrangement is that SOS has sound administrative support at no cost to the program. The county does not charge the program any overhead fees for these services.

***Featured Practices:***

**RMS After-School Program**

Robbinsville Middle School’s After-School Program’s organizing committee decided to use a portion of its Governor’s Crime Commission grant to create more recreational facilities in the county for young people to use during the after-school hours. However, the committee lacked adequate funds to build a proposed basketball court. The committee members contacted both Graham County and Robbinsville town government officials about providing additional resources for the project. An agreement to build the basketball court was reached: the committee agreed to pay for the materials to build the court, the county agreed to provide the labor to build and fence in the court, and the town donated the land for the project. This collaboration resulted in the creation of a permanent basketball court for the community that young people can use after school.

**Boys and Girls Clubs of Pitt County**

Before the Boys Girls Clubs of Pitt County (BGPC) opened a satellite club in the town of Ayden, the BGPC executive director and board members approached town officials in Ayden and Grifton and requested contributions of facility space and funds to support the activities of the proposed club. Ayden’s town council voted to allow BGPC to use an old school owned by the town rent-free as the facility for the club and to contribute \$10,000 annually to BGPC to pay for part of the club’s operational expenses. The town of Grifton, meanwhile, contributes \$5,000 annually to BGPC to allow young people from this town to attend the Ayden Club. Although funds from United Way and Support Our Student’s represent a significant portion of the Ayden Club’s budget, the grants from the towns of Ayden and Grifton are necessary to ensure the club’s operation.

participants from committing delinquent acts. In support of this goal the study programs have involved law enforcement officers in program activities to help break down the barriers that sometimes exist between law enforcement officers and young people and to help deter their participants from delinquency. For example, the Robbinsville Middle School After-School Program director asked the school resource officer to conduct a self-defense class for program participants. In Rockingham County, Reidsville Police Department officers volunteered at the Impact Program, upon which the Rockingham County SOS program is modeled, regularly for two years. Another partnership with law enforcement agencies was established in Winston-Salem.

The Boys and Girls Clubs of Pitt County is in the early stages of developing a partnership with the Greenville Police Department in which community officers identify at risk youth for referral to the program. The Hillcrest Enrichment Program is also working with the Asheville Police Department to create a program which would partner young people who live in Asheville’s public housing communities with community police officers on patrol in the young people’s neighborhoods.

**Juvenile courts collaborations**

After-school programs have also established

“We can change a kid’s life and the direction he is headed if we have the resources and the referral agencies to work with youth. SOS is one of those agencies.”

—Chief George Sweat, Winston-Salem Police Department

***Featured Practice:***

**YMCA of Greater Winston-Salem SOS**

YMCA of Greater Winston-Salem SOS received a grant from the Winston-Salem Police Department to co-manage the Youth Partners Program for the 1997-98 program year. Through this grant, the police department pays officers to serve as tutors and mentors during their off-duty hours at four SOS sites. A part-time SOS staff person who is also paid by the department coordinates the program. The coordinator organizes the weekly schedule of twelve to fifteen police officers who serve at these sites five days a week for three hours. The officers serve from three to four days each week at the SOS site of their choice. The officers also assist the program by being referees for the SOS basketball league and by participating in the SOS program’s Jeopardy tournament. The Winston-Salem Police Department received the 1998 North Carolina Governor’s Award for Crime Prevention for the Youth Partners Program.

partnerships and collaborations with the juvenile courts in order to recruit participants who might be at risk for delinquency and to educate participants about the court system. In Rockingham County, the Chief Juvenile Court Counselor refers young people who have been in trouble and could benefit from attending the Rockingham SOS program. In another collaboration, the Hillcrest Enrichment Program works with the Buncombe County Juvenile Teen Court. Although collaborations between study programs and the juvenile courts have generally only involved the referral of young people who are already court-involved, study interviewees noted the future potential to create even stronger collaborations with the juvenile courts.

- **Conduct local fundraising**

The study programs conducted local fundraising

“ Juvenile court counselors are willing to work with any program that is going to benefit young folks and help them. Court counselors are always looking for resources in their community, especially after-school programs. I can't foresee any court counselor in the state who would not want to cooperate with a program such as SOS.”

—Ranae Barker, Chief Juvenile Court Counselor for Rockingham, Caswell, and Person Counties

***Featured Practice:***

**Hillcrest Enrichment Program**

The Hillcrest Enrichment Program is one of several human service organizations in the county at which juveniles can serve their court-mandated community service hours. The Buncombe County Teen Court's jury has the option to sentence young people who have admitted being guilty of first-time acts of truancy or vandalism to serve a certain number of community service hours as part of their sentence.

The program director and other staff members supervise the young people who choose to serve their hours at the Hillcrest Enrichment Program. Their service while at the program includes such duties as building maintenance and repair. While the young people are at the Center, staff members encourage them to join the Hillcrest Enrichment Program and to participate in the program's after-school tutorial component. The director, who monitors the hours served, files a report with the teen court administrator indicating whether or not the young person successfully completed their service.

initiatives and special events to generate funds to help support operations. Although the study programs generated only 6 percent of their revenues through local fundraising efforts, the funds helped programs to provide a wider range of services and activities for participants. The Boys and Girls Clubs of Pitt County holds an annual dinner auction that generated over \$90,000 in 1997. The Hillcrest Enrichment Program in the past has sponsored talent shows and community-wide dinners to generate funds from entrance fees. A promising fundraising practice of the YMCA of Greater Winston-Salem SOS is described here.

***Featured Practice:***

**YMCA of Greater Winston-Salem SOS**

The YMCA of Greater Winston-Salem SOS program became a non-facility branch of the YMCA in 1997, which enabled the program to run annual fundraising campaign like other branches. The SOS Board of Management established a goal of \$6,000 for the program's first annual campaign.

In preparation for the campaign, eight fundraising teams were created representing SOS's 6 sites, the board, volunteers, and the police department. The six member fundraising teams were comprised of SOS staff, board members, parents and program participants. The sites each set a goal of raising \$750 and mailed information about the campaign to individuals throughout Winston-Salem, who were then contacted by team members. At one site, the youth participants conducted a penny drive that collected \$37.58. By the end of the campaign, SOS had achieved its goal and raised \$7,391.58.

• **Diversify funding sources**

The diversification of funding sources helps program managers to ensure long-term program stability and growth. Local fundraising events have played an important role in helping programs to diversify funding sources. The research team considered a program to have a diversified funding base if no single source provided 50 percent or more of the program revenue. Only 2 of the programs studied have established such diversified financial support. The process of diversifying funding sources can be long and time-consuming, as was the case with the Boys and Girls Clubs. The experience of the Boys and Girls Clubs

“ The need for after school programs for middle school youth has to be proven not only to legislatures and funding sources, but to the community in which programs are provided. Organizations need to convince individual community members and leaders that there is a need, and that the outcomes of the after school programs are valid. We all need to involve our communities so that they are rallying behind us. SOS providers should recognize the strength of being part of a statewide initiative, both to validate the need for the program and to be competitive in seeking funding.”

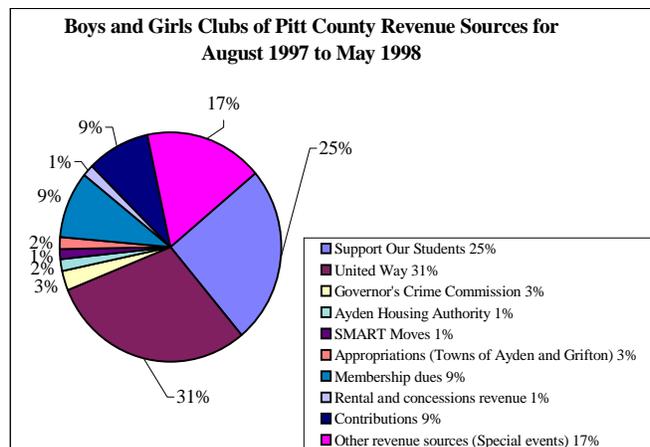
--Carole Yardley, Executive Director, YMCA of Greater Winston-Salem Support Our Students

***Featured Practice:*** Boys and Girls Clubs of Pitt County

The diversification of the Boys and Girls Clubs of Pitt County’s revenue sources did not happen overnight. For its first six years, the Boys Club of Pitt County relied exclusively on individual contributions and membership fees to support program operations. A significant event in the program’s funding diversification occurred in 1972, when the Boys Club of Pitt county became a United Way of Pitt County sponsored agency. The BGCPC board members interviewed for the study attributed BGCPC’s acceptance into the United Way to the organization’s proven track record of providing quality services and activities for Pitt County’s young people. The interviewees also noted that the BGCPC’s ability to serve large numbers of young people from all socio-economic levels appealed to funders. As a United Way agency, the BGCPC receives local ongoing funding to support the development of operations.

In addition, BGCPC broadened its funding base through the expansion of its annual dinner auction as a fundraising event. The dinner auction is organized by BGCPC board members and staff members, who solicit donations of goods and services from local businesses and then auction them off at the dinner. The club’s first dinner auction raised about \$15,000 in 1983, while the most recent dinner auction raised approximately \$95,000.

Over the years, the BGCPC has also been able to cultivate a diverse array of government and foundation grant funding to supplement local support. These include the Governor’s Support Our Students, the Kellogg Foundation, the Governor’s Crime Commission, and a SMART Moves grant. The graph below illustrates the diversity of BGCPC revenue sources for 1997-98.



The Boys and Girls Clubs of Pitt County is supported by an array of national, state, and local funding sources. The BGCPC collected approximately 69 percent of its revenues from local sources such as Membership dues, rental and concessions revenue, individual and corporate contributions, special event revenues, and appropriations from local governments.

In 1997, the BGCPC took another important step toward securing its financial future when the organization formed a private foundation. The BGCPC received a donation of a Greenville apartment complex, and used the \$232,000 in proceeds from its sale to start a foundation. The BGCPC board decided to form a foundation that would act as a separate corporation and would be protected from any future liability claims that might arise from the BGCPC’s operations. The foundation also provides a means for the organization to manage any future large estate or real estate donations.

The BGCPC Foundation has its own board of directors who are responsible for overseeing its funds that are designated for capital and strategic organizational needs. The investment income from these funds will accumulate until a time when the foundation board sees needs such as the repair or replacement of facilities at the BGCPC. The foundation is prohibited from spending any funds on BGCPC operating expenses.

of Pitt County suggests that programs do not have to rely exclusively on temporary state or federal grant funding. Rather, by demonstrating their value to the community programs can cultivate ongoing local funding sources to help support program operations. After being in operation for more than ten years, the Boys Club of Pitt County received its first ongoing local funding when the program was accepted into Pitt County United Way.

- **Develop a long-range plan**

Interviewees also advised program managers, directors, and advisory board members to consider developing a long-range strategic plan to move the program into the future.

***Featured Practice:* YMCA of Greater Winston-Salem SOS**

YMCA of Greater Winston-Salem SOS held three special meetings in 1997 with Board of Management and staff members to develop a long-term strategic plan for the program. In preparation for this meeting, the volunteer assistance of a professional trainer from the Sara Lee Corporation was enlisted to facilitate a set of activities designed to help the board members set future goals for the organization.

Before the meetings, the facilitator asked board members to consider the following questions: 1. How did we get where we are?, 2. Where are we today?, 3. What is our future?, 4. Who are our stakeholders?, Who should be out stakeholders in 3 years?, and 5. Who is the SOS Advisory Board now? Who should be the SOS Advisory Board in three years? Staff members were asked to compile a list of the positive and negative aspects of the program.

At the meetings, the facilitator worked with the Board and staff members to identify SOS's future objectives and a long-range plan to reach these objectives. The five SOS objectives which were generated at this meeting are listed below:

- **Attain long-range funding**—The Board and staff members planned to identify new funding sources ensure that board members had both credibility and access to funding, continue funding requests to the United Way, conduct an annual fundraising campaign, and formalize the program's current relationship with the school system.
- **Increase program recognition and visibility**—The Board and staff members planned to develop a strategic marketing plan, identify a board member with marketing expertise, develop a plan to re-examine terminology used to promote the program, and clarify the programs relationship with the YMCA of Greater Winston Salem.
- **Develop external partners & collaborative efforts** – The Board and staff members planned to increase the SOS collaborative involvement with other organizations, and encourage a stronger partnership with the schools that are SOS sites.
- **Develop board structure to implement the long-range plan**—The Board and staff members planned to establish an ad hoc board development committee comprised of board members and community volunteers to implement the long-range strategic plan.
- **Continuous improvement**—The Board and staff members planned to create an SOS student council and parent's advisory council, survey principals at the end of the school year to evaluate the program, develop a new staff orientation, and evaluate sites on a monthly basis for the Risk Management Director of the YMCA.

The experience of the YMCA of Greater Winston-Salem SOS program provides an example of how to develop a long-range strategic plan. The SOS Board of Management's long-range strategic plan has helped the program move into the future. By the spring of 1998, all of the above objectives set by the board had been achieved to their satisfaction. The program is now planning a second special meeting of the Board of Management to conduct another long-range strategic planning session. In addition, SOS is working with Wake Forest University to develop an outcome-based evaluation.



## Chapter VII: How is the performance of after-school programs evaluated?

The need to evaluate the performance of after-school programs has become increasingly important to policy makers and grantors in recent years. In response to this need, program managers interviewed for the study recommended that programs utilize appropriate academic, behavior, self-esteem, and delinquency measures to monitor and measure the progress of participants. In addition, they recommended that after-school programs develop program performance measures to evaluate the quality of program services, activities, and operations. These latter measures help program managers track the work of the programs, while the former help gauge how well that work meets the goals of helping children lead more productive and stable lives. Financial data also needs to be collected to determine cost of services.

- **Academic measures**

A common objective of after-school programs is to improve the academic performance of participants. In order to evaluate whether or not this objective was achieved, programs devised and implemented such methods as the review of participants' school grades, teacher, and parent assessments, and test scores. The process used by the Rockingham County SOS to monitor and evaluate participants academic progress is featured here.

### *Featured Practice:*

#### **Rockingham County SOS**

Rockingham County SOS has established two measurable objectives for the academic performance of participants:

- To improve the academic performance of 60% of participants in two or more subject areas as compared with data from the last year prior to enrollment.
- To improve end-of-grade test scores in one or more areas for 50% of participants.

SOS asks parents to sign a consent form giving the program permission to review the school records of their child. The SOS site coordinators create an individual file for each participant to help them collect and record related academic data. At the end of the academic year, the site coordinators review the school records of participants whose parents have given SOS permission. In reviewing the records, the site coordinators record the grades in two or more subjects and the end-of-grade test score before and after the time the participants enrolled in the program. Based on the data collected, the site coordinators evaluate whether or not the participants' grades and test scores have improved since they enrolled in the SOS program. The coordinators report their findings to the director of the Youth Involvement Program, who then determines if program have achieved its overall measurable academic objectives for the year.

Other study programs developed different methods to monitor the academic progress of participants. At the Boys and Girls Clubs of Pitt County, the teen director asks members to turn in copies of their report cards at the end of each marking period. The grade and conduct improvements of club members are recognized on an honor-roll bulletin board from marking period to marking period throughout the year. Similarly, the Hillcrest Enrichment Program asks

participants to provide the site coordinators with a copy of their report card from each marking period. The site coordinators then enter the participants' grades into a computer database file that is used to monitor the academic progress of participants. In addition, the program staff members conduct on-site visits to the schools to speak with teachers about the academic performance, classroom behavior, and school attendance of participants.

Although study interviewees agreed that the academic performance of program participants should be monitored, they did not believe that an outside state agency or evaluator should arbitrarily set the acceptable levels of participant academic improvement for all after-school programs statewide. They also believed that other factors in the lives of young people such as family status or parent support had a more significant impact on participants' academic success or failure. In support of the interviewees concerns, the US Department of Education's guide to creating school-based after-school programs recommends that each program's stakeholders, such as parents and program managers, set a program's indicators of academic success.<sup>54</sup>

After-school programs also monitored and assessed the resources they devoted to structured homework assistance and communication with parents. At the YMCA of Greater Winston-Salem SOS program, the youth director conducts a monthly site visit to assess the overall operations of the site. As part of this assessment, the director investigates how the staff conducts homework assistance and the resources used for this component. For example, the coordinator observes homework assistance and evaluates the staff member's communication efforts with participants and parents. The youth director shares the findings of this internal assessment with the site supervisor to help improve services and activities for participants.

The Rockingham SOS program coordinator also conducts weekly site visits to observe program activities, including homework assistance. The program coordinator ensures that the site has an adequate number of staff members and volunteers to work one-on-one with the participants. The coordinator also replenishes the site with any needed materials and supplies to conduct homework assistance.

“I wanted the program to keep these kids in school. I could see the potential for these kids to become long term suspensions. The program was good about reinforcing what we reinforce--that academics were important. Academics were a way for them to improve themselves. A lot of these kids can't see a light at the end of the tunnel. I think the program helped them to see that they could be successful.”

--Andrew Thacker, former principal of Reidsville Middle School, Rockingham County Schools

“I saw that the kids had more pride. I saw some kids making their own decisions. I saw kids that didn't go to the office regularly like they had been. Attendance improved. Academics went up. If a student was making a D, now he is making C. It wasn't a huge thing, still it was an improvement. End of grade test scores went up. A lot of them had 2's in reading, now they have 3's. You know a 1 and 2 is not passing. But 3 and 4 are passing. I have had kids that were failing reading that are now coming up in their reading scores.”

—Johnny Smith, former coordinator of the Black Youth In Action program

The experience of the study programs suggests that there is a wide range of measures that managers can use to evaluate both program resources and the academic outcomes of participants. Table 7.1 features illustrative measures, performance indicators, and data collection methods.

<b>Table 7.1 Academic measures</b>	<b>Performance indicators</b>	<b>Data collection methods</b>
<b>Program resources</b>		
<b>Homework assistance</b>	<ul style="list-style-type: none"> <li>✓ Number of program days homework assistance is offered</li> <li>✓ Number of hours per year homework assistance is offered</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, teacher, parent, volunteer, and staff surveys</li> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>Tutor/volunteer resources</b>	<ul style="list-style-type: none"> <li>✓ Number of hours of tutor/volunteer time during homework assistance</li> <li>✓ Tutor/volunteer-to-student ratio</li> <li>✓ Tutor/volunteer orientation and training conducted</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, teacher, parent, volunteer, and staff surveys</li> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>Parent communication</b>	<ul style="list-style-type: none"> <li>✓ Continuous communication with parents about their child's homework completion</li> <li>✓ Percent of parents who are satisfied about the homework and school related communication efforts of staff</li> <li>✓ Number of monthly parent newsletters</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parent surveys</li> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>Structured homework assistance</b>	<ul style="list-style-type: none"> <li>✓ Number of homework assistance hours</li> <li>✓ Adequate number of tables and chairs provided for each participant</li> <li>✓ Adequate room air conditioning and heating</li> <li>✓ Room is free from external noise and distractions</li> <li>✓ Number and variety of resource books provided (i.e., dictionaries, encyclopedia set)</li> <li>✓ Availability of supplies such as paper, pencils, rulers, markers, calculators, and educational worksheets</li> <li>✓ Computer and internet availability</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, teacher, parent, and staff surveys</li> <li>✓ Photos or videotapes of rooms and resources</li> <li>✓ Weekly room quality assessments conducted by program director</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>School communications</b>	<ul style="list-style-type: none"> <li>✓ Percent of school staff who said there was good communication with program staff members</li> <li>✓ Percent of program staff member who said there was good communication with school personnel</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teacher, guidance counselor, and school administrator surveys</li> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>Staff resources</b>	<ul style="list-style-type: none"> <li>✓ Staff-to-student ratio</li> <li>✓ Staff orientation and ongoing training conducted</li> </ul>	<ul style="list-style-type: none"> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>

<b>Table 7.1</b>	<b>Performance indicators</b>	<b>Data collection methods</b>
<b>Academic measures (continued)</b>		
<b>Participant outcomes</b>		
<b>Homework completion rate</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who complete all of their homework at the program</li> <li>✓ Percent of participants who said that they completed all of their homework at the program</li> </ul>	<ul style="list-style-type: none"> <li>✓ Homework completion daily log-book</li> <li>✓ Participant, teacher, parent, and staff surveys</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>
<b>Grade improvement</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who improved grades from previous year in math and English</li> <li>✓ Percent of parents and teachers who observed an improvement in participants math and English performance for the year</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review of participants' report cards and school records</li> <li>✓ Participant, teacher, parent, and staff surveys</li> </ul>
<b>EOG test score improvement</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who improved their EOG reading and math levels</li> <li>✓ Percent of participants who improved their EOG reading and math levels</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review of participants' cumulative school records</li> </ul>

- **Behavior measures**

After-school programs also set out to improve the behavior and social skills of youth participants. The programs studied instituted various methods to monitor and evaluate the program and school behavior of their participants in relation to their peers, staff members, parents, and teachers. The most common measure was for staff members to monitor the behavior of participants while attending the program. At the Rockingham Support Our Students program, the site coordinators maintain a weekly log in the participant files documenting the behavior of participants in relation to their peers and staff members. The coordinators use these logs to document behavioral improvements of participants during the school year. Similarly, the YMCA of Greater Winston-Salem SOS program site supervisors document the behavior of participants by maintaining a weekly log.

Another common behavioral measure used by programs is the review of participants' school discipline records. For instance, the Black Youth In Action program set an objective that 70 percent of participants would have no disciplinary office visits or out-of-school suspensions during the academic year that they actively attended the program. In order to evaluate this objective, the coordinator reviews participants' school records to determine if any have had office referrals and out-of-school-suspensions during the year. The Rockingham County SOS program also set an objective to reduce the number of school suspensions among SOS participants by 20 percent as compared to participants academic year prior to program enrollment. At the end of each academic year, the SOS site coordinators review school records to determine if there has been a reduction in the number of school suspensions between the pre- and post-program attendance years.

In contrast, the Robbinsville Middle School After-School Program has taken a broader approach to monitoring the behavioral improvement of participants. Because the program is offered to all middle school students, the program director collected school-wide discipline data for the 1996-1997 school year and compared this data to school-wide discipline data for the 1996-1995 school-year—the year before the after-school program begun. The comparison showed a reduction in the frequency of such discipline infractions as fighting, insubordination, skipping class, disturbing class and school, and tobacco violations among students.

Another approach to monitoring and documenting participants’ improvements in school behavior is to track the length of time between school discipline or office referrals for each participant over the school year. A program could conclude school behavior improved the amount of time between office referrals increased as the year passed.

The study programs also used written contracts to set expectations about appropriate behavior between participants, parents, and staff members. For example, young people who participate in the Hillcrest High Steppin’ Majorette and Drum Corps and their parents must sign a “Behavioral Contract.” This contract obligates participants to:

- Bring their report cards into the Hillcrest Enrichment Program’s office at the end of every six weeks
- Work on their homework a minimum of six hours a week at the Tutor Our Children Program
- Refrain from any acts of violence including fighting, verbally abusing another individual, threatening someone with or using weapons
- Respect their parents, teachers, adult leaders, and peers
- Refrain from using profanity<sup>55</sup>

Members who do not follow these will be either suspended or expelled from the Corps. In addition, members who are suspended from school will be suspended from all participation in the after-school program until the suspension has ended. Two suspensions from school in one marching season will result in expulsion from the Hillcrest High Steppin’ Majorette and Drum Corps. The director also issues warning notices to the parents of participants who have violated certain rules. In addition to the above rules, the site coordinators expect participants to refer to staff members by their surnames, to maintain at least a “B” average in all of their subjects, and to demonstrate good behavior and school attendance.

The experience of the study programs suggests the wide range of measures that managers can use to assess both the program resources devoted to improving the behavior of participants and the behavioral outcomes of participants. Table 7.2 presents illustrative measures, performance indicators, and data collection methods for after-school programs to evaluate the behavior of program participants.

- **Delinquency measures**

<b>Table 7.2 Behavioral measures</b>	<b>Performance indicators</b>	<b>Data collection methods</b>
<b>Program resources</b>		
<b>Program rules</b>	<ul style="list-style-type: none"> <li>✓ Rules about appropriate program conduct and behavior</li> <li>✓ Rules consistently enforced by staff members</li> <li>✓ Percent of participants with signed behavior contracts</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, parent, volunteer, and staff surveys</li> <li>✓ Program director’s weekly site visit observations or evaluations</li> <li>✓ Program rules and behavior contracts</li> </ul>

<b>Table 7.2</b> <b>Behavioral measures</b> <b>(continued)</b>	<b>Performance indicators</b>	<b>Data collection methods</b>
<b>Behavior incentive system</b>	<ul style="list-style-type: none"> <li>✓ Behavioral contract used by staff to set standard of appropriate program behavior</li> <li>✓ Number of program incentives tied to the positive behavior of participants including field trips, meals, prizes, program decision making privileges, and special events</li> <li>✓ Peer mediation conducted to resolve conflicts between participants</li> </ul>	<ul style="list-style-type: none"> <li>✓ Program schedules, behavior contracts, and calendars</li> <li>✓ Program director's weekly site visit observations or evaluations</li> <li>✓ Participant, teacher, parent, volunteer, and staff surveys</li> <li>✓ Program records of participants' conduct</li> </ul>
<b>Parent communication</b>	<ul style="list-style-type: none"> <li>✓ Percent of parents contacted about the program behavior of their child each week</li> <li>✓ Percent of participants with behavior contracts signed by parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, parent, volunteer, and staff surveys</li> <li>✓ Program director's weekly site visit observations or evaluations</li> <li>✓ Site coordinator's daily log book</li> </ul>
<b>Participant outcomes</b>		
<b>Program behavior</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who said that the program staff members consistently administered program rules</li> <li>✓ Percent of volunteers who said that the participants were well behaved</li> <li>✓ Percent of parents who observed an improvement in their child's behavior after participating in the program</li> <li>✓ Percent of participants who said that attending the program helped them to improve their behavior</li> <li>✓ Percent of participants who did not break behavior contract or program rules</li> <li>✓ Percent of participants who reduced the number of rules violations from previous years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> <li>✓ Participant, volunteer, and staff surveys</li> </ul>
<b>School behavior</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who reduced the number of office referrals between first and last marking periods</li> <li>✓ Percent of participants who reduced the number of school suspensions between first and last marking periods</li> <li>✓ Percent of participants without any school disciplinary actions for the year</li> <li>✓ Percent of teachers who observed improvement in the classroom behavior of participants</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, teacher, and parent surveys</li> <li>✓ School report cards or cumulative files</li> </ul>

The social behavior of young people while at school or attending an after-program is also related to their propensity to commit delinquent acts. A stated or implied goal of the six study programs was to deter participants from committing delinquent acts. Two of the study programs implemented promising methods to assess the delinquency deterrence impact of their programs.

The Rockingham County SOS program set the objective of reducing the frequency of contact of program participants with the juvenile justice system by 50 percent compared to before program enrollment. In order to assess this objective, the SOS coordinators contacted the Rockingham County District Court to determine how many, if any, of their participants came into contact with the courts because of delinquent activities.

The Black Youth in Action program also established a goal to prevent and reduce delinquency among program participants. The BYIA coordinator informally measured participants' delinquent acts by monitoring young people's involvement with the juvenile court. The coordinator maintained contact with the county's juvenile court counselors and Crest Middle School's guidance counselors throughout the year to monitor the young people's court involvement.

The experiences of Rockingham County SOS and BYIA suggest a wide range of evaluation measures and methods that managers can use to assess deterrence. Table 7.3 features examples of the behavioral measures, indicators, and data collection methods for after-school programs.

- **Self-esteem measures**

<b>Table 7.3</b>	<b>Performance indicators</b>	<b>Data collection methods</b>
<b>Delinquency deterrence measures</b>		
<b>Program resources</b>		
<b>Collaboration with juvenile courts</b>	<ul style="list-style-type: none"> <li>✓ Number of participants referred by juvenile court counselors</li> <li>✓ Number of educational activities or field trips conducted with juvenile court counselors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, agency partner, and staff surveys</li> <li>✓ Site coordinator's daily log book</li> </ul>
<b>Staff resources</b>	<ul style="list-style-type: none"> <li>✓ Percent of staff members trained to conduct conflict resolution workshops for participants</li> <li>✓ Percent of staff members who attended training with juvenile court counselors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Program schedules and calendars</li> <li>✓ Site coordinator's daily log book</li> </ul>
<b>Collaboration with law enforcement agency</b>	<ul style="list-style-type: none"> <li>✓ Number of educational activities or field trips conducted with law enforcement agencies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Program schedules and calendars</li> <li>✓ Participant, agency partner, and staff surveys</li> </ul>
<b>Conflict resolution training/practice</b>	<ul style="list-style-type: none"> <li>✓ Percent of participants who participated in conflict resolution or peer mediation training</li> <li>✓ Number of conflicts resolved by mediators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Site coordinator's daily log book</li> <li>✓ Participant, agency partner, and staff survey</li> </ul>
<b>Volunteer resources</b>	<ul style="list-style-type: none"> <li>✓ Number of volunteer hours</li> <li>✓ Volunteer-to-student ratio</li> <li>✓ Volunteer orientation and training conducted</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participant, teacher, parent, volunteer, and staff surveys</li> <li>✓ Site coordinator's daily log book</li> <li>✓ Program director's weekly site visit observations or evaluations</li> </ul>

Table 7.3 Delinquency deterrence measures (continued)	Performance indicators	Data collection methods
Participant outcomes		
Delinquency	<ul style="list-style-type: none"> <li>✓ Percent of participants that said attending the program helped them to stay out of trouble</li> <li>✓ Percent of parents that said the program helped their child to stay out of trouble</li> <li>✓ Percent of participants with no delinquency or undisciplined petitions filed</li> <li>✓ Percent of participants not adjudicated delinquent or undisciplined</li> </ul>	<ul style="list-style-type: none"> <li>✓ Juvenile court counselor contacts</li> <li>✓ Participant and parent surveys</li> </ul>

Academic and behavioral improvements in young people have been linked to their higher self-esteem.<sup>56</sup> Many of the program staff believed that after-school programs help to increase a young person’s self-perception, which in turn could help improve academic performance and behavior. Comparison of the measured level of young peoples’ self-esteem before they attended the program to their measure self-esteem level after they attended the program would reveal an increase in self-esteem.

The study programs used two different survey instruments to assess the self-esteem levels of their participants. The Rockingham County SOS program had participants take the Culture Free Self-Esteem Inventory for Children<sup>57</sup> at the beginning and end of the program, while the Cleveland County Black Youth in Action program had participants take the Behavioral Academic Self-Esteem Inventory. In addition to these instruments, there are a number of other reliable survey instruments available to program managers to assess the self-esteem levels of participants in after-school and other prevention programs.

The Center’s research team asked study participants to complete a pre- and post-Coopersmith Self-Esteem Inventory (SEI)<sup>58</sup> School Form to measure how their self-esteem levels changed over the six to nine months they attended the after-school programs. The SEI questions are designed to measure how children’s (age 8-15) evaluative attitudes change toward their peers, parents, school, and personal areas of experience. The researchers selected the SEI because its reliability and validity had been tested in several studies. For example, the reliability of the SEI was tested with approximately 7,600 public school children (grades 4-8) from all socio-economic ranges by Kimball in 1972.<sup>59</sup> This study found that the SEI had internal consistency coefficients from .88 - .90 for young people in grades 6 through 8.<sup>60</sup> In another study, the SEI was found to have construct validity by Kokenes. Her study also included the testing of 7,600 public school children (grades 4-8) with the SEI and confirmed the construct validity of the comparative importance of home, peers, and school relationships among these young people.<sup>61</sup> The SEI is also approved by the Center for Substance Abuse Prevention as an instrument for measuring the self-esteem level of program participants and has been used in several studies of prevention programs.<sup>62</sup>

Further information on appropriate instruments to measure the self-esteem levels of participants is available in Measurements in Prevention: A Manual on Selecting and Using Instruments to Evaluate Prevention Programs, a publication of the US Department of Health and Human Services. Program managers can use this man-

ual to help them develop methods to evaluate participant outcomes and to match the appropriate survey instruments to needs of their participants. The manual also provides an index and descriptions of recommended survey instruments.

• **Program assessment surveys**

The study programs also provided participants, parents, and teachers with the opportunity to evaluate various aspects of the quality of after-school programs.

Similarly, the US Department of Education’s guide to providing after-school programs in schools advises school-based programs to distribute evaluations or surveys to the teachers of participants. The purpose of a teacher

***Featured Practice:***

**Robbinsville Middle School’s After-School Program**

The program director distributes year-end program evaluation forms to participants, parents, and teachers to assess the quality of the program’s social, recreational, and academic components. Here are four sample questions from the program’s evaluation form.

- At the end of each school day, was the program prepared and ready to begin?
- Did the program improve your attitude about coming to school?
- Were the recreational activities supervised by an adult at all times?
- Do you as a parent, teacher, or student feel as though the program has helped to improve the grades and ability of participants in certain classes?

In addition to collecting feedback by using this evaluation form, the POWER director asks teachers to write testimonials about the impact of the program on their students’ academic achievement, behavior, and self-esteem. The director includes these statements in the program’s year-end report to the Governor’s Crime Commission.

evaluation is to collect more information on the young person’s motivation, academic progress, and discipline in a classroom setting before and after they attend an after-school program.<sup>63</sup> The guide also recommends a before and after parent satisfaction survey to assess the program’s quality of services and activities. The survey also allows parents to report on any observed behavioral and/or academic improvements in their children.

• **Financial Data**

Keeping track of revenues and expenditures and reporting these are also important for program management and accountability. The research team collected data about the financial resources used to operate the programs. These data was used to estimate each program’s average annual, daily, and hourly out-of-pocket costs per participant. “Out of pocket” costs are the total dollar outlays for program operations, but not including donated labor, space, services, or materials. The average number of hours is the number of hours the program is offered on a typical day. Based on the average daily attendance at the programs, the researchers estimated the costs for the lower and higher cost programs in the study in Table 7.4.

Interestingly, the program with the lowest average annual cost (\$659) per child had higher daily and hourly rates

<b>Table 7.4 Average daily attendance cost estimates<sup>64</sup></b>	<b>Average annual cost per child<sup>65</sup></b>	<b>Average daily cost per child</b>	<b>Average hourly cost per child</b>
<b>Two lowest cost programs</b>	\$659	\$5.53	\$1.84
	\$881	\$4.43	\$0.81
<b>Two highest cost programs</b>	\$1,982	\$9.96	\$3.98
	\$3,104	\$18.93	\$7.57
<b>Average cost all programs</b>			

cause it operated the fewest number of days and served a moderate number of young people during this time period. However, the program with the largest average daily attendance had the lowest average daily (\$4.43) and hourly (\$0.81) cost per child.

Several important lessons can be gleaned from these estimates about how programs can lower their costs. An obvious lesson is to consistently serve a large group of young people each day. As the number of participants increases, the cost of serving individual participants decreases. Growth in a program's average daily attendance, however, does increase the burdens on the resources of programs. As the staff-to-participant ratio grows, program quality can suffer because young people usually receive less individual adult attention and supervision. Thus, at some point, adding more participants means adding more staff and other expenditures. Program managers and staff members interviewed for the study noted the challenges involved with balancing program quality and size with program costs.

Another important lesson for programs is to minimize their overhead and administrative costs and to devote more resources to direct program services that will help to provide opportunities for more young people to participate. The lower cost programs solicited substantial in-kind administrative and facility contributions which in turn freed up their financial resources to open more program sites and to serve more young people. These programs collected such in-kind contributions as office space, the time of managers and clerical support staff, assistance from the personnel and finance departments, school facilities, county vehicles, local business contributions, and community volunteers.

The research team decided not to estimate the value of in-kind contributions used at each program due to the lack of a commonly accepted accounting procedure for all of the sponsoring organizations and the time required to identify all of the in-kind contributions for the study programs. However, the research team did create a sample reporting form and worksheets to help programs calculate the value of such in-kind contributions as volunteer time, donated paid personnel time, donated services and equipment, and donated facility space.

Although the research team decided not to collect in-kind contribution data, they did discuss the topic with program managers. In general, there seems to be significant variation in the amount of in-kind contributions used by the study programs. In general, programs that received higher levels of in-kind contributions were able to provide a wider range of services and activities without increasing the out-of-pocket cost of the program.

- **Program Reports**

Study programs wrote year-end reports for grantors describing various aspects of program performance and quality. As part of the year-end reports, managers noted program attendance data such as the total enrollment and the average daily attendance. The former statistic measures the total number of young people who come into contact with the program. In contrast, the average daily attendance statistic indicates the number of young people who regularly attended the program.

Programs which are funded in part by the Governor's Support Our Students (SOS) program complete an annual statistical summary for the Division of Youth Services which is used for evaluation purposes. For this summary, the SOS programs provide program/site information, participant demographic information, attendance, student behavior, school attendance, out of

“ “ I think that kids vote with their feet. Any program ought to be looking at [program] attendance.”

-- Bill McCullough, Director of Student Services, Cleveland County Schools

school suspensions, academic achievement, volunteer information, and financial and in-kind support. The specific demographic information requested includes the gender, race, ages, family status, and grade promotion of SOS participants. SOS also requests program to provide the average daily attendance at each site, number of days of operation, number of potential days of operation, and total enrollment in order to calculate the program's overall rate of attendance.

In addition to compiling program reports for funders, the study programs also conducted internal evaluation. For example, the YMCA of Greater Winston-Salem SOS's program coordinator visited each SOS site to assess the quality of program operations. As a non-facility branch of the YMCA of Greater Winston-Salem, the program coordinator was required to conduct periodic site visits evaluate program operations for the YMCA's risk management director. During these visits, the site coordinator assessed the sites' general safety practices, public relations efforts, and program content and supervision.<sup>66</sup>

The Center's research team identified three evaluation manuals that may prove to be helpful to program managers. Understanding Evaluation: The Way To Better Prevention Programs, a free publication of the US Department of Education, is designed to help school and community agency staff to evaluate programs funded by the Drug-Free Schools and Communities Act.<sup>67</sup> The W.K. Kellogg Foundation Evaluation Handbook, written by Anne C. Petersen, provides an overview of the evaluation process and is written for program staff and board members who might conduct a program evaluation.<sup>68</sup> Programs for At-Risk Students: A Guide to Evaluation, written by Rita G. O'Sullivan and Cheryl V. Tennant, is a guide designed for school personnel to evaluate programs for students at-risk for academic failure.<sup>69</sup>

By drawing upon appropriate data sources, program staff can document the resources, operations, participants served, and outcomes for participants in their programs. They can use the data to evaluate and improve both program design and program execution. Reports based on these data and analyses can inform parents, funders, and the community at large about the work being done by after-school programs.

“We know what acceptable behavior is. Some of these are written on the guidelines. No profanity, no calling each other names. All those negatives leave them on TV or leave them out there. We have to love each other, and that love is respect. It's very important to give respect. Who do I respect first? Myself. So we sit around and talk about it. We look at the person sitting to the left and the right, we don't compliment the clothes or the hair, we look at and complement things like a smile. What you say about the people must have something to do with the inner person, and not so much about the exterior.”

-- John R. Hayes, Coordinator and founder of the Hillcrest Enrichment Program.





## Chapter VIII: What resources are available to start an after-school program?

A wide range of local, state, and national resources are available to support the development of an after-school program. The specific federal, state, foundation, and local initiatives and resources available to after-school programs in North Carolina are described in this chapter. The resources and initiatives were recommended either by staff members and supporters at the study programs or by other studies and manuals that have investigated after-school programs.

### Federal Resources

The federal government provides funding, technical support, and other resources to help local communities start, develop, and improve after-school programs through the Departments of Education, Health and Human Services, Housing and Urban Development, and Justice and the Corporation for National Service. The federal initiatives featured on the next few pages were recommended in effective practice manuals produced by the US Department of Education, by the National Institute on Out-of-School Time, and by the study programs.<sup>70</sup>

- **Department of Education (DOE)**

The US Department of Education promotes the development of out-of-school time programs for young people in North Carolina through a number of initiatives, including the 21<sup>st</sup> Century Learning Centers Program, which provides the most direct resources to support the development of after-school programs. Additional DOE initiatives and resources are featured in [Keeping Schools Open As Community Centers](#), which is a free DOE publication available by calling 1-800-USA-LEARN or at <http://www.ed.gov/pubs/LearnCenters/activity.html>.

**21<sup>st</sup> Century Learning Centers Program.** In support of the 21<sup>st</sup> Century Community Learning Centers Program, the Department of Education distributed \$40 million in grants nationwide for fiscal year 1998 to help rural and inner-city public schools plan, implement, or expand before- and after-school programs and community learning centers.<sup>71</sup> Congress authorized funds specifically for programs that offer significant or expanded learning opportunities for children and youth and that are designed to reduce juvenile violence and drug use. In addition, President Clinton's 1999 budget request to Congress proposes spending \$200 million per year over five years to support the development of before- and after-school programs through this program.

Two priorities of the 21<sup>st</sup> Century Learning Centers Program are to fund programs that serve early adolescents and middle-school students and to fund programs that help young people meet or exceed state or local academic competency standards in reading, math, and science. In addition to the funds allocated by Congress, the Department of Education will also distribute \$55 million donated by the Charles Stewart Mott Foundation through the 21<sup>st</sup> Century Learning Centers Program over the next five years to promote quality before- and after-school programs.<sup>72</sup>

The 21<sup>st</sup> Century Learning Center Program's web page provides background information, links to various reports, research about before- and after-school programs, examples of model programs, links to email discussion forums about programs, and information about grant application procedures at <http://www.mcrel.org/programs/21stcentury/>

index.html. In addition, Amanda Clyburn of 21<sup>st</sup> Century Learning Center Program can be contacted for more information about future grant opportunities at 202-219-2180 or by e-mail at amanda\_clyburn@ed.gov.

- **U.S. Department of Health and Human Services (DHHS)**

**Community School Youth Services and Supervision Grant Program.** The objectives of this program are to help local communities develop the resources and abilities to meet the needs of their children, to form innovative solutions to the challenges confronting children, and to create environments where children can grow up learning a healthy respect for themselves, their neighbors, and their communities. Private and nonprofit community-based organizations in areas of significant poverty and juvenile delinquency are eligible to apply for this program. The program targets children and youth not younger than 5 years old or older than 18 years old, who reside in the neighborhood in which services are being provided. More information about the program is listed on the DHHS's web page link for the program at <http://aspe.os.dhhs.gov:80/cfda/p93588.htm> or by contacting Gilda Lambert at the Family and Youth Services Bureau of Administration for Children and Families, P.O. Box 1182, Washington, DC 20013 (Phone: 202-205-8102).

- **U.S. Department of Housing and Urban Development**

The Community Development Act of 1974, which is administered by the US Department of Housing and Urban Development, provides North Carolina with two kinds of program funding to revitalize neighborhoods, expand affordable housing, and improve services for low to moderate income citizens. The state receives funding for the State Community Development Block Grant (CDBG) and Entitlement Communities CDBG programs. Both fund local development and programs that benefit low- and moderate-income persons, prevent or eliminate areas of urban blight, and meet urgent community needs. These programs are profiled in the state resources section below.

- **Department of Justice (DOJ)**

The US Department of Justice provides both technical and financial support for states and communities who wish to develop after-school programs as a means to deter young people from committing delinquent acts. The DOJ distributes funds as block grants to such North Carolina agencies as the Department of Crime Control and Public Safety to distribute to communities throughout the state. The DOJ financial resources are described in the state resources section on the next few pages. The DOJ technical resources are featured below.

**DOJ's Office of Juvenile Justice Delinquency Prevention.** The Office of Juvenile Justice Delinquency Prevention's web page offers a wide range of information including research articles, federal grants announcements, and information about other funding opportunities. The webpage also provides links to other resources available to support the development of after-school programs at <http://www.ncjrs.org/ojjhome.htm>. The Department of Justice also distributes a number of free publications including effective practice manuals and reports that feature model after-school and other youth development programs. The Department of Justice's free publications can be ordered from the Juvenile Justice Clearinghouse, Publication Reprint/Feedback, P.O. Box 6000, Rockville, MD 20850 (Phone: 800-638-8736)

- **Corporation for National Service**

The Corporation for National Service published a resource manual titled "Service As a Strategy in Out-of-School Time: A How-To Manual" to help program directors, school administrators, and the leaders of community-

based organizations incorporate community service learning activities and resources into out-of-school time programs. The manual describes the characteristics of quality programs, features effective program practices and service learning activities for young people, and provides a comprehensive listing of additional resources to support the development of out-of-school time activities. This free publication is available from the Corporation for National Service at 800-860-2684 or 202-606-5000, ext. 280.

### State Resources

In North Carolina, four state agencies provide both financial and technical support to communities who have developed after school programs. These agencies are the departments of Commerce, Public Instruction, Health and Human Services, and Crime Control and Public Safety. In addition, there are a number of other state initiatives that have supported the development of after-school programs in the state. These state level initiatives are featured on the next few pages.

- **Department of Commerce**

**North Carolina's Small Cities Community Development Block Grant (CDBG) Program.** North Carolina's Small Cities CDBG Program, which is administered by the NC Department of Commerce's Division of Community Assistance, distributed \$45 million in HUD funds during the 1998 program year to municipalities with fewer than 50,000 residents and to non-urban counties with populations of 200,000 or fewer.<sup>73</sup> North Carolina's funds are awarded to units of local government to carry out a wide range of community and economic development activities.

Although a majority of these funds are used by communities for housing rehabilitation and infrastructure improvements, funds are also available for local governments to provide health, counseling, and transportation services for young people and to fund the construction of teen centers and recreational facilities. During the 1998 program year, \$1.9 million of North Carolina's small cities funds were used for community empowerment activities, including improving or expanding social services.

Local municipal government can provide information about the availability and priorities for these funds. For more information about North Carolina's Small Cities program contact Gloria Nance-Sims, Assistant Director, Community Development Block Grants, Division of Community Assistance, P.O. Box 12600, Raleigh, NC 27605-2600 (phone: 919-733-2850, fax: 919-733-5262) or visit the Division's webpage at <http://www.dca.commerce.state.nc.us/>.

**North Carolina's CDBG Entitlement Communities Program.** Currently, North Carolina has twenty-two municipalities and two county governments that are entitlement communities receiving funds directly from the US Department of Housing and Urban Development. In order to be classified as an entitlement community, a municipality must have more than 50,000 residents and a county government must have populations of more than 200,000.<sup>74</sup> As in North Carolina's Small Cities CDBG program, CDBG funds in entitlement communities can be used by local governments to provide health, counseling, and transportation services for young people and to fund the construction of teen centers and recreational facilities. The Hillcrest Enrichment Program receives CDBG entitlement funds through the City of Asheville to support program operations. Local governments can provide information about the availability and priorities for these funds.

- **Department of Public Instruction**

North Carolina's Department of Public Instruction (DPI) provides funds to the state's 117 school districts or Local Education Agencies (LEAs), which can be used to support the development of after-school programs.<sup>75</sup> During the 1997-98 school year, DPI distributed approximately \$124 million to the LEAs to support programs and services for at-risk students and alternative schools based on a formula that considered the number of high schools, the number of students in poverty, and the average daily attendance of each LEA.<sup>76</sup> Based on community needs, local school boards are then responsible for allocating these funds to best meet the needs of at-risk youth.<sup>77</sup> These funds can be used to support the operations of after-school programs for at-risk students.

The Department's Instructional and Accountability Services department reported that only \$103 million of the \$117 million allocated by DPI was spent by the LEAs for these purposes during the 1996-97 school year. The local board of education or school superintendent can explain how these funds are distributed.

**Safe and Drug-Free Schools and Communities Act .** Through the Safe and Drug-Free Schools and Communities Act of 1984, the federal government allocates funding to North Carolina to support and strengthen programs that prevent violence and the use of alcohol, tobacco, and other drugs among at-risk young people ages 5 to 17. The state receives an annual appropriation that is dispersed to local communities by the departments of Public Instruction and Health and Human Services.

The Department of Public Instruction receives 80 percent of the state's Safe School funds to support the development of school-based programs, while the Department of Health and Human Services receives the remaining 20 percent. During the 1997-98 school year, DPI distributed \$9 million in federal Safe and Drug Free Schools funds.<sup>78</sup> DPI allocates 70 percent of these funds to North Carolina's public school districts based on their average daily attendance. For the 1997-98 school year, LEAs received \$4.50 for each student based on the school's average daily attendance. Local boards of education then decide how these DPI funds will be used to support and strengthen programs that prevent violence and the use of alcohol, tobacco, and other drugs among students in kindergarten through 12<sup>th</sup> grade. The remaining 30 percent of these funds are dispersed to community-based organizations statewide through DPI's Safe and Drug-Free Schools office in Raleigh on a competitive basis. Ronda Turner, who leads DPI's Safe and Drug-Free Schools program, can provide more information about the competitive application process (phone: 919-715-1693).

After-school programs are noted in the Safe and Drug-Free Schools legislation as an acceptable program model. Communities should contact their local board of education to find out more about the eligibility requirements and procedures for these funds. Local school systems are required to use some of their Safe School funds to support DARE programs or programs that have similar goals and objectives.

- **Department of Health and Human Services Division of Youth Services**

The Department of Health and Human Services (DHHS) administers a number of state-wide initiatives that have in part supported the development of local after-school programs. These initiatives include Support Our Students, Community Based Alternative Programs, School-Age Child Care, Governor's One-on-One Volunteer Program, and the Governor's Set-a-Side for Safe and Drug-Free Schools. DHHS's Division of Youth Services directly manages these initiatives, which are intended to provide comprehensive services for troubled young people ages 7 to 17.

**Support Our Students (SOS).** The most significant recent initiative to encourage the statewide development of after-school programs has been the Support Our Students program. The General Assembly gave a major boost to the develop-

ment of after-school programs in North Carolina when it passed the 1994 Crime Control and Prevention Act, which contained a \$5 million provision for the fiscal year 1994-95 to create the SOS program.<sup>79</sup> The legislative goals for the SOS program are to reduce juvenile crime, to involve community volunteers, to reduce the number of young people who are unsupervised after school, to improve both the academic performance as well as the attitudes and behavior of youth participants, to meet the physical, intellectual, emotional, and social needs of young people, and to improve the coordination of existing resources and enhance collaboration between agencies.<sup>80</sup>

In the fall of 1994, the North Carolina Department of Health and Human Services Division of Youth Services awarded 52 counties three-year SOS grants ranging from \$75,000 to \$200,000 a year. Initially, the SOS program funded over one hundred sites in North Carolina that primarily served young people in grades 6 through 9.<sup>81</sup> During the past four years, the General Assembly has increased and extended funding for the SOS programs across North Carolina. The SOS initiative was recently expanded to serve over 11,000 young people in 72 counties, at a cost of \$6.9 million for the 1997 fiscal year.<sup>82</sup> In the future, SOS plans to serve over 15,000 young people annually in one hundred counties.<sup>83</sup>

Four of the six programs studied here are currently funded in part by the SOS program. In 1994, the Boys and Girls Clubs of Pitt County and the Forsyth County SOS program were awarded SOS's grants. In 1996, a coalition of Rockingham County agencies received an SOS grant to create a multi-site after-school program. The Graham County Schools, in collaboration with the county's 4-H Extension Office, received a three-year SOS grant in 1997 to expand the school system's after-school program to a second site in the county. Communities can find out more about the SOS program by visiting the program's web page at <http://www.dhr.state.nc.us/DHR/sos.htm> or by calling the SOS state office at 919-733-3011.

**Community Based Alternative Programs.** The Community Based Alternative (CBA) program allocates approximately \$15 million annually to support community-based programs across North Carolina that serve young people who are in conflict or at risk of coming into conflict with the law.<sup>84</sup> The CBA funds are allocated to each county based on a formula that considers the number of young people ages 10 to 17. The board of commissioners in each county appoints a Youth Services Advisory Committee (YSAC), which is responsible for considering grant applications from local non-profit organizations, regional agencies, and county and municipal governments.

Although the YSACs generally allocate most of these funds to support intervention programs that target young people who have been involved with the courts, they also provide some funding for prevention programs that target young people who are at risk for being court involved. For example, for the past twenty years Hillcrest Enrichment Program has periodically received CBA funds even though a majority of its participants are not court involved. The Buncombe County YSAC has funded Hillcrest because the program has demonstrated the potential to deter young people from delinquency.

More information about CBA funding in your community is available from local YSACs through each county government central office. The state's CBA office can also provide contact information for local YSACs (phone: 919-733-3011).

**School-Age Child Care Program.** The Division of Youth Services also oversees the School-Age Child Care Program to establish, expand, and improve the quality of child care for children ages 6 to 13 during non-school hours. The program is administered through NC State University and the Cooperative Extension Service's 4-H Youth Development

Program. The program distributes approximately \$1.3 million annually to for-profit and non-profit organizations and has funded after-school programs in the past. Organizations interested in applying for these funds should contact their county's cooperative extension office to find out more about eligibility requirements and application procedures. The 4-H Youth Development Program web page provides the address and contact numbers for each county's extension office and can be found at <http://www.ces.ncsu.edu/depts/fourh/>. Interested organizations may also contact Barbara Vandenberg at the department of 4-H Youth Development Box 606, NC State University, 1200 Front Street Suite 110, Raleigh NC 27609 (phone: 919-515-9568).

**Governor's One-on-One Volunteer Program.** The Governor's One-on-One program matches adult volunteers with young people who have been referred by the juvenile courts. The Division of Youth Services allocates approximately \$2.3 million in state and federal funds to eligible nonprofit organizations, regional agencies, and county and municipal governments that serve young people who have been involved with or referred by the juvenile courts. For more information about this program, contact the Governor's One-on-One Volunteer Program office at 919-733-3011.

**Safe and Drug-Free Schools and Communities Act (Governor's Set-a-Side).** DHHS receives approximately 20 percent of the state's Safe School funds to support and strengthen community-based projects and programs that prevent violence and the use of alcohol, tobacco, and other drugs among at-risk young people ages 5 to 17. The division distributes approximately \$2.2 million annually to approximately fifty community-based programs across the state. Community-based organizations should direct their funding requests through the county's area mental health program. Although funding for new initiatives is limited, community organizations should nevertheless contact local area mental health programs to find out more about the local funding requirements and the opportunity to fund new projects. Area mental health programs can be contacted through each county government's administrative offices.

- **Department of Crime Control and Public Safety**

**Governor's Crime Commission.** As part of the Department of Crime Control and Public Safety, the Governor's Crime Commission's Juvenile Delinquency Prevention Committee (JDPC) distributes federal funds to support youth programs statewide. Since 1993, the JDPC has distributed \$8.7 million from federal block grants under the Federal Juvenile Justice and Delinquency Prevention Act of 1974 to establish juvenile justice programs statewide.<sup>85</sup> A portion of these funds support after-school programs that provide youth with life skills, structured recreation, counseling, and family therapy. Donna Robinson at the Crime Commission can provide more information about funding opportunities at 919-962-0427 or visit the Crime Commission's website at <http://www.gcc.state.nc.us/grantinf.htm>.

**North Carolina Community Service Information Clearinghouse.** The Clearinghouse's website lists North Carolina's community service initiatives and resources that may be helpful for after-school programs. The site also links up to the directory of North Carolina's volunteer centers at <http://www.nccu.edu/clearinghouse/volcen.htm>, which is designed to help community organizations recruit volunteers. The state's Clearinghouse can be reached by phone at 800-561-0343 and on the internet at <http://www.nccu.edu/clearinghouse>.

#### **Foundation resources**

Although the study programs generated only 2 percent of their total revenues from national and North Carolina foundations during the 1997-98 program year, foundation support has helped programs to provide participants with a

wider and more innovative range of services and activities. After receiving a grant from the R.J. Reynolds Foundation in 1997, the YMCA of Greater Winston-Salem SOS program hired eight teacher liaisons to communicate program needs to school teachers and administration, schedule facility space, resolve school-related problems, and monitor students' academic progress. The YMCA of Greater Winston-Salem SOS program has also received a Safer Communities Foundation grant to hire medical students from Wake Forest University to conduct a violence prevention program for all SOS sites and a Winston-Salem Foundation grant to hire a community coordinator who recruits, trains, places, and retains volunteers for SOS sites. Similarly, the Hillcrest Enrichment Program received a grant from the Z. Smith Reynolds Foundation in 1983 to buy new uniforms and equipment for corps members and a Robert E. Daughtry Fund grant in 1984 to expand the program to the Klondike Homes and Lee Walker Heights public housing communities. The experience of these programs suggests that private, community, and corporate foundations can serve as a resource for after-school programs.

The research team identified just a few national and North Carolina foundations based on their potential to support local after-school program initiatives or innovations. The foundation descriptions below briefly summarize each foundation's funding priorities and contact information. The research team recommends that interested parties visit the foundation's webpage in order to get a better understanding of the foundation's priorities, resources, and procedures before contacting the foundation.

- **National Foundations**

***Featured Practice:* Research foundations thoroughly before applying**

Most community based non-profit organizations and public school systems face a number of challenges in trying to access foundation funding. Foundations are reluctant to fund organizations or programs whose goals and objectives do not match their specific funding priorities. It is critical, therefore, for organizations to research foundations thoroughly in order to identify those that have funding priorities compatible with their own goals and objectives. The process of researching foundations can be time consuming and laborious. The following list of print and on-line resources may be helpful to organizations wishing to research foundations and their funding priorities.

- **The Philanthropy Journal:** A North Carolina based monthly journal that covers various aspects of the philanthropic community, including foundations. In addition, the Journal's webpage posts links to several private, corporate, and community foundations. Visit the Journal's page at <http://www.pj.org/>.
- **UNC's Research Services Webpage:** The research team identified many of the foundations featured on the next few pages through a search of UNC's Research Services on-line foundation data base at <http://fundingopps.cos>.<sup>87</sup>
- **The Foundation Center Webpage:** The Center is an independent nonprofit information clearinghouse which is intended to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. The Center's web page offers many resources for researching foundations including an online library with an electronic reference desk, information about training seminars offered throughout the nation, and links to corporate, private, and community foundations. The Center also publishes the National Guide to Funding for Children, Youth, and Families (1997). You can visit the Center's webpage at <http://fdncenter.org/>
- **North Carolina Giving: The Directory of the State's Foundations** and **North Carolina Corporate Giving: A Directory of Philanthropic Programs.** Both directories are by Anita Gunn Shirley. Check your local library for the availability of these directories. The directories can also be purchased for \$149 and \$133 respectively from the Capitol Development Services, 2700 Wycliff Rd., Suite 312, Raleigh, NC 27607. Telephone: 919- 783-9199. Descriptions of the directories can be found online at <http://www.capdev.com/>

These resources represent just a small sample of the print and on-line resources available to research foundation resources.

The chances of a small, community-based program or school system being awarded a grant from a large national foundation are very small. Large national foundations tend to award grants to statewide or regional initiatives rather than to individual programs or projects. However, national foundations that fund youth development programs can provide resources other than direct funding to programs. These include free publications, technical support, examples of model programs, and evaluation tools.

- **North Carolina Foundations**

North Carolina's 860 private, corporate, community and operating foundations, made over \$156 million in grants to education and social services organizations in 1994.<sup>86</sup> It is worth noting that public elementary and secondary educa-

#### **Kellogg Foundation**

**Priorities:** As part of its overall mission, the foundation supports early adolescence programs (ages 9 to 15) that help youth make the transition from childhood to adolescence; it concentrates on communities that are working to develop comprehensive solutions to the problems of young teens by using effective, holistic interventions, including: community demonstrations of effective models, education and training of those who work with youth; leadership development, public awareness, and public policy education.

**Resources:** The foundation's webpage features an article titled "Approaching the Foundations," by Robert F. Long, Ph. D., and Joel J. Orosz, Ph.D. it provides guidance for community based nonprofits in applying for foundation grants. The webpage also posts the Kellogg Foundation Evaluation Handbook, by Anne C. Petersen, which provides an overview of the evaluation process and is written for program staff and board members who might conduct a program evaluation. The foundation also posts several free publications related to out-of-school time programs, including "School-Age Child Care: Creating Opportunities for Our Children" and "School-Age Child Care Communications Handbook."

#### **Contact information:**

Manager of Grant Proposals

#### **W.K. Kellogg Foundation**

One Michigan Avenue East

Battle Creek, Michigan 49017-4058

**Phone:** 616-968-1611 **Webpage:** <http://www.wkkf.org/>

#### **Charles Stewart Mott Foundation**

**Priorities:** The foundation has teamed up with the US Department of Education to help fund the 21<sup>st</sup> Century Community Learning Center program. The foundation through the Department of Education has pledged up to \$55 million over five years to provide technical support for after-school programs and to evaluate programs.

**Resources:** The foundation's webpage provides additional resources including publications related to after-school programs, links to an online after-school discussion group, and examples of effective practices that can be used to organize after-school programs.

#### **Contact Information**

#### **Charles Stewart Mott Foundation**

1200 Mott Foundation Building

Flint, Michigan 48502

**Phone:** 810-238-5651 **Fax:** 810-766-1753 **Publications Hot Line:** 800-645-1766

**Webpage:** [http://www.mott.org/special\\_report/sr\\_details.htm](http://www.mott.org/special_report/sr_details.htm)

tion programs received \$6.4 million, or 6 percent of the funds allocated for educational purposes and youth organizations received \$12.7 million, or 25 percent of the funds allocated for social services.<sup>87</sup> The above statistics indicate that North Carolina foundations allocated approximately \$19 million in 1994 for youth development programs. A small sample of North Carolina's foundations that have established a giving history to youth development programs are featured on the next few pages.<sup>88</sup>

- **Community Foundations**

The assets of North Carolina's nineteen community foundations grew by 40 percent from 1991 to 1994. Community

#### **Mary Reynolds Babcock Foundation**

**Priorities:** The foundation funds organizations that are located primarily in North Carolina and the Southeast. Its priorities include community problem solving (supports coalitions working on lasting solutions to community issues); organizational development (supports organizations' efforts to clarify their missions and increase their effectiveness); and opportunity (supports emerging organizations, for and provides start-up funding.). Priority will be given to areas where local resources are not available or where the Foundation seeks to expand its number of grantees.

#### **Contact Information**

##### **Mary Reynolds Babcock Foundation**

102 Reynolda Village

Winston-Salem, North Carolina 27106

**Phone:** 336-748-9222 **Fax:** 336-777-0095 **e-mail:** info@mrbf.org

**Webpage:** <http://fdncenter.org/grantmaker/babcock/>

#### **Kathleen Price Bryan Family Fund**

**Priorities:** The fund gives only to North Carolina organizations for operating needs; organizational development and capacity building; program needs, including provision of direct services; start-up or expansion of organizations and programs, construction and renovation projects; and equipment and materials

#### **Contact Information:**

##### **Kathleen Price Bryan Family Fund**

Kim Mathews, office manager

**Phone:** 800-288-2423

220 South Eugene Street

**Fax:** 336-273-9580

Greensboro, NC 27401

**Webpage:**<http://fdncenter.org/grantmaker/kpbryan/index.html>

#### **Z. Smith Reynolds Foundation**

**Priorities:** The foundation gives only to North Carolina organizations in categories including pre-collegiate education (programs that increase parental involvement in schools, recognize the importance of early childhood development, and strengthen the role of classroom teachers) and minority issues (programs that are designed to improve the educational achievement of black youth, strengthen the black family, increase the involvement of minorities in the political process, and build leadership within minority communities).

#### **Contact information:**

##### **Z. Smith Reynolds Foundation**

101 Reynolda Village

Winston-Salem, NC 27106

**Phone:** 800-443-8319

**Fax:** 336-725-6069

**Webpage:** <http://www.zsr.org/>

foundations, which are supported by a number of different donors, typically provide contributions to organizations within their county or geographic region.

### Local resources

The long-term viability of the study programs is contingent on developing a diverse array of financial resources to support future program operations. Although government funds comprised just over 50 percent of the six programs' operating revenues, three of the study programs relied almost exclusively on government funds to support their operations. Programs that rely exclusively on one or even two state or federal government funding sources to support operations are likely to be in very serious jeopardy if they lose funding from these sources in the future.

The experience of the Boys and Girls Clubs of Pitt County suggests that programs and organizations can over time cultivate local ongoing funding sources in addition to state and federal government grant funding. Based on the experiences of the study programs and the findings of national studies of after-school programs, program managers should investigate the viability of funding from the board of education, businesses and corporations, parent fees, local governments, and youth managed fundraising drives.

- **Board of education funding**

Although all of the study programs benefited from local in-kind support from public schools, none of the study programs received direct revenues from public school boards to support program operations. This funding pattern is not isolated to North Carolina. Nationally, publicly sponsored before- and after-school programs received only 3 percent their revenues from the board of public education.<sup>89</sup>

The use of facility space offered by the public schools is critical for after-school programs to operate. Sixteen of the 24 program sites are located in public schools and exclusively serve students who attend these schools. Moreover, two study programs are sponsored and managed by their public school districts. By providing young people with an opportunity to work on their homework with the assistance of tutors, after-school programs complement the educational mission of the public schools.

Program managers and supporters should investigate the possibility of acquiring board of education funding for after-school programs as a long-term strategy towards developing ongoing funding for program operations. Before proposing this measure, programs should evaluate current program operations to determine whether or not they are helping participants to make behavioral and academic improvements.

- **Business or corporation program sponsorship**

Local businesses and corporations have provided a wide range of support for after-school programs in North Carolina and nationally. Programs collected various types of in-kind contributions from local businesses, including musical instruments, consulting services, food, supplies, use of facility space for meetings and fund raising events, and volunteer assistance.

Local businesses and corporations can also provide direct financial support and involvement in operating after-school programs. For example, the Pitney Bowes corporation started and operated an after-school program for at-risk youth in Stamford, Connecticut. The program helped to raise the reading and math achievement levels of participants higher than a control group of non-participants.<sup>90</sup> The students, parents, tutors, and Pitney Bowes staff members signed a pledge to adhere to basic guidelines governing the program including appropriate attitudes, workplace behavior, and acceptable attendance rates.<sup>91</sup>

The level of commitment and resources demonstrated by Pitney Bowes to operate the above program is unusual and

should not be expected of every local business or corporation. However, such a partnership between an after-school program and a local business can develop over time if it is managed properly. The level of commitment and involvement of local corporations and businesses in an after-school program could range from sponsoring a school-based site by contributing funds to actually operating and staffing the program at the business or corporation's facilities.

- **Individual contributions**

Another important local resource for after-school programs is individual contributions from local citizens. As noted in Chapter 6, the study programs conducted local fundraising initiatives and special events to generate needed funds from individuals to support program operations. The Boys and Girls Clubs of Pitt County holds an annual dinner auction that generated over \$90,000 in 1997. The Forsyth County SOS program raised over \$7,000 to support program operations in its first annual campaign in 1998. Although the study programs generated only 6 percent of their revenues through local fundraising efforts, the funds helped programs to provide a wider range of services and activities for participants.

- **Parent fees**

Parent fees should be considered as one of the many local revenue sources available to program managers. Although parent fees can be difficult to administer and controversial with parents and communities, fees represent one of the many local revenue sources available to help support program operations. Fees can also serve as a means to increase parental involvement in the programs by asking parents to invest financial resources in their operations.

Before asking parents to pay a fee for program services, program managers and/or boards need to make a number of important decisions. First, they need to determine whether to charge a flat monthly fee for parents or to have a graduated fee schedule based on the family size or income levels.<sup>92</sup> In addition, managers need to devise a plan to provide scholarships or institute creative payment plans for parents who legitimately can not afford to send their children to the programs.

Perhaps the most significant challenge for programs serving middle school youth is convincing parents that it is worth paying a fee to send their children to an after-school program, rather than having them in a cheaper, alternative after-school arrangement such as being home alone or being supervised by older siblings. Program managers need to communicate the value of program services to parents by outlining the specific services that their children will receive from the program--for example, adult supervised homework assistance, games, mentors, field-trips, sports, and educational guest speakers.

Managers might also consider informing parents about the actual cost of serving their child in order to illustrate the value of the program services. For example, parents might be asked to pay a fee of \$10 a month, while the actual program cost to serve their child is \$100 per month. The bottom line is that after-school programs represent a tremendous value for parents by providing peace of mind. Parents know that their children are involved in supervised educational activities with their peers rather than being uncertain about the whereabouts of their children after school.

- **Youth run fundraising drives**

As the primary customers of after-school programs, young people who attend these programs should also play a role in generating funds to help support program operations. The young people at the study programs have organized talent shows, penny drives, car washes, candy sales, and other types of fundraising drives to help generate funds to sup-

port program activities. By involving young people in the fundraising processes, programs can generate funds for specific activities such as field trips or other types of outings. Most importantly, young people will develop more ownership in the program by having input into the decisions that are made by program managers about the design and implementation of fundraising activities. Young people will also acquire fund development skills and learn more about the challenges of managing a youth development program.

- **Local governments**

An important local funding source for two of the study programs were local government units. Both the Boys and Girls Clubs of Pitt County and the Hillcrest Enrichment Program received a portion of their funds from city and county governments. Before the Boys Girls Clubs of Pitt County (BGCP) opened a satellite club in the town of Ayden, the BGCP executive director and board members approached town officials in Ayden and Grifton and requested contributions of facility space and funds to support the activities of the proposed club. Ayden's town council voted to allow the club to use an old school owned by the town rent-free as the facility for the club and to contribute \$10,000 annually to club to pay for part of the club's operational expenses. The town of Grifton, meanwhile, contributes \$5,000 annually to the club to allow young people from this town to attend the Ayden Club. The funds from the towns of Ayden and Grifton provided the necessary resources to open and to continue to operate the Ayden Club.

The Hillcrest Enrichment Program also receives funding from local governments. The city of Asheville provided the program with approximately \$33,000 in 1997-98. In addition, the Buncombe County Commissioners awarded the program a \$38,000 grant to hire peer tutors for the after-school program.

- **Local membership organizations**

After-school programs can also tap additional resources in their community with the assistance of such local membership organizations as the chamber of commerce, or the Rotary, Elks, Shiners, or VFW clubs. Many of these organizations can provide direct financial support of programs and assistance with procuring in-kind contributions. In addition to providing access to community resources, local membership organization meetings can also serve as a forum for program directors to publicize their programs to members.

### **Conclusion**

As managers search for scarce federal, state, foundation, and local funds to operate after-school programs, they should advertise the positive effect that participating in an after-school program can have on the development of young people. Managers should share the results of their own evaluation efforts with funders to help illustrate the beneficial impact of these programs. In addition, managers should highlight the positive contributions their program makes to the general community in terms of immediate delinquency deterrence and long-term academic improvement. Benefits like these are appealing to many potential supporters of after-school programs..



## Chapter IX: Conclusion

**T**he goal of this study was to identify practices that strengthen after-school programs and increase the positive differences they make in the lives of young people. The study programs that were able to help deter delinquency for more students and make other positive differences in more study participants' lives provided structured homework assistance, operated community-based program sites or provided regular transportation, and recruited sufficient numbers of volunteers (and conducted targeted enrollment for at-risk youth). In addition, the African American study participants whose programs had an African American cultural enrichment emphasis were more likely to increase or maintain their Coopersmith self-esteem scores than were the African American participants at programs without cultural enrichment.

The above findings are suggestive and do not represent a definitive set of program characteristics that should be a part of every after-school program. Based on our observations, young people respond favorably to program activities that help them with their school work, allow them to interact freely with their friends, provide some recreation opportunities, and expose them to new ideas and places. After-school programs are a complex mixture of program characteristics shaped by the ever changing needs of young people and the community.

It is up to each community to decide how to design after-school programs to meet their unique needs. Program organizers need to blend together those characteristics that are best suited to serve the young people in their communities. The *After-School Program Handbook* is intended as a resource guide to assist program organizers as they set out to design effective after-school programs.

Potential program organizers should understand that starting and managing an after-school program is not a simple task. Staff members at each of the six after-school programs faced ongoing challenges, particularly in encouraging young people to attend their programs on a regular basis. In fact, 33 percent of the study participants attended their programs less than half of the total number of days the program was offered over the study period.

The programs also struggled with limited funds to provide regular transportation in rural areas, conflicts with other after-school activities such as band and sports, limited support and resources from the public schools, and wavering commitment levels of participants and their parents throughout the school year. Still, if after-school programs are going to make a positive difference in the lives of participants and help to reduce delinquency, then it is critical for participants to attend regularly. At a minimum, regular attendance means that young people are in supervised, safe settings rather than left to find their own ways to pass the time.

In response to the needs of after-school programs and youth, state policy makers need to more effectively coordinate resources to support local programs that target at-risk youth, provide regular transportation in rural areas, use community-based sites, and provide structured homework assistance. In some places, it maybe most effective and more efficient for existing programs to expand services for more young people. Alternatively, local community leaders may need to develop and support programs that meet the particular needs of special populations. To thrive, programs need qualified and committed program staff, diverse local funding sources, and strong agency partnerships. Together, these state and local strategies can help the state to better meet the academic and behavioral needs of young people during the after-school hours.



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26. The program managers at Rockingham County SOS believe that the Youth After-Hours program and the SOS program have made an impact on juvenile delinquency in Rockingham County. They report that from 1994-95 to 1996-97, the number of delinquency complaints have decreased in Rockingham County by 58 percent, the number of delinquent juveniles decreased by 70 percent, and the number of court involved youth decreased by 67 percent.

27. The address for this webpage is <http://www.ospl.state.nc.us/sdn/>.

28. US Department of Justice, Bureau of Justice Statistics' Webpage, [http://www.ojp.usdoj.gov/bjs/cvict\\_v.htm](http://www.ojp.usdoj.gov/bjs/cvict_v.htm)

29. A map and listing of contact numbers for CBA Regional Offices can be found in Appendix A.

30. Sample copies of the parent and youth surveys used by the director are presented in Appendix B and C.

31. "What Young Adolescents Want and Need from Out-of-School Programs: A Focus Group Report," 1992. The Carnegie Council on Adolescent Development, Appendix C, S.W. Morris & Company pp. 40-45.

32. The program goal and objectives are from the Cleveland County Schools' Governor's Crime Commission Application, pg. 3.

33. The program goal and objectives are from the Rockingham County Support Our Students Grant Proposal, 1996, pp. 1-2.

34. The form used by Rockingham county SOS is presented in the Appendix D.

35. A sample YMCA of Greater Winston-Salem SOS monthly calendar is listed in Appendix E.

36. The program characteristics investigated by the research team are described in the chart below along with the number of program sites.

37. The Chi-square probability of error is less than 1 percent.

38. The Chi-square probability of error is less than 1 percent.

Program Characteristics	Definition	Number of Sites High/Yes	Number of Sites Low/No
<b>Program Resources</b>			
<b>Computer availability</b>	Computers are available for participants to use at site.	16	1
<b>Education levels of staff members</b>	High = More than 77 percent of staff members have a Bachelors degree.	5	12
<b>Number of field trips per program day</b>	Estimated by dividing the number of field trips by the total number of program days.	8	9
<b>Number of program days per week</b>	High = 5 days per week Low = 4 days per week	11	6

<b>Program Characteristics</b>	<b>Definition</b>	<b>Number of Sites High/ Yes</b>	<b>Number of Sites Low/ No</b>
<b>Regular transportation</b>	Participants are driven home in program vehicles at the conclusion of each program day.	2	15
<b>Snacks and refreshments</b>	Participants receive a nutritious snack each day.	9	8
<b>Student-to-staff ratios</b>	The proportion of the average daily attendance at the site to the number of staff members.	8	9
<b>Volunteer hours per child</b>	Estimated by dividing the number of volunteer hours at a program by the program's average daily attendance.	9*	8**
<b>Program Emphasis</b>			
<b>Cultural enrichment emphasis</b>	Participants regularly learn about African American cultural identity, history, and achievements through activities, field trips, discussions, and workshops.	4	13
<b>Structured homework assistance</b>	Participants are required to complete their homework assignments in a quiet work area free from external distractions during an established period of time. Participants receive individual tutorial assistance from volunteers, teachers, staff members, or peer leaders. The staff members at these programs also maintain ongoing communication with the participants' teachers and parents in order to monitor their academic progress.	12	5
<b>Structured recreation emphasis</b>	Structured group activities such as a marching band or drill team.	4	13
<b>Target Population</b>			
<b>Community-based sites</b>	Located in public facilities that are within walking distance of low-income neighborhoods, public housing communities, or public schools where there are high concentrations of young people.	6	11
<b>School-based sites</b>	Located in public schools to serve students who attend those schools.	10	7
<b>Targeted enrollment policy</b>	Specific group of young people recruited by either using a set of at-risk criteria or by locating program sites in areas of high concentrations of low-income youth.	9*	8**
*These nine sites had both a high number of volunteer hours per child and a targeted enrollment policy. **These eight sites had both a low number of volunteer hours per child and no targeted enrollment policy.			

39. The Chi-square probability of error is less than 1 percent.
40. The Chi-square probability of error is 8.5 percent.
41. The Chi-square probability of error is 3 percent.
42. The Chi-square probability of error is 58 percent.
43. The Chi-square probability of error is 7 percent.
44. The Chi-square probability of error is 5 percent
45. The Chi-square probability of error is 26 percent
46. The Chi-square probability of error is less than 1 percent
47. The Chi-square probability of error is 1 percent
48. A sample copy of the letter of induction to church pastor's and members is presented in Appendix F.

49. A sample copy of this letter is presented in Appendix G.
50. From the "Rockingham County Support Our Students Letter to Principals and Counselors."
51. A sample copy of the parent letter is presented in Appendix H.
52. The Chi-square probability of error is 3 percent
53. See Appendix I for a sample award certificate.
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63. Ginsberg, A., pg. 24.
64. Chapter VI of this study's final report provides a detail explanation of these cost estimates.
65. The annual cost per child is for the time period August 1997 to May 1998.
66. The YMCA of Greater Winston-Salem's Site Visitation Evaluation Form is presented in Appendix J.
67. The handbook can be ordered by call the US Department of Education at 877-4ED-PUBS.
68. The handbook can be reviewed at <http://www.wkkf.org/empire/?SubSystemID=3&ComponentID=1563>.
69. O'Sullivan, Rita G., and Cheryl V. Tennant. (1993) Programs for At-Risk Student: A Guide to Evaluation, Corwin Press: Newbury Park, CA .
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71. Congress authorized 21st Century Community Learning Centers under Title X, Part I of the Elementary and Secondary Education Act.
72. The Mott Foundation funding is intended to provide technical and evaluation support for after-school programs. The foundation is profiled in the foundation resources section in this chapter.
73. Title I of the Housing and Community Development Act of 1974 (42 U.S.C. 5301 et seq.); 24 CFR Part 570. From the HUD description of the State CDBG Program at <http://www.hud.gov/progdsc/cdbg-st.html> pg. 2.
74. Ibid, pg. 1.
75. North Carolina Department of Public Instruction. These funds are allocated under Report Code 64.
76. "Highlights of the North Carolina Public School Budget, January 1998," Department of Public Instruction School Finance Division of School Business, pp. 12-13.
77. The process involved with distributing these funds varies from LEA to LEA. Usually the LEAs' board of education, general administration, and principals are involved with deciding how these funds will be distributed.

78. Highlights of the North Carolina Public School Budget, January 1998,” Department of Public Instruction School Finance Division of School Business, pg. 31.
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84. The legal authority for the CBA program is NC General Statutes 7A-289.13-16.
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91. Ibid.
92. The graduated fee schedule of the YMCA of Greater Winston-Salem SOS is presented in Appendix K.





## Acknowledgements

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This study would not have been possible without the time and support of the 187 study participants and their parents who agreed to participate in the study. We thank them for their time, assistance, and support of the study.

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Kyle Gray  
Barbara Roole  
Gordon Whitaker



## Executive Summary

“I believe, from what I hear in the community and from the kids that I know, that the kids are less likely to be in trouble. They are more focused. I am a real believer, especially with adolescent kids that the busier you keep them in structured supervised situations the less time they have got to get into trouble. Being a part of the drum corps is a source of pride for kids. One of the real positive outcomes of the program is that it gives kids a good focus and a source of pride in themselves and what they do.”

--Marsha Bate, President of the Youth Services Action Group, Asheville, North Carolina

After-school programs are designed to help young people by deterring delinquency and improving their self-esteem and academic performance. UNC's Center for Urban and Regional Studies conducted a sixteen-month study of six after-school programs in North Carolina for the Governor's Crime Commission. The study focused on programs for middle school youth. The Crime Commission's Juvenile Delinquency Prevention Committee sponsored the study to learn more about the impact of after-school programs on young people and to gather information on the organizational characteristics of these programs. The goal was to identify practices that strengthen after-school programs and increase the positive differences they make in the lives of young people. Those practices are presented in this handbook.

### Benefits of after-school programs

After-school programs complement the missions of both law enforcement agencies and the public schools by helping young people to stay out of trouble and to improve their academic performance. Most directly, after-school programs benefit young people by engaging them in supervised activities during the period between the end of school and supper time when juveniles are most likely to commit delinquent acts. Researchers in this study observed that young people whose programs provided structured homework assistance were more likely to attend the program regularly, to complete their homework, and to improve their English and math performance. Moreover, the majority of the 187 study participants expressed the belief that attending the programs helped them to stay out of trouble.

### Chapter I: Introduction (Page 1)

The *After-School Program Handbook* presents program practices and strategies designed to help communities start effective after-school programs and improve the operations of existing programs. Our methods of assessing practices are summarized.

### Chapter II: What evidence is there that after-school programs work? (Pages 3-5)

Other studies have observed the positive influences that after-school programs have on participants in the following areas:

- **Academic improvement** (p. 3)
- **Behavior improvement** (p. 4)

### Chapter III: How do communities assess the need for an after-school program? (Pages 7-10)

- **Self-esteem improvement** (p. 5)  
Formal and informal assessments of the needs of young people and parents helped in the development of after-school programs:
- **Review community needs assessments and demographic statistics**—The study programs reviewed and noted the findings of local needs assessments and key demographic data to identify a need for the proposed program. (p. 7)
- **Survey young people and their parents**—The programs used surveys, interviews, and other informal methods to assess the needs and interests of parents and young people. (p. 9)
- **Conduct community forums and focus groups**—These meetings helped programs to better understand the needs and interests of parents and young people who were to be targeted by the program. (p. 10)

### Chapter IV: How do communities implement after-school programs? (Pages 13-29)

The research team observed the critical role that the following institutional settings and practices played in implementing effective after-school programs:

- **Develop a program governance structure**—To clarify responsibilities for program policies and operations, the study programs created advisory boards or reported to existing community boards or officials. (p. 13)
- **Establish clear and measurable program goals and objectives**—Clearly written and measurable goals and objectives provide guidance for program management and redesign and permit funders and the broader community to learn about a program's accomplishments. (p. 15)
- **Identify and secure funding and community resources**—The study programs creatively pulled together initial funding from a variety of local, state, and national sources during the first stages of implementation. (p. 17)
- **Establish a budget**—To better manage limited financial resources, the study programs established annual budgets. (p.18)
- **Enlist support of an appropriate sponsoring organization**—Sponsoring organizations have the legal authority for the program, including securing funding, hiring staff, and conducting evaluations. (p. 19)
- **Recruit qualified and committed program management, staff, and volunteers**—The adults affiliated with the study programs manage program operations, supervise the participants, plan activities, provide tutorial assistance, and serve as role models for participants. Their skills and dedication are critical to program success. (p. 20)
- **Identify adequate facilities**—The quality and location of the program facilities have a direct impact on who is served, whether transportation is needed, how comfortable participants are, and which activities the program provides. (p. 22)
- **Create incentives for positive behavior**—To foster positive behavior, program managers created systems of regular evaluation of students' behavior and rewards for students whose behavior met program standards. (p. 24)
- **Provide a balance of fun and educational activities**—After-school programs offer participants a wide range of activities to encourage them to attend regularly. (p. 25)
- **Create opportunities for peer leadership**—Programs provide opportunities for participants to assume leadership positions that allow them to take part in program decision making, management, and administration. (p. 29)

## Chapter V: What program characteristics are most likely to help deter delinquency and make other positive differences in the lives of young people? (Pages 31-46)

The following program characteristics were systematically related to greater delinquency deterrence and other positive differences in young people's lives:

- **Provide structured homework assistance**—Participants at these sites were more likely to attend programs regularly, complete their homework, and improve their English grades and math EOG test levels. (p. 34)
- **Operate community-based sites**—Participants at these sites were more likely to attend their program regularly. (p. 36)
- **Provide regular transportation**—Participants at these sites were more likely to attend their program regularly. (p. 38)
- **Recruit volunteers/conduct targeted enrollment**—Participants at sites that had high numbers of volunteers and conducted targeted enrollment were more likely to attend their programs regularly and to say that attending their program helped them to stay out of trouble. Because the same program sites had both of these characteristics, we could not determine the separate effects of each. (p. 41)
- **Emphasize cultural enrichment**—African American participants at sites with an African American cultural enrichment emphasis were more likely to increase or maintain their self-esteem scores than were African American study participants at sites that did not have a cultural enrichment emphasis. (p. 43)

The practices and strategies used by the program managers to maintain support of after-school programs include:

## Chapter VI: How do communities maintain ongoing support for after-school programs? (Pages 47-54)

- **Recognize program supporters**—To encourage the support and commitment of volunteers, after-school programs regularly recognized supporters for their time and resources. (p. 47)
- **Involve parents**—The study programs encouraged parents to participate in program activities and governance as a way to maintain their ongoing support. (p. 48)
- **Promote program through local media outlets**—By informing the general public about program activities and accomplishments through news stories, the study programs were able to generate and maintain support. (p. 48)
- **Form collaborations and partnerships**—The collaborations and partnerships formed by the study programs allowed them to provide a wider range of services for youth participants without spending additional funds. (p. 49)
- **Conduct local fundraising events**—The funds generated by local fundraising events and special events helped programs to provide more field trips and better resources for participants. (p. 52)
- **Develop diverse funding sources**—The diversification of funding sources helps to ensure program stability and growth. (p. 53)
- **Develop a long-range plan**—Planning can help programs move successfully into the future. (pg. 54)

The need to evaluate the performance of after-school programs has become increasingly important to policy

## Chapter VII: How is the performance of after-school programs evaluated? (Pages 55-65)

makers and grantors. Evaluations of operations and outcomes also inform program managers as they refine and improve policies and procedures. In response to these needs, programs have developed a variety of measures:

- **Measure academic performance**—Study programs reviewed school grades, teacher and parent assessments, and test scores. (p.55)
- **Measure social behavior**—Measures of behavior were based on school discipline records and direct monitoring of students' behavior in after-school programs. (p. 58)
- **Measure delinquency**—Program managers maintained informal contact with juvenile court and school guidance counselors to learn more about after-school program participants' involvement with the courts. (p. 61)
- **Measure self-esteem**—To assess the self-esteem of participants, the study programs used various survey instruments to measure any changes in self-esteem over the program year. (p. 62)
- **Conduct program assessment surveys**—The study programs used parent, participant, and teacher surveys to evaluate the quality of program services, activities, and operations. (p. 63)
- **Analyze and interpret financial data**—The average daily out-of-pocket cost of providing program services for each young person for the six study programs was \$9.13. Data on both revenues and expenditures are important measures. (p. 63)
- **Write and distribute program reports**—The study programs wrote year-end reports to inform grantors and the broader community about program performance and quality. (p. 64)

A wide range of local, state, and national resources exist to support the development and operation of after-

## Chapter VIII: What resources are available to start an after-school program? (Pages 67-78)

school programs:

- **Investigate federal resources**—The federal government provides funding, technical support, and other resources to help local communities start, develop, and improve after-school programs. (p. 67)
- **Identify state resources**—In North Carolina, four state agencies provide financial and technical support to communities who have developed after school programs. (p. 69)
- **Research foundation resources**—Foundation support has helped programs to provide participants with a wider and more innovative range of services and activities. (p. 73)
- **Develop local resources**— The long-term viability of after-school programs is contingent on developing a diverse array of local financial resources to support program operations. (p. 76)

## Conclusion (Page 79)

## Appendices (Pages 87-106)

# **After-School Program Handbook: Strategies and Effective Practices**

**November 1998**

**Prepared for :**

The Governor's Crime Commission  
North Carolina Department of Crime Control and Public Safety

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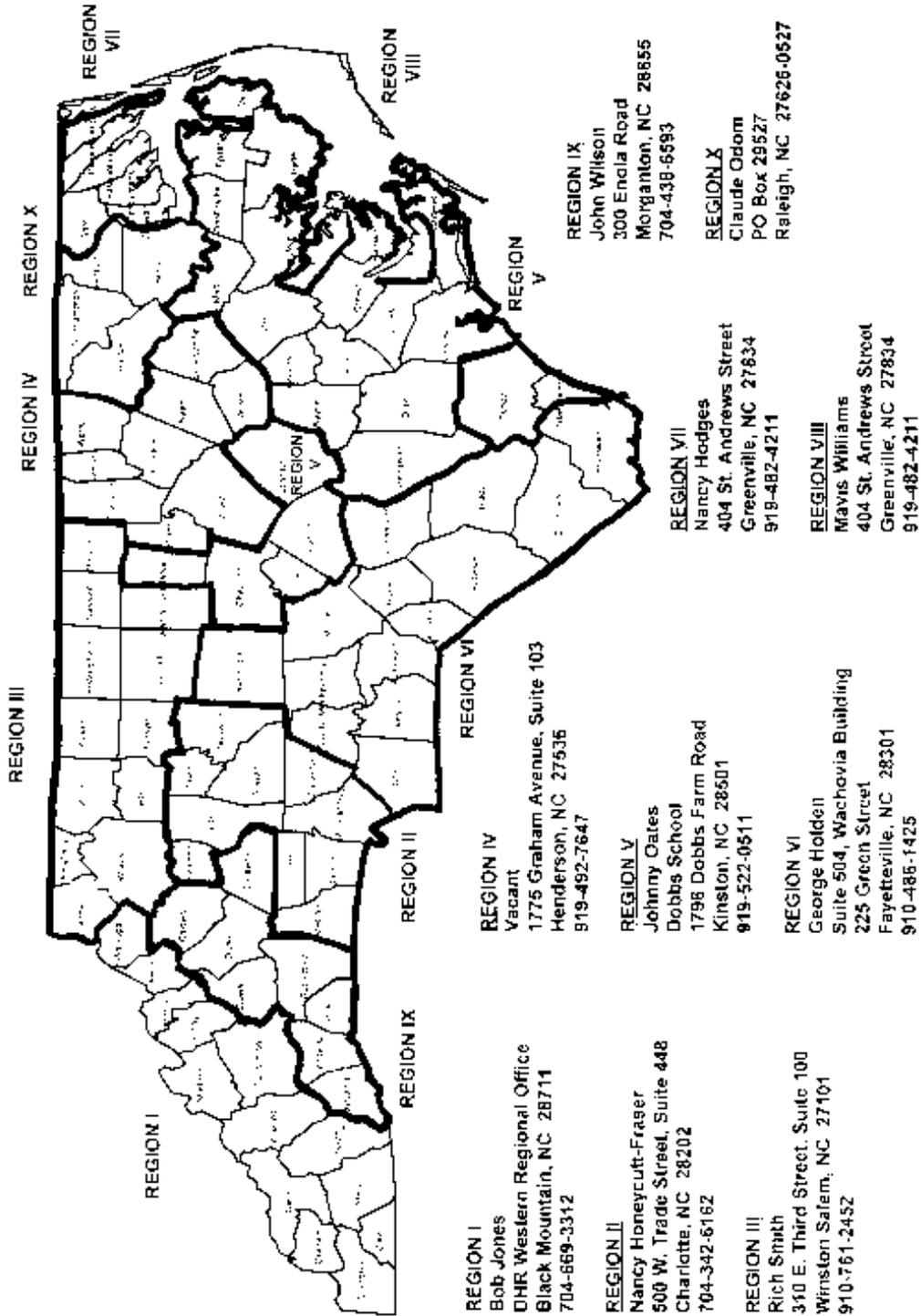
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Appendix A

**CBA REGIONS, REGIONAL CONSULTANTS AND COUNTIES SERVED**



**Appendix B**

SURVEY OF AFTER-SCHOOL NEEDS FOR CREST MIDDLE SCHOOL STUDENTS

1. After school I stay: (you may have more than one answer)

- (1) \_\_\_\_ At home with parent.
- (1) \_\_\_\_ At home with another adult.
- (2) \_\_\_\_ At home with older child.
- (3) \_\_\_\_ At home alone.
- (4) \_\_\_\_ At home with younger brothers/sisters.
- (5) \_\_\_\_ At a relative's house.
- (6) \_\_\_\_ At a friend's house.
- (7) \_\_\_\_ At a parent's workplace.
- (8) \_\_\_\_ In the home of a paid sitter.
- (10) \_\_\_\_ In an after-school program. (like Girl's Club or Boy's Club)
- (11) \_\_\_\_ At a meeting, lesson, class, team practice, recreational activities or something like that.
- (12) \_\_\_\_ Other. (Please describe)

2. It's possible that an after-school program may be started at Crest Middle School. It will offer a combination of educational and recreational programs. Transportation from school to home will be provided. There will be no cost to participants. Would you be interested in attending?

\_\_\_\_ Yes

\_\_\_\_ No

**Appendix B**

**SURVEY OF AFTER-SCHOOL NEEDS FOR CREST MIDDLE SCHOOL STUDENTS**

3. How many days each week would you like to see the program offered?

\_\_\_\_\_ Two days

\_\_\_\_\_ Three days

\_\_\_\_\_ Four days

4. What would you like to see offered after-school? (Check all you would want)

\_\_\_\_\_ Sports (softball, volleyball, etc.)

\_\_\_\_\_ Interest Sessions  
(CPR, Art, Drama,  
Babysitting, etc)

\_\_\_\_\_ Time to do homework

\_\_\_\_\_ Career Explorations

\_\_\_\_\_ Tutoring

\_\_\_\_\_ Field Trips

\_\_\_\_\_ Time to talk, rest

\_\_\_\_\_ Snacks

\_\_\_\_\_ Opportunities to help others

\_\_\_\_\_ Time on computers

\_\_\_\_\_ Other (please list your suggestions)

5. Other information:

Grade you will be in during the next school year

\_\_\_\_\_ 6<sup>th</sup>

\_\_\_\_\_ 7<sup>th</sup>

\_\_\_\_\_ 8<sup>th</sup>

\_\_\_\_\_ 9<sup>th</sup>

Check One:

\_\_\_\_\_ male

\_\_\_\_\_ female

Your Name: \_\_\_\_\_

Name of Parents: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Additional Comments or Suggestions:



SURVEY OF PARENTS  
AFTER-SCHOOL NEEDS FOR CREST MIDDLE SCHOOL STUDENTS

6. What would you like to see offered after school? (Check all you would want)

- |                                                               |                                                                                    |
|---------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> Sports (softball, volleyball, etc)   | <input type="checkbox"/> Interest Sessions<br>(CPR, Art, Drama, Babysitting, etc.) |
| <input type="checkbox"/> Time to do homework                  | <input type="checkbox"/> Career Explorations                                       |
| <input type="checkbox"/> Tutoring                             | <input type="checkbox"/> Field Trips                                               |
| <input type="checkbox"/> Time to talk, rest                   | <input type="checkbox"/> Snacks                                                    |
| <input type="checkbox"/> Opportunities to help others         | <input type="checkbox"/> Time on computers                                         |
| <input type="checkbox"/> Other (please list your suggestions) |                                                                                    |

7. Which of the following activities would you volunteer to take part in? (check all that apply)

- |                                                            |                                               |
|------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Helping students with school work | <input type="checkbox"/> Coaching             |
| <input type="checkbox"/> Teaching a skill                  | <input type="checkbox"/> Going on field trips |
| <input type="checkbox"/> Others                            |                                               |

8. Additional comments, suggestions, or recommendations:

If we may contact you for further information, please list your name, address, and phone number below.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

*THANK YOU FOR YOUR TIME*

**Rockingham County Support Our Students**  
**Weekly Incentives Chart**

Student name: \_\_\_\_\_ School \_\_\_\_\_ School year: \_\_\_\_\_

<b>Criteria</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Attendance</b>					
<b>Promptness</b>					
<b>Quality of Work</b>					
<b>Effort/Improvement</b>					
<b>Cooperation with others</b>					
<b>Initiative</b>					
<b>Time on task</b>					
<b>Ability to listen</b>					
<b>Conscientiousness</b>					
<b>Overall Attitude</b>					
<b>Total</b>					

Key:    Successful=1                      Needs improvement=0

Appendix E

YMCA  
 Support Our Students  
 Crime & Consequences  
 Mineral Springs



March 98



Sun Mon Tue Wed Thu Fri Sat

1	Fitness Computer Lab	2	Penny Drive	3	Character Development Computer Lab	4	Jeopardy Practice	5	Movie/ Games	6	7	
8	Jeopardy Practice Computer Lab	9	10	Guest Speaker	11	Arts & Crafts Computer Lab	12	Staff Mtg No SOS	13	No SOS SCHOOLS OUT	14	
15	Fitness Computer Lab	16	3:30	17	Visit Jail	18	Character Development Computer Lab	19	James Blackburn Speaker	20	Laser Storm	21
22	3:30 visit Police Department	23	24	Jeopardy Practice	25	Arts & Crafts Computer Lab	26	Jeopardy Practice	27	Pizza party	28	
29	Jeopardy Practice	30	31	Jeopardy Championship								
		Homework 2:30- 3:15 PM										
Students will be collecting pennies for the YMCA Annual Partnership Campaign												

**Appendix F**

**Rockingham County  
Youth Services  
Youth Involvement Program**  
P.O. Box 301  
335 County Home Road  
Wentworth, NC 27375-0301

DEAR PASTOR & MEMBERS:

**Youth After Hours**-a program being sponsored by Rockingham County Youth Involvement /Youth Services provides after school guided growth services with structured activities for Middle School-aged youth at risk of court involvement by virtue of their being identified at risk by school personnel and/or by virtue of their living in targeted areas. The areas are those which have a high frequency of delinquency and criminal activity due to the primary contributing factors in the designated areas of the county.

The goal of **Youth After Hours** is to provide a structured service plan of enrichment activities aimed at improving each participant's self-esteem, social consciousness, and both social and personal growth and development. To achieve this goal, structured activities after school from 3:30-6:30 p.m. will include the following:

- 3:30-3:45 Healthy after school snack provided by site coordinator
- 3:45-5:00 Recreational or Guided Growth activities including art, music, sports, drama, storytelling, field trips and group work projects. Activities led by site coordinators, screened volunteers, and invited guests.
- 5:00-5:45 Homework and tutoring time conducted by site coordinators, volunteers and peer tutors.
- 5:45-6:15 Sessions on anger management, conflict resolution, problem solving, self-worth, life skills, and leadership development conducted by program coordinators, site coordinator, or invited guest.

We are in need of volunteers to help us in any capacity. If you have anyone interested in volunteering, please have them call 342-5756. Thank you very much.

**Appendix G**

**Rockingham County  
Youth Services  
Youth Involvement Program  
P.O. Box 301  
335 County Home Road  
Wentworth, NC 27375-0301**

To: School Counselors, Teachers and Principals  
From: Teresa Price, Youth Services Program Director  
Lynn Flowers, SOS Program Coordinator

Rockingham County Youth Services is continuing the “Support Our Students” (SOS) program this year, serving six school in the county. SOS is an after-school program targeted to reach at-risk middle school-aged students. SOS has been credited with helping students improve grades, behavior and attitude – these improvements carry over into the classroom and at home.

The proposed sites for the 1998-99 school year are Lincoln, Reidsville Middle, Holmes Middle, Western Rockingham Middle, Bethany and Wentworth. Each site will serve between 20 and 25 sixth through eighth graders.

Criteria for these students include the following:

- Students who could be academically successful with more attention
- Students who can improve their work habits
- Students who are able to work well with a group
- Students who are at-risk by nature of family dysfunction or neighborhood
- Students who need to be exposed to new experiences
- Students who need nurturing to improve self-confidence and self-esteem
- Students who are not being served by any other program
- A racial and gender mix should be considered with a fair balance

Due to the unavailability of qualified drivers and vehicles and the high cost of transporting rural students all over the county, we must serve those who can provide their own way home. This arrangement will enable us to serve more children for the entire school year and to provide more field trips and special activities for participants.

We would like each counselor to distribute the “Student Referral Sheets” to 6<sup>th</sup>-8<sup>th</sup> grade teachers who will identify up to 5 students who meet the criteria for the program. From these lists of potential participants, we can get underway and begin helping these young people have a more successful school year.

We look forward to working together to give our youth every opportunity possible. Thank you for your help and cooperation.

**Appendix G**

**Rockingham County**  
**Youth Services**  
**Youth Involvement Program**  
P.O. Box 301  
335 County Home Road  
Wentworth, NC 27375-0301

To: 6<sup>th</sup> through 8<sup>th</sup> grade Teachers  
From: Guidance Department and  
Lynn Flowers: SOS Program Coordinator  
Re: Student Referrals for SOS After-School Program

Dear Teachers,

Attached is information regarding the SOS after-school program which will work with at-risk Middle School students.

Since you know which students could benefit from some tutoring and extra attention, we would appreciate your input in recommending students for this program. Please list 1 to 5 students (or more, if you feel there is a need) who could benefit from SOS, and return the list to Guidance. Thanks for your help!

Students referred for "SOS"

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Rockingham County**  
**Youth Services**  
**Youth Involvement Program**  
P.O. Box 301  
335 County Home Road  
Wentworth, NC 27375-0301

To: Parents of Student Candidates

From: SOS Coordinators

Re: "Support Our Students" After School Program (SOS)

Your child has been selected to participate in the SOS Program. SOS is an after-school program that is designed to provide enrichment opportunities to children who might ordinarily miss out on these opportunities after school.

The program schedule consists of three hours of after school involvement, four days a week (Monday through Thursday), during which your child will be tutored in his or her school subjects by the program Coordinators and/or Volunteers. Your child will also participate in educational and fun activities that are geared toward the development of the following:

- \*career exploration
- \*self-esteem
- \*self-confidence
- \*coping skills (anger, stress, depression)
- \*drug and alcohol awareness
- \*physical well-being (nutrition, exercise, organized games)
- \*citizenship awareness & cultural enrichment (guest speakers & field trips)

The program is limited to 25 participants, and there is no charge or expense for your child to participate. **It is necessary, though, that you provide transportation from the program for your child and we ask that they be picked up on time.** Please discuss this program with your child, and if you and your child agree that he or she should participate, please sign and return the enclosed forms immediately. Please notify us if you do not intend for your child to participate, as we will need to contact alternate participants and parents. Thank you for your timely attention to these matters and we look forward to a fun and successful year.

Sincerely,  
Lynn Flowers  
Program Coordinator  
Office: 342-5756

Appendix I

YMCA of Greater Winston-Salem  
Support Our Students

**Special Volunteer Award**

*awarded to:*

Detective Deb Tripp

Winston-Salem Police Department

April 21, 1998

**Appendix J**

THE YMCA OF GREATER WINSTON-SALEM

**SITE VISITATION**

Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

Observer: \_\_\_\_\_ Site: \_\_\_\_\_

Principal: \_\_\_\_\_

Accompanied By: \_\_\_\_\_

Branch: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Staff Present: \_\_\_\_\_ Number of Children Present: \_\_\_\_\_

Site Supervisor Present: \_\_\_\_\_

Staff Present: \_\_\_\_\_

**SAFETY:**

A. Counselor with each Group:  Yes  No

B. Site Supervisor Available:  Yes  No

C. First Aid Equipment:  Yes  No

1. First Aid Kit:  Yes  No

Contents: \_\_\_\_\_

2. Fanny Packs:  Yes  No

Contents: \_\_\_\_\_

3. Spill Kits:  Yes  No

Comments: \_\_\_\_\_

**Appendix J**

D. Working Telephone:  Yes  No

Located: \_\_\_\_\_

E. Food protected and properly stored:  Yes  No

Comments: \_\_\_\_\_

F. Sign-in/Sign-out properly managed:  Yes  No

1. Parents are initialing sheets?  Yes  No

2. Parents are recording time?  Yes  No

3. Parents are physically coming in to pick up child?  Yes  No

G. Staff can articulate emergency procedures:  Yes  No

1.

2.

3.

4.

5.

6.

7.

Other:

H. Staff wearing YMCA Picture ID Badge:  Yes  No

I. Are all YMCA Drivers Approved:  Yes  No

1.

2.

3.

4.

**Appendix J**

- 5.
- 6.
- 7.
- 8

J. **Staff Meetings**  Yes  No

How Often? \_\_\_\_\_

II. **PUBLIC RELATIONS:**

A. **Cleanliness/Appearance of Room(s):**

B. **We have access to the following Rooms:**

C. **Appearance of Staff:**

1. Staff following Dress Code:  Yes  No

D. **Bulletin Board/Parent Communication:**

- |     |                             |                              |                             |
|-----|-----------------------------|------------------------------|-----------------------------|
| 1.  | Bulletin Board              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.  | Newsletter                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.  | Monthly Schedule            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.  | Weekly Schedule             | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.  | Fliers, Notices, Etc.       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.  | Behavior Notices            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.  | Where is Your Child.        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.  | Mission Statement:          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.  | Emergency Procedures        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. | Emergency Info. On Children | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. | Monthly Theme               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. | Discipline Rules            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13. | Fire Drills/Tornado Drills  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

E. **Parents Advisory Board:**

**Appendix J**

**F. Staff assigned to greet/acknowledge Parents:**

**G. YMCA logo/sign on exterior or interior of site:**

**H. Character Development Sign(s) posted:**

**III. PROGRAM CONTENT/SUPERVISION:**

**A. Children are assigned to groups:**  Yes  No

    By Age:  Yes  No

    By Gender:  Yes  No

    Abilities:  Yes  No

**B. Staff maintain visual and interactive contact with children:**  Yes  No

**C. Staff can articulate YMCA Child-Enrichment Program goals:**  Yes  No

**D. Staff can articulate the goals of their program:**  Yes  No

1.

2.

3.

4.

**D. Site had appropriate indoor/outdoor space:**  Yes  No

**E. Schedule posted:**  Yes  No

    Were copies available?  Yes  No

**Appendix J**

**F. There is some evidence that staff  
is teaching children proper behavior/speaking  
respectfully (versus corrective punishment)**

Yes       No

Examples: \_\_\_\_\_

\_\_\_\_\_

**G. Program includes:**

**1. YMCA Youth Fitness/Games:**       Yes       No

Fitness: \_\_\_\_\_

Games: \_\_\_\_\_

**2. Homework/Tutoring:**       Yes       No

**3. Values Education/Huddles:**       Yes       No

**4. Swimming:**       Yes       No

**5. Field Trips:**       Yes       No

**1. Parents Permission Forms:**       Yes       No

**6. Arts/Crafts:**       Yes       No

**H. Are YMCA-approved forms being used:**       Yes       No

**Appendix J**

**COMMENTS:**

**SUGGESTIONS:**

\_\_\_\_\_  
**(Site Visit Conducted By)**

\_\_\_\_\_  
**(Date)**

cc: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**(Please forward original to Risk Management Coordinator, Metro Office)**

**Appendix K**

**SUPPORT OUR STUDENTS  
FINANCIAL ASSISTANCE GUIDELINES**

Household Gross Annual Income Level	Number in Family Unit							
	2	3	4	5	6	7	8	over 8
\$8,000	\$10	10	10	10	10	10	10	10
\$10,000	\$10	10	10	10	10	10	10	10
\$12,000	\$10	10	10	10	10	10	10	10
\$14,000	\$20	10	10	10	10	10	10	10
\$16,000	\$20	20	10	10	10	10	10	10
\$18,000	\$30	20	15	10	10	10	10	10
\$20,000	\$40	30	20	15	15	10	10	10
\$22,000	\$50	40	30	25	20	20	15	15
\$24,000	\$60	55	50	45	40	35	30	25
\$26,000	\$70	65	60	55	50	45	40	35
\$28,000	\$80	75	70	65	60	55	50	45
\$30,000	\$90	85	80	75	70	65	60	55
\$35,000	\$100	95	90	85	80	75	70	65
over 40,000	\$110	100	95	90	85	80	75	70

Fees will be determined at the time of enrollment. No one will be turned away due to inability to pay. These monthly fees are due the first of the month or can be paid quarterly.

Please send fees to: **Support Our Students**  
107 Westdale Ave., Winston -Salem, NC 27101