



After School: Connecting Children at Risk With Responsible Adults to Help Reduce Youth Substance Abuse and Other Health-Compromising Behaviors

An RWJF national program

SUMMARY

After School: Connecting Children at Risk With Responsible Adults to Help Reduce Youth Substance Abuse and Other Health-Compromising Behaviors (After School) helped develop intermediary organizations in Boston, Chicago and the San Francisco Bay Area in order to create citywide systems of after-school programs.

The intermediaries—Boston After School & Beyond, After School Matters in Chicago and Team-Up for Youth, headquartered in Oakland, Calif.—are neutral, independent organizations capable of dedicating the necessary resources and focus to bring key players from many sectors to the table and generate broad community support.

Key Results

- Boston After School & Beyond, After School Matters and Team-Up for Youth brought together key players from public and private organizations—schools, after-school providers (including community- and faith-based organizations), local government agencies and funders—to strengthen and coordinate after-school activities and to provide programming.
- The intermediary organizations helped link more than 90,000 at-risk young people in urban neighborhoods to quality, adult-led programs in Boston, Chicago and the San Francisco Bay Area.
- *After School* contributed to the recognition and growth of after-school intermediaries nationwide through reports about the program, and through sponsored meetings, which brought together after-school intermediaries, policy-makers, practitioners, researchers, funders and other stakeholders.
- *After School* contributed to an emphasis on the after-school needs of teenagers. The consultants showcased After School Matters (Chicago)—which targeted teenagers—in reports and meetings. It also supported two meetings focused on teenagers. This

led to an increase in after-school programs for teenagers, including the Teen Initiative in Boston.

- *After School* brought childhood obesity to the after-school field. Program staff raised the issue of obesity among American children—especially in low-income and minority communities—and brought representatives from the after-school and youth sports fields together to explore ways to increase after-school physical activities for urban youth. Team-Up for Youth (San Francisco Bay area), which focused on sports, served as a model.

Key Findings

In *Scaling Up Services Through Public-Private Partnerships: Lessons for Communities From the Robert Wood Johnson Foundation After School Project* (2006), evaluators from the Conwal Division of Axiom Resource Management:

- Identified six characteristics for successful capacity-building and long-term sustainability:
 - A clearly articulated core vision.
 - Coordination through a central entity independent of existing government agencies.
 - An advisory body with members who are able and willing to influence resources.
 - Early dedicated funding for infrastructure development.
 - Evolutionary development, rather than rigid adherence to an initial plan.
 - Incremental, rather than rapid, expansion.

Program Management

The New York City-based [Nonprofit Finance Fund](#) provided administrative support for *After School*. During most of the grant period, Carol Glazer served as senior program consultant, providing technical assistance and direction to the program. Julie A. Sandorf also served as a consultant from 1999–2002.

Funding

The Robert Wood Johnson Foundation (RWJF) Board of Trustees authorized *After School* in January 1999 for up to \$16.9 million. The program ended in August 2006.

THE PROBLEM

Throughout the 1990s, interest grew in programs that serve children when they are not in school. (Although they are called after-school programs in this report, the concept

includes programs available before school, on weekends and in the summer.) By the late 1990s, evidence had begun to show that young people who are involved in constructive activities with supportive adults are far less likely to engage in harmful behaviors, especially substance abuse and crime, than other young people. For example:

- Compared with other children, participants in the [Big Brothers Big Sisters](#) program (which matches children ages 6 through 18 with mentors) were:
 - 46 percent less likely to start using illegal drugs.
 - 27 percent less likely to start using alcohol.

The study was conducted in 1992 and 1993 by researchers with Public/Private Ventures, which works to improve the effectiveness of youth-oriented social policies and programs (*Making a Difference: An Impact Study of Big Brothers Big Sisters*, 1995).

- Public housing in neighborhoods where [Boys & Girls Clubs of America](#) programs are located have 22 percent less drug activity than those without such clubs, according to a study published in *Journal of Community Psychology* (Schinke et al., Special Issue, 1992). Boys & Girls Clubs of America offers a range of educational and social and leadership development programs for children.
- Involvement with caring adults and participation in extracurricular activities were two major factors that enabled one-third of 698 multiracial high-risk children in Hawaii to develop into healthy adults, according to the Kauai Longitudinal Study. The study followed the children for 40 years (Werner EE, *Acta Paediatrica Supplement*, 1997).

The Need for More After-School Programs

Many young people in urban areas lack opportunities to get involved in constructive activities with supportive adults. An evaluation of Making the Most of Out-of-School Time (MOST), an initiative designed to improve after-school programs for low-income children in elementary and middle-schools in Boston, Chicago and Seattle, illustrated the problem.

The evaluation, conducted from 1995 to 1998 (Halpern R, *Early Childhood Research Quarterly*, 2000), found that:

- No more than 10 to 15 percent of the children in the three cities participated in daily, year-round after-school programs.
- An additional 10 to 15 percent of the children participated in after-school programs twice a week or for a limited period of time, such as six weeks in the spring.

The evaluator, Robert Halpern, PhD, noted that these estimates are similar to those in after-school programs in Baltimore and New York.

Many types of organizations can offer after-school programs, including national and local organizations that serve youth (e.g., Boys and Girls Clubs), public schools, libraries, faith-based organizations, cultural institutions, youth sports leagues and community-based organizations. While after-school programs were available in most communities by 1999, they typically served a small number of children with limited program offerings.

Private, nonprofit social service agencies and schools were the largest providers of the programs available to low-income children, according to Halpern, but the program providers were of uneven quality and typically lacked sufficient funding. The program consultants who eventually provided direction to RWJF's after-school initiative wrote that "the characteristic landscape of the after-school field was highly fragmented, decentralized distribution of small agencies of varying types, capacities, venues and methodologies."

After-school programs for teenagers were virtually nonexistent, according to Chicago's first lady Maggie Daley, who had established an after-school arts program called After School Matters in 2000. Younger children were easier to reach, and many people thought that it was probably too late to help teenagers benefit from after-school programs.

Experts told RWJF staff that what urban communities most needed was an entity to take overall responsibility for after-school programs within a city or region, and provide young people with opportunities to get involved in constructive activities with supportive adults.

RWJF STRATEGY

After School sought to strengthen connections between vulnerable young people in urban neighborhoods and caring adults through after-school programs in order to reduce substance abuse and other behaviors that negatively impact health. The program fit RWJF's goals related to reducing substance abuse and improving the health and safety of children.

Because youth development was not an RWJF priority, *After School* was more limited in scope than the foundation's traditional national programs. "This was a way to see if it had some traction," said Floyd K. Morris Jr., a former RWJF program officer who helped design and lead *After School*. "It was viewed in a more startup, entrepreneurial mode."

Rather than creating a formal national program office structure, with a national advisory committee, the Nonprofit Finance Fund provided ancillary administrative support and two program consultants under separate contracts provided technical assistance and direction. Fewer sites were funded than is typical for an RWJF national program.

RWJF's Work in Substance Abuse

Promoting health and reducing the personal, social and economic harm caused by substance abuse was one of three overarching goals articulated by RWJF in 1991. Early grantmaking addressed a range of problems, including youth smoking, binge drinking and the impact of alcohol and illegal drugs on communities. Among the relevant grants:

- Establishing the National Center on Addiction and Substance Abuse at Columbia University, a think tank that focuses on substance abuse and its affect on society (1992 to 2005). (See [Program Results Report](#).)
- Expanding the Partnership for a Drug Free America's national drug education media campaign (1989 to 1997). (See [Program Results Report](#).)
- *Fighting Back*® (1988 to 2003), a national program to assist communities of 100,000 to 250,000 people implement a variety of anti-drug strategies. The program used a community-wide approach, involving business, health care, the public school system, local government, the police, community groups, local media and the clergy. (See [Program Results Report](#).)
- *Free to Grow: Head Start Partnerships to Promote Substance-Free Communities* (1992 to 2004), which brought together community partners to support locally tailored, integrated approaches to strengthen families and communities. (See [Program Results Report](#).)

RWJF Work to Improve the Health and Safety of Children

In the mid-1990s, RWJF organized its grantmaking into the two broad areas of health and health care in order to focus on the root causes of poor health (e.g., social, economic and behavioral factors) as well as issues surrounding both lack of coverage for medical care and the quality of care received. Improving the health and safety of children became an emphasis of health programming.

In 1995, RWJF launched the *Urban Health Initiative*, a national program to improve the health and safety of children in five cities: Baltimore, Detroit, Oakland, Calif., Philadelphia and Richmond, Va. In each city, partners inside and outside government, including those involved with education, juvenile justice, health and recreation, worked together to improve the systems that serve children. As of May 2008, RWJF's support for the *Urban Health Initiative* had ended, except for one site (Detroit) and the evaluation.

In all, RWJF has funded more than 75 individual grants, investing a total of more than \$95 million in this area since the early 1990s. That work has generally fallen into three categories:

- Research and evaluation projects that aim to identify interventions that effectively contribute to positive youth development. For example:
 - In 1996, researchers from Columbia University's Center for Young Children and Families (now the [National Center for Children and Families](#)) and the [National Center on Addiction and Substance Abuse at Columbia University](#) concluded that youth development programs were effective in reducing risk-taking behavior, including substance abuse, although they also found that good evaluations were limited.

They found that successful programs offered a flexible range of activities and supports that address the needs and characteristics of youth, linked youth with caring adults and sustained these efforts over time. (See [Program Results Report](#).)

- A meta-analysis of school-based drug prevention programs, conducted by the Social Capital Development Corp., in Albany, N.Y., concluded that programs that teach life skills, such as assertiveness and decision-making, were not more effective than social influences programs, which help young people resist pressures to use drugs. (See [Program Results Report](#).)
- Service programs that engage youth directly by providing recreational activities, life or job skills training and adult or peer mentoring. These included projects for teenage girls, Native American youth and urban youth. Two projects worked in schools to create environments that promote positive behaviors:
 - Energize Out-of-School Time, a project of the Virginia-based [Communities in Schools](#), worked with schools in North Carolina and South Carolina to develop out-of-school time programs for children and youth. (See [Program Results Report](#).)
 - The Child Development Project was a prevention model tested by the [Developmental Studies Center](#) in Oakland, Calif. The theory was that integrating children's social and moral growth with their cognitive growth and development would help prevent problem behaviors, including substance abuse. (See [Program Results Report](#).)
- Coalition building and advocacy projects that organized communities or promoted youth development. For example:
 - The [National Urban League](#) in New York launched the Campaign for African-American Achievement to promote youth development. (See [Program Results Report](#).)
 - The [California Mentor Foundation](#) in the San Francisco Bay Area published a collection of the organization's experience mentoring youth. (See [Program Results Report](#).)

- Community organizers affiliated with the [South Central Prevention Coalition](#) in Los Angeles trained youths to serve as advocates for a tobacco control campaign in low-income housing developments. (See [Program Results Report](#).)

Bringing After-School Programs to Scale

Findings from the Columbia University researchers' analysis of youth development programs informed RWJF's decision to support a national program focused on after-school activities. To create change, RWJF program staff felt they needed to support after-school activities on a citywide scale. "Scale was a natural progression from the analysis of the issues and what needed to happen to make after-school activities more effective," said Rush Russell, a former RWJF program officer who was involved in the youth development work that led to *After School*.

"We were interested in exploring the feasibility of bringing after-school activities to scale, where any child who was interested in participating had the opportunity to do so," said Ruby Hearn, a former senior vice president at RWJF involved in developing *After School*.

PROGRAM DESIGN

Creating Citywide After-School Systems

RWJF designed *After School* to create citywide after-school systems that could connect a significant number of vulnerable young people in urban neighborhoods with caring adults. Program staff knew that school systems, health departments and other city agencies could not do this by themselves, given the competing priorities and funding needs, complicated rules, changing administrations and turnover of personnel in the public sector.

RWJF's earlier experience with *Fighting Back*[®] and the *Urban Health Initiative* underscored the benefits of community collaboration to create change on a large scale. Bringing together key players made it possible "to address problems that went beyond the realm of any one organization," according to former program officer Morris.

From these experiences, and knowledge of approaches taken by other foundations, RWJF decided to consider the use of local "intermediaries" to create citywide after-school systems. The theory was that an intermediary, a neutral, independent organization that was not tied exclusively to the public sector, could dedicate the necessary resources and focus to bring key players from many sectors to the table and generate broad community support.

Assessing the After-School Field

RWJF program staff engaged two consultants, Julie A. Sandorf and Carol Glazer, to assess the after-school field and explore the idea of using local intermediaries. (The consultants went on to manage the program for RWJF.) Sandorf and Glazer gathered information about the capacity of the field, innovative approaches to expanding participation in after-school programs and RWJF initiatives that were underway or being planned. They:

- Visited 12 after-school programs in low-income, inner-city neighborhoods.
- Interviewed key players involved in youth development efforts, including representatives of foundations, youth development intermediaries, advocacy organizations, youth policy think tanks, research and evaluation organizations and the federal government.
- Read through evaluations, policy papers and other literature on after-school programs.

Their assessment supported the use of intermediaries as a strategy for creating a citywide system of after-school programs. "The role of the intermediary was limited, focused and action-oriented," said Glazer. "It was designed to leverage money for a focused agenda of bringing folks together to serve kids through after-school programs in particular neighborhoods."

The assessment also concluded that an array of after-school opportunities should be provided to youth, including physical activity and sports, and educational, social and recreational programs.

Supporting Three After-School Intermediaries

RWJF decided to support the development of after-school intermediaries at three sites. The intermediary in each setting was to link the appropriate public and private organizations, funders, service providers and other stakeholders into a well-functioning delivery system. That system would expand access for a significant number of vulnerable children to quality after-school programs in a range of settings—including schools, community-based organizations and houses of worship.

Sandorf and Glazer conducted more field research to identify locations with a demonstrated commitment to addressing youth violence and substance abuse. RWJF initially expected each participating city to:

- Establish a planning and coordinating entity to build capacity for after-school activities.

- Establish an advisory group that included:
 - Parents and youth from underserved communities.
 - Key leaders from public sector agencies, the business community and local philanthropy.
- Spend at least one year conducting a comprehensive needs assessment and researching and planning the project.
- Develop a strategic plan to connect youth with after-school activities.
- Raise dependable revenue dedicated to funding the infrastructure to build after-school capacity.
- Create an intermediary, a new operating organization guided by a group of civic leaders to implement the strategic plan.

THE PROGRAM

Management of After School

The management of the program was housed at the New York City-based [Nonprofit Finance Fund](#), which provides capital and advice to nonprofit organizations. The Nonprofit Finance Fund provided administrative support for *After School*.

Julie A. Sandorf and Carol Glazer initially provided technical assistance and direction for the program. Glazer became senior program consultant in 2002 when Sandorf left the program. At the same time, JoAnne Vellardita joined *After School* as program consultant and became involved in all aspects of the program's implementation and financial administration.

Once project sites were selected, the program consultants provided technical assistance, including:

- Conducting semiannual visits to each site to meet with staff and review progress.
- Overseeing visits in which site representatives visited one another.
- Scheduling weekly or biweekly teleconferences with each site director and selected staff.
- Organizing annual meetings and other conferences for site leaders and staff, as well as for policy-makers, practitioners, researchers and funders.

About the Selected Sites

Prior to establishing the program's management and administrative structure, RWJF selected the San Francisco Bay Area as the first site for *After School* in order to partner with the [Evelyn and Walter Haas, Jr. Fund](#). The Haas Fund was already working to expand youth participation in after-school sports activities in the region through Youth Sports Connection, a nonprofit intermediary headquartered in Oakland, Calif.

RWJF staff and the two program consultants considered four other cities for funding: Boston, Chicago, Denver and Jacksonville, Fla. Denver participated in an initial planning process but the absence of an adequate after-school infrastructure led it to drop out of the program. A panel of outside reviewers helped RWJF staff and the two program consultants select Boston and Chicago as the other two sites.

RWJF provided \$4.9 million to the Boston site and \$5 million apiece to the Chicago and San Francisco Bay Area sites. For contact information, see [Appendix 1](#).

Boston

By 1998, Boston had many more after-school providers, funders, advisors and advocates than the national average. Each program, however, operated independently and served only a small number of children.

A task force established by Thomas M. Menino, then mayor of Boston, identified the need for a system to coordinate after-school activities citywide. It recommended the creation of a private funding collaborative to develop and implement the system.

In 2001, civic and business leaders formed this collaborative, the Boston After-School for All Partnership. According to the project's 2001–02 annual report, the partners were:

- Barr Foundation
- Boston Foundation
- City of Boston
- FleetBoston Financial
- Harvard University
- Hyams Foundation
- L.G. Balfour Foundation
- Liberty Mutual Group
- Massachusetts 2020
- Nellie Mae Education Foundation
- New Profit
- United Way of Massachusetts Bay
- Verizon.

The Boston After-School for All Partnership pledged \$24 million for after-school programs, and began to work with the city of Boston to develop a comprehensive, citywide system to provide long-term leadership and sustainability for after-school programs.

Boston Joins RWJF's *After School* program. RWJF supported after-school initiatives in Boston from January 2002 to June 2007. The United Way of Massachusetts Bay initially served as the fiscal agent for the Boston After-School for All Partnership. After the partnership established Boston After School & Beyond as an intermediary organization in 2005, RWJF transferred its funding there.

Chicago

The city of Chicago established After School Matters in 2000 to expand on a summer arts apprenticeship program for teenagers offered by Gallery37 (named for a vacant block in downtown Chicago where it was launched). Maggie Daley, Chicago's first lady, had established Gallery37 a decade earlier, with support from the mayor, and became the chairperson of After School Matters.

By the time After School Matters was launched, Gallery37 was operating arts-based programs in 34 high schools and had partnered with more than 30 city agencies and more than 40 nonprofit organizations and universities. To reach more teenagers, After School Matters formed a partnership with three key city entities—the Chicago Public Schools, the Chicago Park District and the Chicago Public Library—that could provide facilities, equipment, coaches, instructors and curricula.

In addition to making arts apprenticeships more widely available, After School Matters planned to add apprenticeship opportunities in sports (Sports37) and computer technology (Tech37).

Chicago Joins RWJF's *After School* Program. RWJF supported an expansion of After School Matters, which focused exclusively on teenagers, from May 2001 to April 2006.

San Francisco Bay Area

By the mid-1990s, the [Evelyn and Walter Haas, Jr. Fund](#) (Haas Fund) was beginning to look at sports as a way to not only help children learn and grow socially and emotionally, but also to address child obesity.

A 1996 assessment of youth sports in the San Francisco Bay Area, which had been commissioned by program staff at the Haas Fund, found that fewer than one-quarter of school-age children played after-school and summer sports. Low-income children, especially girls, had fewer opportunities to play sports than children from families with higher incomes.

In 1999, the Haas Fund launched Youth Sports Connection to increase opportunities for low-income children, especially girls, to participate in quality sports programs. The Haas Fund provided a grant of \$5 million, and began looking for funding partners.

San Francisco Bay Area Joins RWJF's *After School* Program. RWJF supported Youth Sports Connection from December 1999 to December 2006. The program changed its name to Team-Up for Youth in 2002.

Field-Building Grants

To strengthen the after-school field, the administrative office at the Nonprofit Finance Fund awarded grants in 2005 to:

- The [Afterschool Alliance](#), a nonprofit organization in New York City that advocates for quality, affordable after-school programs for all children. The grant was used to develop:
 - [Active Hours Afterschool: Local Wellness Policy Toolkit for Afterschool Programs](#). The toolkit provides an overview of the local wellness policies that the federal government requires schools to have in place. It also outlines steps that after-school advocates can take to get involved in the policy process and to become partners in community efforts to promote healthy lifestyles among youth.
 - [Sample language](#) for after-school and local wellness policies.
- [The After-School Corp.](#) a nonprofit organization that supports comprehensive after-school programs in New York City.

The corporation held two meetings for mature intermediaries focused on teenagers (November 2005 and March 2006) and to provide technical assistance to cities interested in establishing intermediaries. Meeting attendees discussed the future of mature and maturing intermediaries, their challenges and ways to handle those challenges.

- [The After-School Institute](#), based in Baltimore, which provides training and support to after-school programs. The grant was used to prepare a case study on the institute and its training programs and to evaluate its physical fitness and nutrition training.

THE SITES: PLANNING AND IMPLEMENTATION

At the launch of the *After School* program, staff at each site led a planning process, which generally included:

- Establishing an advisory group of civic leaders. Each of the partnerships sought input from youth and parents through focus groups and surveys, but none felt it would be productive to include them on the advisory board.
- Conducting a needs assessment.
- Preparing a strategic plan for connecting youth with program opportunities throughout the city.

During implementation, project staff in Boston, Chicago and the San Francisco Bay Area began to expand capacity for after-school activities by:

- Establishing or expanding the nonprofit organization—the intermediary—to operate their citywide after-school initiatives.
- Raising funds to support the infrastructure necessary to build the capacity for after-school programs.
- Expanding the number of sites where after-school programs were offered and the number and type of activities available.

Boston

The Boston project sought to develop a durable and coherent infrastructure for the extensive after-school activities already available in that city, and to increase the programs offered at schools, community organizations and faith-based organizations.

The Boston After-School for All Partnership created an advisory group of public officials interested in youth development and representatives of private philanthropic institutions willing to contribute financially to the effort.

As part of its planning process, the partnership assessed the need for after-school activities and the level of support from after-school providers through surveys, focus groups and interviews. [McKinsey & Company](#), a consulting firm with more than 80 locations around the world, developed a strategic plan on a pro bono basis. Through the planning process, the partnership:

- Set three goals and established work groups to pursue each of them:
 - Serve more children in after-school programs.
 - Enrich children's learning opportunities.
 - Expand public funding and build sustainable sources for after-school programs.
- Chose to support variety and experimentation in after-school activities and to encourage organizations and communities to design programs that suit their needs. The partnership awarded grants to three key types of after-school providers: schools, community-based organizations and faith-based organizations.
- Decided to establish a new operating entity, Boston After School & Beyond, as the intermediary for after-school activities.

For further information, see the sidebar, [Boston Creates Citywide Directory of After-School Programs](#).

Chicago

After School Matters focused exclusively on teenagers, offering paid apprenticeships to help teenagers learn skills and develop professional relationships with adults so that they can make positive choices about their future.

Under the RWJF grant, the intermediary continued to be chaired by the Chicago first lady, Maggie Daley, and to operate in close partnership with the mayor's office and the Chicago Public Schools, the Chicago Park District and the Chicago Public Library. Staff recruited public officials interested in youth development and a senior representative of the mayor to its advisory board.

Intermediary staff also engaged several private consultants in planning activities. Since After School Matters was an expansion of an existing project (Gallery37), staff concluded it was not necessary to develop a strategic plan to conduct a needs assessment.

In the fall of 2001, project staff expanded Gallery37 and started Sports37 and Tech37 apprenticeship programs in high schools in six neighborhoods. At the same time, After School Matters piloted a club program (Club37), to which teenagers could drop-in after school without making a commitment to an apprenticeship. The clubs initially offered sports and other recreational activities, and later evolved to include activities related to the arts, technology and additional sports.

Over the next few years, After School Matters expanded to more high schools, city parks and libraries, and to community-based organizations. In 2002, the program added apprenticeships and club activities in communications (Words37).

For further information, see the sidebar, [Apprenticeship Programs Give Chicago Teens Skills and Job Opportunities](#).

San Francisco Bay Area

Youth Sports Connection (renamed Team-Up for Youth in 2002) focused exclusively on sports, including team sports, individual sports and noncompetitive exercise, such as yoga and Tai-Chi. The regional initiative, headquartered in Oakland, Calif., was located in low-income neighborhoods in San Francisco and Alameda County (where Oakland is located across the bay from San Francisco).

A mix of leaders in private philanthropy, local government, business and the sports community served on the advisory group and the board of trustees.

Project staff used the Haas Fund's assessment of youth sports as its needs assessment and hired private consultants to assist with planning. The strategic plan described implementation activities and organizational structures.

Team-Up for Youth worked with community-based organizations to expand and improve a variety of after-school sports programs for children in low-income neighborhoods. Most programming (70 percent) focused on children age 12 and under, and more than 60 percent of it was geared to girls.

To ensure high-quality sports programs that promoted positive youth development, Team-Up for Youth developed Building Blocks for Quality Youth Sports, a set of core, research-based principles. All grantees were required to build programs that followed those principles, which focused on:

- Emotional and physical safety.
- Positive relationships with caring adults and supportive peers.
- Frequent, moderate to vigorous and varied physical activity.
- Voice, choice and leadership as components of youth participation.
- Skill building that is engaging, challenging and fun.

For further information, see the sidebar, [San Francisco Children Get Exercise and Build Life Skills](#).

OVERALL PROGRAM RESULTS

The consultants reported the following results in reports to RWJF and in *Making the Most of the Day, The Final Report of the After School Project* (July 2006):

- **Existing organizations in Boston, Chicago and the San Francisco Bay Area, established or expanded intermediaries to coordinate and focus after-school activities.** Boston After-School & Beyond, After School Matters in Chicago and Team-Up for Youth, headquartered in Oakland, Calif., provided more than 90,000 vulnerable young people in urban neighborhoods with access to quality, adult-led programs during out-of-school time. Collectively, the three sites also:
 - Raised more than \$106 million to match RWJF's \$13 million.
 - Actively supported after-school programs in more than 600 community-based and faith-based organizations with operating funds, staff training and management assistance.
 - Engaged civic, political, business, education and philanthropic leadership in each city, both in their governance and in devising significant policy innovations.
 - Mobilized considerable support from policy-makers, elected officials, parents and city agencies to ensure that funding was targeted to the communities and the young people most in need of support.

For more information about each site, see [Key Site Results](#).

- **The three intermediary organizations brought together key players from the public and private sector to increase capacity for after-school programs.** All of the intermediaries focused on building trust and relationships among the key players, which included schools, after-school providers, local government agencies and funders.

Because Boston, Chicago and the San Francisco Bay Area each had different assets, needs and preferences, the intermediaries in each location used different strategies to engage key players. Among the approaches in:

- Schools: They sought out principals with strong leadership and management skills who were committed to increasing capacity for after-school programs.
 - Community-based organizations: They provided grants and technical assistance to help these organizations establish and manage quality after-school programs.
 - Faith-based organizations: They worked with local church leaders to gain their buy-in for after-school programs based in churches.
 - Government agencies: They involved government officials beginning in the planning stages and appointed senior officials to coordinate city involvement.
- ***After School* demonstrated that intermediaries work.** Boston After-School & Beyond, After School Matters and Team-Up for Youth each strengthened after-school programs in their cities.

"*After School* has demonstrated the value of investing in the organizational infrastructure of local intermediaries as one of the most effective approaches to expanding access and quality in after-school programming to low-income children," said Carol Glazer, the senior program consultant. "In three cities across the U.S., in very different regions, facing similar national concerns and very particular local issues, the [projects] have had a significant impact on their local systems in terms of program quality and access."

However, *After School* was unable to achieve the citywide scale RWJF originally envisioned. According to Glazer, that goal was too ambitious to be accomplished in five years in three sites with approximately \$5 million per site. Former RWJF Program Officer Floyd K. Morris Jr., noted that *After School* would likely have achieved more scale had RWJF created a more traditional national program and funded more sites.

"We helped lay the groundwork to build a system," said Stephen Pratt, president of Boston After School & Beyond. "I don't think there's a city in America with an after-school system."

- After School contributed to the recognition and growth of after-school intermediaries in other cities. Program staff raised awareness about the value of intermediaries through reports that highlighted the experiences of the projects in Boston, Chicago, the San Francisco Bay Area and other cities studied. They also sponsored meetings that brought together representatives of after-school intermediaries and other stakeholders (e.g., policy-makers, practitioners, researchers and funders).

More vulnerable young people in urban neighborhoods in Boston, Chicago and the San Francisco Bay Area are participating in quality after-school programs, thanks to the work of intermediary organizations in these cities/regions. Read more.

By 2006, about 12 cities had active intermediaries and another 12 cities were forming them to expand and improve after-school programs for vulnerable children. [The After-School Corp.](#), with support from consultants for *After School*, has provided technical assistance to many cities. Depending on a city's most pressing needs, these intermediaries tend to adopt one of two strategies:

- Supporting many kinds of new or expanded programs, and setting quality standards for these programs.
- Promoting a particular model or service to a particular group of youth (for example, focusing exclusively on sports, or on teenagers); establishing criteria for activities; and providing technical and administrative help to after-school providers to replicate the model or service.

"The accomplishments of the three sites, and the broader policy development they have undertaken, have begun to build a body of firsthand experience, data, leadership and ideas for further work, and are shedding light on what it takes—financially, organizationally and politically—to build effective after-school delivery systems," said Glazer.

- ***After School* brought childhood obesity to the attention of the after-school field and encouraged cooperation between after-school and youth sports programs.** Program consultants raised the issue of the alarming rate of obesity among American children—especially in low-income and minority communities—and brought representatives from the after-school and youth sports fields together to explore ways to increase after-school physical activities for urban youth.

Program activities related to obesity include:

- *Physical (In)Activity Among Low-Income Children and Youth* (2003), a report prepared for *After School* by Robert Halpern. The report explores the roots of physical inactivity and noted that urban environments have become increasingly inhospitable for children's outdoor play. It recommended after school as an ideal time for young people to participate in physical activities and sports.

- A national conference, "Afterschool and Sports: Bridging the Divide" (June 2005), brought together representatives from the after-school and youth sports fields, including researchers, practitioners and representatives of the public and philanthropic sectors. Attendees explored how they could partner to improve opportunities for urban youth to participate in physical activities after school.

The three *After School* sites served as models for providing opportunities for physical activities after school:

- Team-Up for Youth focused exclusively on sports.
- After School Matters had an apprenticeship program focused on sports, as well as an arts program that included dance.
- Boston After-School & Beyond partnered with the [Boston Youth Sports Initiative](#) to expand sports opportunities for urban youth. The Boston Youth Sports Initiative promotes youth sports to enhance positive youth development and physical fitness.

For more information about these activities, see [Key Site Results](#).

By 2006, more cities were addressing childhood obesity through physical activity and nutrition education; for example, [The After-School Corp.](#) was sponsoring such programs in New York City.

- ***After School* helped to establish criteria for how the success of an after-school program should be recognized and measured: whether it raises the odds of graduation from high school.** Representatives of mature after-school and youth development intermediaries, including Boston After-School & Beyond and After School Matters, identified this as an appropriate goal during a meeting sponsored by [The After-School Corp.](#), with financial support from *After School* (November 2005).

"This represents a major step in the maturation of the after-school field, which has struggled for many years with the issue of appropriate outcomes," said Glazer.

- ***After School* helped to establish the [Collaborative for Building After-School Systems in 2005](#).** The collaborative focuses on expanding systems of high-quality programs to serve greater numbers of children and youth through research and policy initiatives. Chicago's After School Matters and Boston After School & Beyond are members, as are intermediaries in Baltimore, New York, Providence, R.I., and Washington, D.C.

In September 2007, the collaborative published *Shaping the Future of After-School: The Essential Role of Intermediaries in Bringing Quality After-School Systems to Scale*.

It plans to develop measures of success for after-school programs that account for the social and developmental benefits of participation, as well as the academic benefits. Rates of high school graduation will be a key indicator.

Communications Results

The national program office provided information on issues confronting the After School sites and the field as a whole, and publicized the achievements of the sites through:

- Commissioned studies and reports that included:
 - *Making the Most of the Day, The Final Report of the After School Project*, and a series of other reports with lessons learned from the three sites and the field as a whole.
 - Financing and evaluating after-school programs.
 - Examining the causes of physical inactivity among low-income children and their relationship to childhood obesity.
- A [website](#) with information about the program, reports and publications, recommended links and more.
- A media strategy with a Boston-based public relations firm, [Solomon, McCown & Co.](#), which resulted in:
 - An article in *Sports Illustrated* on the high incidence of obesity among African-American and Latino youth that mentioned *After School* (November 2004).
 - An op-ed in the *Boston Globe* by Glazer (December 5, 2005) on opportunities for healthy activities as an important part of preventing childhood obesity.

See the [National Program Bibliography](#) for details.

A six-year-old living in Boston's West Roxbury neighborhood can learn to swim at the Draper Pool after school or create arts and crafts projects at the Ohrenberger Community Center. In the Jamaica Plain neighborhood, a 14-year-old can take classes in using the Internet or maintaining and repairing computers at the Curtis Hall Community Center; or learn about Hip Hop culture through DJ'ing, emceeing and dance at the English High Community Center.

Information on these and hundreds of other after-school programs is a few clicks away, on the Boston Out-of-School-Time Navigator. [Read more.](#)

KEY SITE RESULTS

Boston After School & Beyond

The consultants, the national program evaluators and project staff in Boston reported the following results in reports to the field and RWJF:

- **Boston After School & Beyond incorporated as an after-school intermediary organization in 2005.** Boston After School & Beyond united the leadership, resources and functions of the Boston After School for All Partnership and the Boston 2:00-to-6:00 Initiative, an after-school project that operated out of the mayor's office. The new entity promoted a more systematic approach to after-school activities and youth development in Boston, according to project staff.

When the RWJF grant ended, Mayor Menino was honorary chair of the board of directors, which also included the superintendent of Boston Public Schools, the Boston Police Commissioner and the Boston Chief of Human Services, along with leaders from the private sector, higher education, philanthropy and community-based organizations.

- **Boston After School & Beyond captured and disseminated practical knowledge about program approaches, youth outcomes and other aspects of after-school programs.** Project staff identified information needs, conducted research and evaluation and compiled findings about the state of the field and promising practices. Among their presentations and publications:

- "New Research on Quality in Out-of-School Time" (2007), a compilation of recent research in a PowerPoint® presentation.
- "Hearing Parents' Voices: How to Build a System That Serves Our Families" (2006), a PowerPoint® presentation based on a parent survey by project staff.
- *Helping Out: Volunteerism in Youth Sports in Boston* (2006), a report about the role of volunteers and the way volunteers are recruited, managed, trained and retained, with recommendations for creating positive youth outcomes for all involved in youth sports.

Project staff also posted information from other sources on the project's [website](#).

- **The percentage of Boston public school children participating in after-school programs increased from 45 percent in 2003 to 53 percent (about 55,000 children) in 2006.**

The Young Achievers Science and Mathematics Pilot School (Young Achievers) in Jamaica Plain, Mass., has long provided extended learning programs before, during and after school, and on Saturdays. Since Young Achievers began Partners for Student Success, the school has been able to increase staffing for these programs, add some new features and serve more children. [Read more.](#)

Also, the number of Boston public schools that remained open for after-school programs more than tripled between 2002 and 2007.

- **Boston After School & Beyond began developing new after-school initiatives, including Partners for Student Success and the Teen Initiative.** Project staff and partners pursued these initiatives as part of what they called their "framework for impact," an effort to align after-school programs with the youth development field as a whole.

While these programs are open to all young people, they target those at highest risk of failing in school or dropping out, joining gangs or engaging in other behavior that would limit their future opportunities.

- Partners for Student Success is focused on changing academic and development outcomes for struggling students. The three-year project is being piloted in 10 Boston elementary schools (five started in 2006 and five in 2007).

The project funds a manager of extended learning in each school. This individual identifies students who have the most urgent needs, and makes sure they are connected to the most appropriate after-school programs and services in their communities, with a focus on academic support and enrichment activities (e.g., sports and the arts).

About half of these schools had not previously offered any after-school services. Project partners are: city of Boston, Full-service Schools Roundtable and Harvard University.

The [Wallace Foundation](#) awarded Boston After School & Beyond an \$8-million grant for Partners for Student Success in April 2006 through its [Out-of-School Time Learning](#) initiative. Other funders contributed a total of approximately \$1.6 million to Partners for Student Success: Boston Foundation, Ludcke Foundation, Massachusetts 2020 Foundation and Nellie Mae Education Foundation.

- The Teen Initiative supports after-school models that engage teens most at risk of dropping out, especially targeting those in ninth grade who are much older than their classmates and have a history of disciplinary problems. More than 30 community-based organizations (program providers and workforce development organizations) and the Boston Public Schools are involved in developing this initiative.
- **The Boston After-School for All Partnership invested \$32.4 million in after-school programs, including grants to nearly 200 community- and faith-based organizations.** The members of the partnership donated these funds from 2001 to 2005.
- **Boston After School & Beyond raised \$10.5 million to support its work from 2005 to June 2007.** This includes the \$8 million grant from the Wallace Foundation,

which continued beyond the RWJF grant period. For a list of major funders other than RWJF, see [Appendix 2](#).

For more information about Boston After School & Beyond, see:

- *Making the Most of the Day, The Final Report of the After School Project* (July 2006).
- *Between Home and School: A Report to the Field* (July 2005).
- Boston After School & Beyond's [website](#).

After School Matters, Chicago

The national program office, the national evaluators and project staff in Chicago reported the following results in reports to the field and to RWJF:

- **After School Matters expanded its activities and added new partners after receiving RWJF funds.** In addition to developing new initiatives with existing partners, which included the mayor's office, public schools, parks and libraries, staff at After School Matters began working with the Chicago Housing Authority, the Department of Children and Youth Services and the Department of Cultural Affairs. The new partners provided some space for after-school programs, and helped to locate other space.

In 2005 and 2006, the Department of Children and Youth Services helped After School Matters to contract for after-school programs with more than 175 community-based organizations that served youth in 2005 and 2006. These organizations included ethnic, cultural and athletic clubs, youth centers, YMCAs and colleges and universities. This strategy enabled After School Matters to expand the apprenticeship and club programs in Chicago's poorest neighborhoods.

In addition to serving as an intermediary, After School Matters directly operated many after-school programs.

- **After-school opportunities for teenagers in Chicago grew from nine programs in three high schools serving 180 teenagers in 2000–2001 to more than 750 programs in 35 high schools, parks and libraries serving 22,960 teenagers in 2006–2007.** This represented 22 percent of the 106,502 teenagers enrolled in Chicago schools.
- **After School Matters developed or expanded the availability of paid apprenticeships in four fields—the arts, technology, sports and communications:**
 - Gallery37 offers programs in the visual, performing, culinary and media arts.

Focusing an after-school program on teenagers was a revolutionary concept to most supporters and providers of after-school programs. After-school programs for teenagers were virtually nonexistent prior to the launch of After School Matters. Read more.

- Tech37 provides teens practical experience in website design, digital video production, hardware refurbishing, robotics and more.
- Sports37 instructs teens in the rules and principles of a variety of sports and trains them to be coaches, referees or lifeguards.
- Words37 helps teens develop their communication skills while engaging in activities such as storytelling, journalism, creative writing and theater.

Adults who work in these fields lead the apprenticeships, which involve a commitment of 20 hours a week spread over three days. Each apprenticeship has the potential to lead to a job, either for the summer or longer. Participants receive up to \$450 for regular attendance.

"After School Matters gives young people something to do after school, as opposed to doing nothing or going home and getting in trouble," said Charlie Tribe, program manager of Sports37 for the Chicago Park District. "They look at it as an opportunity to learn how to do something."

Many teens spent their summers at a city pool—and got paid for it—after completing the lifeguarding apprentice program with Sports37. Other teens worked for the Chicago Park District as day-camp counselors, or coaches or officials in sports leagues. Read more about this and other skill-building apprenticeship opportunities.

- **Teenagers build marketable skills and gain authentic work experience through a "Ladder of Opportunity."** From 2003 to 2006, project staff developed the component parts of the ladder, which progresses from pre-apprenticeships to internships:
 - Pre-apprenticeships introduce teenagers to the workplace by allowing them to explore many career and educational opportunities. Hands-on activities build critical workplace skills, such as teamwork, communications, critical thinking and decision-making.
 - Apprenticeships—the core program of After School Matters—enable teenagers to develop marketable job skills in a specific professional field. Teenagers work alongside skilled professionals.
 - Advanced apprenticeships allow teenagers to refine and expand the skills they developed as apprentices. In this more intensive program, teenagers produce high-quality products or create performances for public and private sector clients.
 - Internships are specialized work opportunities for teenagers in business, government or nonprofit organizations that build on the skills they have learned as apprentices.
- **Club37 offers a variety of activities to teenagers related to the arts, technology, sports and communications on a "drop-in" basis, without the formal**

commitment of an apprenticeship. The clubs, which primarily meet in schools (some meet in parks), operate one to five days per week during the school year. In spring 2006, After School Matters had 2,290 teenagers registered for 93 clubs.

Sample activities include:

- Break dancing
 - Web page design and Internet navigation
 - The Tilden High School Yearbook Club in which teens learn about photography, journalism, editing and graphic design
 - Karate.
- **After School Matters raised more than \$75.8 million to support its programs from July 2002 to June 2006.** For a list of major funders other than RWJF, see [Appendix 3](#). The Wallace Foundation made an additional grant of \$8 million shortly before the RWJF funding ended (see [Afterward](#)).

After School Matters Local Evaluation Findings

Researchers at the University of Chicago's Chapin Hall Center for Children evaluated After School Matters to assess whether participating in the program increased commitment to succeeding in school. Evaluators studied 24 schools that offered After School Matters programs during fall 2003, collecting data on 18,388 students: 1,289 who participated and 17,099 who did not.

Evaluators reported the following findings in *After-School Programs and Academic Impact: A Study of Chicago's After School Matters*:

- Students who participated in After School Matters missed fewer days of school than their counterparts who did not participate.
- Students who participated most intensively in After School Matters (more than 27 out of 30 days per semester) tended to fail fewer core academic courses (English, math, science and social studies) than similar students who did not participate.
- Students who participated longer, or more intensely, in After School Matters were more likely to graduate than those who did not participate in the program. For example, students who participated for four semesters were 2.4 times more likely to graduate than nonparticipants. Those who participated at a "very high" level were 2.7 times more likely to graduate than nonparticipants.
- Even after taking into account levels of attendance and educational achievement prior to After School Matters, students who participated in the program had significantly better outcomes than those who did not participate.

Based on observing the apprenticeship program from 2004 to 2006, and interviewing instructors and participants, researchers at the Erickson Institute of Chicago reported that participating teenagers:

- Demonstrated notable improvement in various executive skills, including thinking ahead, preparation, time management and using past experiences to solve problems.
- Learned to give and receive feedback in constructive and supportive ways.
- Began exercising capabilities for leadership, hard work, self-expression and imagination.
- Learned how to think about, approach and engage in tasks.
- Displayed a heightened ability to work in groups and reach consensus.
- Gained a sense of identity, finding out what they are capable of, what their talents are and where they fit in society.

For more information about After School Matters, see:

- *No Idle Hours: Making After-School Time Productive and Fun for Chicago Teenagers* (July 2003)
- *Making the Most of the Day, The Final Report of the After School Project* (July 2006)
- *Between School and Home: A Report to the Field* (July 2005)
- After School Matters [website](#).

Team-Up for Youth, San Francisco Bay Area

The consultants, the evaluators and project staff in the San Francisco Bay Area reported the following results in reports to the field and RWJF.

- **Team-Up for Youth increased recognition of sports as a healthy and appropriate activity for after-school programs.** "Team-Up for Youth has broadened the strategies used by the after-school field to include sports-based programs," said Janet Carter, executive director of the organization. "It has influenced the thinking of opinion leaders about the importance and impact of sports-based programs on youth development outcomes."
- **Team-Up for Youth supported after-school sports programs that served 12,800 low-income children, most of them girls.** Team-Up for Youth provided funding and training for these programs, which included traditional team sports, such as basketball

Caitlin, a 12th grader at an urban Oakland high school, is doing better in school and staying out of trouble since she joined the Junior Rowing Team at the Jack London Aquatic Center, one of the programs Team-Up for Youth supported. [Read more.](#)

and soccer; sports not usually available to low-income children, such as rowing; and other physical activities that promote fitness and positive youth development, such as dance, running and martial arts.

- **Team-Up for Youth helped local after-school sports programs build their capacity to serve low-income children by awarding \$4.8 million in grants to 61 organizations.** Team-Up grants in turn enabled programs to leverage additional funding from other sources. Team-Up for Youth made grants to local organizations through two programs:

- *Community Grantmaking*, which provided small grants to organizations staffed primarily by volunteers and larger grants to organizations run by paid staff with a proven record of providing quality physical activities for children in low-income neighborhoods.
- *Neighborhood Sports Initiative*, through which Team-Up for Youth partners with lead agencies in five low-income neighborhoods to create sports programs that reflect the needs and interests of their communities. Team-Up for Youth provides funding and training to lead agencies in San Francisco and Alameda County:
 - *Bay Area Women's and Children's Center* in the Tenderloin neighborhood of San Francisco.
 - *East Bay Asian Youth Center* in the San Antonio neighborhood of Oakland.
 - *The Unity Council* in the Fruitvale neighborhood of Oakland.
 - *Boys & Girls Club of San Leandro*, in the town of Ashland in Alameda County.
 - *Mission YMCA* in the Excelsior neighborhood of San Francisco.

- **Team-Up for Youth staff trained more than 800 program leaders, staff and coaches in youth development, including staff from more than 60 nonprofit organizations, to improve and sustain their programs and to meet the needs of girls.** This included:

- Two-day training camps two or three times a year for program leaders focused on youth development. Staff also provided 10 hours of on-site technical assistance, focusing on project development, curriculum, recruitment strategies, training coaches and more.
- Workshops on recruiting girls and other topics.

In an inner-city schoolyard in East Oakland, Calif., 15 third, fourth and fifth-grade girls gathered around a small track after school. The noise of city buses and cars was constant outside New Highland Academy, as three volunteer coaches asked the girls to form a circle to begin that day's session of Girls on the Run®. [Read more.](#)

- On-site workshops for program leaders, program staff and coaches.

- **Team-Up for Youth created Coaching Corps to meet the need for volunteer coaches in low-income neighborhoods, and trained 130 coaches in 2005 and 2006, the first two years of the program.** Increasing the supply of coaches enabled after-school sports programs to serve more children.

Coaching Corps recruits, trains and places college students as coaches in after-school sports programs. Coaches receive 20 hours of training, focusing on youth development principles.

- **Team-Up for Youth worked to inform public policy by educating community leaders and elected officials about the benefits of after-school sports.** Staff focused especially on the relationship of after-school sports to preventing child obesity and ensuring gender equity in parks and recreation departments. For example, project staff:

- Helped get physical activities included as after-school activities eligible for funding under the After School Education and Safety Program Act of 2002 (California Proposition 49). The program funds local after-school education and enrichment programs for students in kindergarten through ninth grade.

Staff also worked with Tom Torlakson, California state senator, to include physical activity and youth development language in SB 638. SB 638, passed in 2006, assists school districts to improve the quality of after-school programs and streamlines the funding process so that the maximum number of schools can use Proposition 49 funds for after-school programs.

- Helped create and inform a task force on childhood obesity and inactivity in San Francisco.
- Established partnerships with the mayor of San Francisco and the president of the Oakland City Council to improve gender equity in their park and recreation departments.

- **Team-Up for Youth raised \$20 million to support after-school sports programs from 1999 to 2006** (see [Appendix 4](#)). In addition to RWJF, major funders were:

- Evelyn and Walter Haas, Jr. Fund: \$5 million
- San Francisco Foundation: \$5 million
- Miriam & Peter Haas: \$1 million.

Team-Up for Youth Local Evaluation Findings

Philliber Research Associates, headquartered in Accord, N.Y., evaluated Team-Up for Youth's community grant making, technical assistance and training, and its Neighborhood Sports Initiative from 2005 to 2006. Evaluation methods included:

- Reviewing documents from Team-Up for Youth and 21 community-based organizations to which it had made grants.
- Structured interviews with staff from Team-Up for Youth and the 21 community-based organizations.
- Questionnaires completed by youth who participated in activities supported by Team-Up for Youth.
- Observations of programs.
- Assessments by program leaders and coaches.
- Interviews with stakeholders in neighborhoods.

Evaluators reported the following findings in *Team-Up for Youth: An Evaluation* (2007):

- **Programs funded by Team-Up for Youth provide important benefits to the youth involved.** Program directors and coaches cited benefits such as:
 - Increasing youth pride and self-esteem.
 - Overcoming the fear of sports among girls.
 - Creating real teams.
 - Allowing young people to assume leadership roles.
 - Progress in engaging parents.
 - Forming new partnerships with community organizations.
- **Team-Up for Youth increased sports and physical activities for low-income children, especially girls.** Of the young people who enrolled in the Team-Up for Youth-funded programs in 21 community-based organizations: 43 percent were girls, 93 percent were children of color and 78 percent were from low-income families.
- **Many of the Team-Up community grantees experienced implementation challenges:**
 - Nearly half of the grantees either had to delay launching their program or were unable to implement all planned program components.
 - One-third of the agencies identified recruiting and retaining qualified staff as challenges.

- Other challenges included difficulties expanding a program, scheduling volunteers, retaining participants and arranging transportation.
- **Young people participated in sports activities at very different levels.** Some received only a few hours of sports programming at Team-Up for Youth sites, while others received more than 300 hours of programming. Although Team-Up for Youth's guidelines called for at least three hours a week of sports programming for a total of at least 12 hours, many programs were not equipped to comply. However, evaluators note that Team-Up program attendance rates fared reasonable well compared to the average after-school program attendance rates.
- **A variety of youth characteristics, program characteristics and program quality measures were related to participation:**
 - Asian youth attended the program at higher rates, and were more likely to attend regularly, but Latino youth participated in more hours of sports.
 - Youth had higher attendance if they rated the program highly for building skills.
 - Youth were more likely to attend regularly if they perceived that the program helped them build good relationships.
 - Youth were more likely to stay with the program from beginning to end if they felt it provided vigorous physical activities.
- **Students improved over time on six of the seven outcomes measured.** Coaches reported significant improvements in capacity to have an impact, confidence, teamwork skills and sports skills. Despite high baseline scores, youth reported significant improvements in the amount of physical activity in which they engaged, and in the skills of making new friends, teamwork and sports.

The only measure that did not improve over time was positive relationships with caring adults, but almost two-thirds of students rated these relationships highly at the beginning and end of their programs.

- **A variety of youth characteristics, program characteristics and program quality measures influence the development of teamwork skills:**
 - Coaches saw more improvement in teamwork among Asian youth, female students and older students.
 - Oddly, coaches rated teamwork skills higher if the program lacked sports experience prior to being part of Team-Up for Youth, provided nontraditional sports in the program, had more staff turnover or had not previously been funded by Team-Up for Youth (just over half of the agencies had received previous grants from Team-Up). The evaluators theorized that these findings could be explained by the participation of inexperienced coaches.

- Coaches were likely to rate teamwork skills higher if youth felt that the program built skills.

For more information about Team-Up for Youth, see:

- *Making the Most of the Day, The Final Report of the After School Project* (July 2006)
- *Between Home and School: A Report to the Field* (July 2005)
- Team-Up for Youth's [website](#).

NATIONAL PROGRAM EVALUATION FINDINGS

These findings address the centralized planning efforts of after-school initiatives in the three *After School* sites (Boston, Chicago and the San Francisco Bay Area) and the two comparison cities (Milwaukee and San Jose, Calif.).

The evaluators reported their findings in *Scaling Up Services Through Public-Private Partnerships: Lessons for Communities From the Robert Wood Johnson Foundation After School Project* (2006).

Outcome Findings

Although the evaluation focused on the program's process, the evaluators also reported briefly on outcomes:

- **All five citywide initiatives met or surpassed their initial goals for increased capacity:**
 - The initiatives in Chicago and San Jose, the two largest cities, each created more than 10,000 new opportunities for after-school participation.
 - Milwaukee created 100 new openings for after-school participation in each of 28 inner-city elementary schools, for a total of 2,800.
 - The San Francisco Bay Area project created at least 2,000 new opportunities for youth to participate in after-school team sports in targeted communities in San Francisco and Alameda County.
 - Across all sites, there was sustained growth in the percentage of fifth graders who reported any after-school participation in neighborhoods targeted for expanding capacity.

Process Findings

The initiatives that were most successful in building capacity and long-term sustainability tended to have the following characteristics:

- **A clearly articulated core vision.** That vision attracts and sustains funding and other support, motivates participation, provides guidance for planning and encourages replication.

Some proponents of collaboration suggest that a partnership or coalition can arrive at a shared vision by jointly assessing possible solutions to a commonly identified problem. However, this evaluation suggests that articulating a vision before recruiting community partners may provide better results.

- **A central entity independent of existing government agencies.** Independence from the public sector insulates intermediary organizations from changing political priorities.

The Milwaukee and San Jose sites, which operated almost entirely with public sector funding, found it difficult to resist the pressure of shifting priorities. The greater separation of RWJF's *After School* grantees from the public sector gave them more resilience in maintaining their core visions and in advocating for public policy changes that would benefit their operations.

Independence from the public sector also allowed the RWJF-funded intermediaries to retain senior personnel by offering salary, benefits and responsibilities that were not available within the structure of a public sector agency. Independent intermediaries also tended to have access to a wider range of funding sources.

- **An advisory body with members selected for their ability and willingness to influence resources.** Most after-school intermediaries organize a limited permanent advisory body or steering committee that includes stakeholders who can help sustain an initiative by contributing resources, development skills and funding to achieve a shared vision.

Parents, youth and other stakeholders need not be included in advisory bodies; their input can be obtained through focus groups, surveys, neighborhood advisory forums and other means.

- **Early dedicated funding for infrastructure development.** Some funding sources prefer to allocate resources to service delivery, which can result in under-funding the core planning and administrative functions of a citywide after-school intermediary.

The RWJF funding for the *After School* intermediaries was dedicated primarily to infrastructure. That allowed the three sites to establish an administrative framework that was sufficiently robust to meet the growing needs of service delivery over time.

The Milwaukee and San Jose initiatives, by contrast, reported a recurring lack of funds for experienced office staff, impeding the capacity to evaluate, train and assist after-school providers and to solicit more funding and resources.

- **Evolutionary development.** A comprehensive planning year is costly, and is not essential to build capacity. While some initial planning is required, intermediaries benefit from receiving periodic feedback and recommendations for appropriate changes as the service environment evolves. Regardless of the planning strategy they used, all of the sites modified their plans and programs over time.
- **Incremental expansion.** The RWJF grantees adopted a gradual approach to implementing programs, so that the incremental expansion of infrastructure—including communications, financial operations and long-term development—was in synch with the expansion of service delivery.

Public sector support in Milwaukee and San Jose allowed the initiatives to expand capacity more quickly, but they were not as strongly rooted in the community fabric. Milwaukee, in particular, faced external pressures that had the potential to threaten long-term viability.

Implications for Other Communities and the Human Service Field

The evaluators noted that the characteristics that made the after-school intermediaries successful are relevant to other types of human services as well:

Many human services are on an evolutionary path similar to that of after-school initiatives. Many vital services that communities depend on, such as senior day care and work readiness programs, have historically been privately run, limited in scope and uncoordinated with other services...the evidence is growing that workable solutions are possible when governments and private interests combine their efforts through public-private partnerships. Many cities and communities may therefore, find helpful lessons in the experiences of the five after-school initiatives in this evaluation.

LESSONS LEARNED

Lessons about Creating a Citywide After-School System

1. **Organizing the many disparate players and programs working in a community to provide after-school programs for children into a more coherent and durable delivery system requires many steps.** Strategies to organize after-school programs citywide include:
 - Examining supply and demand and the intermediary's capacities.
 - Building networks to exchange information and ideas.
 - Developing standards of quality and efficiency.
 - Developing expertise as reliable centers of training and technical assistance for local providers.
 - Fostering the development of coalitions that can advocate for the after-school needs of inner-city communities.(Summative Report)
2. **Working at a city level is crucial to change the systems serving vulnerable youth.** A citywide approach is essential because most vulnerable children live in urban areas, the public systems that serve them (including the schools, parks and human service agencies) are organized at the municipal level and federal funding is increasingly devolving to local entities. (Summative Report)
3. **Coordinate and build relationships among schools, neighborhoods, government agencies and community-based organizations in order to create a citywide after-school system.** All three after-school projects involved most of these key players to some degree. For example, After School Matters worked closely with the mayor's office, and Chicago public schools, parks and libraries, as well as community-based organizations, to reach thousands of teenagers in many neighborhoods. (Project Director in Chicago/David Sinski)
4. **Involve government officials in after-school programs from the start.** Although the use of intermediaries often frees after-school projects from government constraints, public-sector involvement is essential to long-term sustainability. "The government must be part of the conversation and the strategy must include ways that public funds can be reallocated or redeployed to support the new initiative," said Stephen Pratt, project director for Boston After School & Beyond. (Boston Report to RWJF)
5. **Build trust among after-school providers, funders and the intermediary organizations before building a system.** In Boston, relationship building and developing trust among providers, intermediaries and funders was critical

groundwork that had to precede the system-building work. (Project Director in Boston/Stephen Pratt)

6. **Find the balance between solutions that are totally local and those that should be non-negotiable in a national effort.** "The most effective intermediaries are those that are embedded in the social fabric of the city and capable of understanding its history, priorities, needs and ideas, and attuned to opportunities," according to the program consultants. Supporting the intermediary "goes a long way toward ensuring that a community is getting what it really wants and needs." At the same time, a national effort needs to establish a clear set of functions and a way of operating that cuts across geographic boundaries. (Summative Report)

Lessons about Building Capacity for After-School Programs

7. **Seek out school principals who have strong leadership and management skills, and are committed to the project.** Principals can play a crucial role in strengthening a school-based after-school program, facilitating the use of school space and referring students and parents to the program. (Project Director in Boston/Stephen Pratt)
8. **Recruit actively in the schools to draw more participants into after-school programs.** For example, after-school providers funded by Boston After School & Beyond solicited referrals from teachers and principals, made classroom and lunchroom presentations and posted information about the program throughout the schools. (Project Director in Boston/Stephen Pratt)
9. **Seek "buy-in" and "ownership" from the faith-based community for after-school programs based in churches.** Staff from Boston After School & Beyond worked with local church leaders to expand church-based after-school programs. (Project Director in Boston/Stephen Pratt)
10. **Provide technical assistance for church-based projects.** Boston After School & Beyond found that churches did not like to be told how to manage after-school programs-but that they did need support. The project helped the churches develop quality after-school programs by providing long-term technical assistance from consultants and staff. Thus, Boston After School & Beyond was able to build capacity in church-based after-school programs while enabling churches to have the autonomy they wanted. (Project Director Boston/Stephen Pratt)
11. **Involve community-based organizations.** Contracting with community-based organizations "helped to strengthen the relationship that After School Matters [Chicago] has with this important constituency and the organizational infrastructure of its target neighborhoods," said Carol Glazer. It also helped After School Matters staff determine needs, allocate resources and expand capacity for after-school programs. (Senior Program Consultant/Glazer; Project Director in Chicago/David Sinski)

12. **In neighborhood- or community-based organizations with limited capacity, launch after-school programs first, and then expand them incrementally.** Project staff from Team-Up for Youth [Oakland] found that many partners in the Neighborhood Sports Initiative lacked the resources and staffing to provide quality programs. Getting the programs up and running, and then expanding them incrementally and adding quality components can be the best approach. Team-Up successfully assisted programs to implement this approach by providing them with technical assistance and training (Project Director in Oakland, Calif./Timothy Johnson)

Other Lessons

13. **Focus narrowly in order to achieve the best results.** "In *After School*, we focused and focused narrowly in each place," said Carol Glazer. "There's a high correlation between the level of focus and the level of success." For example, by focusing narrowly on teenagers, and expanding by neighborhood, After School Matters was able to grow from nine to 750 programs. Glazer considered the program's narrow focus the key to its success. (Senior Program Consultant/Glazer)
14. **After-school programs are one part of youth development and must be aligned with other initiatives.** Youth development is a complex field and many interventions affect young people. Boston After School & Beyond developed its strategy around the principle that effective after-school programs require aligned, multidisciplinary strategies involving donors, providers and intermediaries. Initiatives such as Partnerships for Student Success were intended to be aligned with the broader youth development field. (Project Director in Boston/Stephen Pratt)
15. **Following the recommendations of consultants lends credibility to a project.** By promptly enacting some of the recommendations of consultants involved in the planning process, Boston After School & Beyond sent a critical message to the field: "The partnership was acting with deliberation and care to have their funding be guided by research and development in the field as a whole," said Project Director Stephen Pratt.
16. **Nurture partnerships.** Successful partnerships must be constantly nurtured. For example, After School Matters staff brought partners together regularly, involved them in decision-making, listened to and tried to accommodate their needs and reported back about progress. (Project Director in Chicago/David Sinski)

AFTERWARD

Although the *After School* consultants are no longer funded through RWJF and the administrative office is closed, reports and publications from the program, and other information, remain available on the program [website](#), which RWJF staff will continue to maintain.

The Projects Continue

Boston After School & Beyond, After School Matters and Team-Up for Youth continue to operate (as of January 2008).

Boston After School & Beyond

Boston After School & Beyond received \$8 million in funding for Partners for Student Success from the [Wallace Foundation](#) as part of its [Out-of-School Time Learning](#) initiative (the three-year grant started in April 2006). Other funders have contributed a total of approximately \$1.6 million to Partners for Student Success:

- Boston Foundation
- Ludcke Foundation
- Massachusetts 2020 Foundation
- Nellie Mae Education Foundation.

Those funds were allocated during the grant period and continued beyond it.

As of January 2008, Boston After School & Beyond was piloting Partners for Student Success, and using other funding to continue developing the citywide database of after-school programs (Boston Out-of-School Time Navigator) and the Teen Initiative.

After School Matters (Chicago)

After School Matters also received \$8 million in funding from the Wallace Foundation's Out-of-School Learning initiative (the three-year grant started in April 2006). With this funding, project staff are working with Chicago's Department of Children & Youth Services to further develop the after-school infrastructure for teenagers.

As of January 2008, After School Matters had added a new program area, Science37, and expanded existing program areas. For example, Sports37 added apprenticeships in fitness instruction.

Team-Up for Youth (San Francisco Bay Area)

With approximately \$8 million in funding from 2006 to 2011 the Evelyn and Walter Haas, Jr. Fund, San Francisco Foundation, Hellman Family Foundation, William & Flora Hewlett Foundation, the Health Trust, Silicon Valley Community Foundation, Koret Foundation, Louise & Claude Rosenberg Jr. Family Foundation, Jay & Rose Phillips Family Foundation, and very generous major donors, Team-Up for Youth expanded its program to Santa Clara County and San Mateo County, both in the San Francisco Bay Area, in 2007.

Related Work by RWJF

RWJF has funded several projects that build on After School.

Expansion of Sports4Kids

RWJF is supporting a major national expansion of [Sports4Kids](#), a not-for-profit organization based in Oakland, Calif., that uses play to promote school-based physical activity and youth development in the classroom, during lunchtime and recess and after school (ID#s 053552 for \$4.4 million and 063981 for \$18.7 million—running from November 2005 to July 2012). Site coordinators work in public elementary schools where 50 percent or more of the students are eligible for free or reduced-price lunches.

Before the first phase of the national expansion started in November 2005, Sports4Kids operated in 75 elementary and middle schools in the San Francisco Bay Area, reaching 32,000 students.

The first phase of the national expansion allowed Sports4Kids to expand to Baltimore and three other regions: Boston, Silicon Valley (Redwood City and San Jose, Calif.) and Washington, D.C.

As of November 2007, Sports4Kids was operating in 55 new schools:

- 18 schools in Baltimore
- 13 schools in Boston
- 12 schools in Silicon Valley, Calif.
- 12 schools in Washington, D.C.

[Baltimore's Safe and Sound Campaign](#) and Northeastern University Center for the Study of Sport in Society in Boston serve as intermediaries for the East Coast expansion.

The second phase of funding for Sports4Kids, beginning in July 2008, is:

- Expanding the program to 650 low-income schools in 27 cities.
- Providing fee-for-service technical assistance to more than 4,000 schools annually.
- Building Sports4Kids into an organization with a national voice for promoting play as the single most effective strategy for promoting physical activity and ultimately improving children's health and well-being in school.

Providing Training and Technical Assistance to Intermediaries

With funding from RWJF, the [Forum for Youth Investment](#) in Washington, D.C., is developing and assessing training and technical assistance tools to help 10 communities improve the quality and reach of their after-school delivery systems (ID# 060267, 2007 to

2010). The nonprofit organization, which works to prepare young people for their futures, is collaborating with two other national youth development organizations: [High/Scope Educational Research Foundation](#) and the [National Training Institute for Community Youth Work](#).

With [Atlantic Philanthropies](#), RWJF also funded the [Forum for Youth Investment](#) to explore ways to structure technical assistance to local intermediaries to help them improve the quality and reach of their services to youth after school (ID# 057185, May to November 2006). The focus of the project is in the southern and southwestern United States. Project staff conducted field research (surveys, focus groups, site visits and meetings) with local intermediaries to assess their interest, capacity and reach, and held meetings with youth leaders to obtain their input.

Atlantic Philanthropies, which works in seven regions around the world, provides grants to organizations that serve disadvantaged people in order to increase their reach, impact, and capacity to advocate for social change.

Prepared by: Lori De Milto

Reviewed by: Karyn Feiden and Molly McKaughan

Program Officers: Floyd K. Morris Jr. and Kristin B. Schubert

Sidebars

SAN FRANCISCO CHILDREN GET EXERCISE AND BUILD LIFE SKILLS

About 3,250 low-income children, most Asian, Pacific Islander and Latino, live in the Tenderloin neighborhood of downtown San Francisco. Most live with their families in a single room in one of the large residential hotels and apartment buildings that fill the neighborhood. Open space is scarce in the Tenderloin, traffic is heavy and the neighborhood has the highest crime rate in the city.

"Giving these kids opportunities to be physically active in a situation where coaches are encouraging them in a positive way is a really good thing," said Midge Wilson, director of the [Bay Area Women's and Children's Center](#). The center provides direct services to low-income families in the Tenderloin and is involved with broader advocacy work.

Funding from Team-Up for Youth allowed the Bay Area Women's and Children's Center to establish the Tenderloin Youth Sports Initiative and begin giving neighborhood children, ages 5 through 19, a way to exercise and build life skills. "It's not just teaching sports skills but also life lessons, skills like learning to work cooperatively with your teammates, giving 100 percent, confidence and poise-the kind of things you need to be successful," said Wilson.

A Network of Sports Program Providers

The Tenderloin Youth Sports Initiative includes a network of sports program providers, including the Yerba Buena Ice Skating and Bowling Center, the San Francisco Ballet and the Tenderloin Children's Playground.

Ice-skating is one of the most popular activities. Project staff negotiated a reduced rate for one lesson and one free skate per week with the Yerba Buena Ice Skating and Bowling Center, which is within walking distance of the neighborhood. The Bay Area Women's and Children's Center pays for the year-round program. A year-round Saturday morning bowling league is also very popular, with about 35 to 50 children participating every week.

Other programs are offered during the school year or in the summer. "There are opportunities for the kids to be physically active throughout the year in a positive environment," said Wilson.

For example, the San Francisco Ballet Center for Dance Education offers a summer dance camp and after-school classes in ballet and multicultural dance. Leagues in flag

football and basketball, each lasting about three months, allow children to exercise three times a week. The leagues are held at the Tenderloin Children's Playground, which is also a recreation center.

Through a mini-grants program, the Tenderloin Youth Sports Initiative funds eight to 10 community organizations to run summer programs, such as cycling and track. Local partners include the San Francisco Hilton Hotel, which sponsored a basketball banquet at the hotel and provides refreshments for special events.

Project staff also work closely with parents, youth and local organizations, such as the Tenderloin Community School, the Tenderloin Children's Playground, Indochinese Housing Community Youth Program and the Salvation Army Youth Program, to ensure that programs are meeting the needs of the neighborhood.

Helping Children Succeed in Sports—and in Life

In 2006, the last year of the RWJF grants to Team-Up for Youth, 640 children in the Tenderloin area participated in sports programs. Wilson can see a difference in these children. "It does so much for the kids' self-confidence to do better at something," she said. "Some of the kids were not particularly successful in school, but they've been doing better."

Team-Up for Youth provided funding that tapered off so that the Bay Area Women's and Children's Center could begin planning to sustain the Tenderloin Youth Sports Initiative during the grant period. The center has raised funds for the program from several local foundations, and has also allocated some of its general operating revenues to the program.

"The Tenderloin Youth Sports Initiative is one of the programs that our center has done over the years that has made me the most proud. There have been so many kids in this neighborhood whose quality of life has changed so much from participating," said Wilson.

Grant ID: 34763

ELEMENTARY SCHOOL GIRLS RUN FOR FITNESS AND FUN (SAN FRANCISCO BAY AREA)

Girls on the Run® is one of the many sports programs sponsored by Team-Up for Youth in the San Francisco Bay Area. The after-school running program trains girls in third through eighth grades for a one-mile or 5K race, and mixes in life lessons intended to build self-esteem along with the exercise.

One day, the lesson focused on the importance of keeping promises, or "being girls of our word." Coach Kirstin talked about respect and promises, and then each of the girls ran to her and made a promise.

Next, the coaches teamed each girl with a partner, encouraging them to help each other keep running. Some girls ran in sneakers. One girl wore boots, and another sandals and a dress.

"Come on, you can do it. It's only a little bit more," said third-grader Brianna to encourage her partner, Lorena, to run. Each time Brianna and Lorena, and the other partners, crossed the finish line, they received a cloth bracelet as a prize. Soon, the cloth bracelets went up to their elbows.

After the girls finished their laps, they rested on the blacktop. Coach Leah asked the girls what they had learned about promises and partnerships.

"Be respectful to each other, even the people we're going against," said Janice, a fifth-grader.

"To cooperate with each other and help each other do it," said Brianna. "If somebody falls, we're going to promise to pick them up."

Then Coach Kirsten asked whether the girls liked the running. "Yes," they shouted.

"Running feels good," said Janice. "My teacher said it will help me out when I get bigger if I want to play a sport." Forming a circle again, the girls ended the session with a cheer: "Girls on the Run is so much fun."

Girls on the Run is held twice a week, in two 10-week sessions per year. At the end of the program, the girls participate in the Lollipop Run, a one-mile race that ends with a party.

ROWING PROGRAM HELPS TEENAGE GIRLS GET FIT AND BUILD CONFIDENCE (SAN FRANCISCO BAY AREA)

"When you're on the water, you have to have a one-track mind," said Caitlin. "I never had that before. My brain was like everywhere."

Initially, Caitlin was not interested in rowing. "My mom signed me up against my wishes. I thought it would be boring." Instead, she found rowing to be physically and mentally challenging. "You have to do a lot of things outside rowing, like push-ups and running. You've got to concentrate and keep up with the other girls. Rowing has showed me how to keep my focus."

Caitlin is one of about 25 girls from Oakland's five public high schools who participate in the nine-month rowing program through a Team-Up for Youth grant. That grant enables the Jack London Aquatic Center to offer the program for \$270, rather than the usual \$1,500. If the reduced fee is too expensive, it can be waived.

"Rowing gives the kids a chance to be different, to be good at something that their parents don't know about, something that their brother or sister doesn't play," says Peggy Johnston, program director and a volunteer coach. Johnston crewed for the U.S. national rowing team for 10 years and won the Master's World Championship in 2006.

Rowing is the first sport in which many of these girls have participated. In addition to exercise, it teaches them how to work as a team. "Physically, rowing is one of the best all-around sports," says Johnston. "Rowing builds confidence."

The girls train four afternoons a week, from September to May. After the program started in 2004, staff discovered that many of the girls did not know how to swim, and so they added twice-weekly swimming lessons for the first eight weeks.

In the fall, the girls learn rowing technique and build an aerobic base on indoor rowing machines. Then, they move onto the Oakland estuary. "The girls love being on the water. It takes them away from everything," says Johnston. The team competes against other local and California rowing teams, including in an annual three-day race in Sacramento, Calif.

The aquatic center has two vans, donated by AC Transit, a public transportation authority in the region, to transport the girls from school. The University of California, Berkeley, and the Lake Merritt Rowing Club donate the equipment used in the program.

Johnston is especially proud that nearly all of the girls go on to college after completing the rowing program. One rower, Joya Rogers, received a scholarship to the University of California, Berkeley. She is on the university's National College Athletic Association division crew team.

YOUNG ACHIEVERS: IMPROVING AFTER-SCHOOL PROGRAMS THROUGH PARTNERS FOR STUDENT SUCCESS (BOSTON)

[Young Achievers Science and Mathematics Pilot School](#) (Young Achievers) in the Boston neighborhood of Jamaica Plain already had an extensive set of enrichment programs for its students—Surround Care before and after school, Enrichment Club during the school day and Saturday Academy. Young Achievers is one of 11 pilot public schools in Boston that are intended to serve as laboratories for educational innovation and models for other urban public schools. It runs from kindergarten through eighth grade.

"All of the programs were in place before, but Partners for Student Success has stabilized some of the resources and allowed us to increase program quality," said Consuela Greene, manager of extended learning at Young Achievers. "Partners for Student Success is paying for staff that the programs couldn't afford to pay for before."

Identifying the Learners

Greene began working for Young Achievers in 2007, when the school began its three-year pilot of Partners for Student Success. Because Partners for Student Success focuses on elementary school students, Greene's role is to identify students in kindergarten through fifth grade who are struggling in school, refer them to the right activities and services, and follow up to make sure they are getting the help they need. She also works closely with the principal to integrate services, partnerships and after-school programs.

With most of the 240 kindergarten to fifth-grade students at Young Achievers needing some extra help, Greene had to prioritize. A survey of teachers helped her to identify about 100 students most in need of improving their reading, math or social skills.

Greene found out which of those students were already participating in the school's extended learning programs, getting outside tutoring or seeing the two social workers affiliated with the school. Then, she helped connect about 60 students who weren't getting help to the two programs most closely linked to improving success in school: Surround Care and Saturday Academy.

Enriching Extended Learning Programs

Surround Care reaches about 75 students through its before- and after-school components.

The before-school component of Surround Care is held at the nearby Boston Nature Center. It includes time to read or finish homework, followed by a specialty program and then breakfast at the school.

Specialty programs were added with Partners for Student Success funding and include nature, Spanish classes and [Sports4Kids](#). (Sports4Kids uses play to promote school-based physical activity and youth development and is being expanded with Robert Wood Johnson Foundation funds. See [Afterward](#)). Students rotate through these activities weekly. For example, a naturalist takes the students on walking tours to study trees and bugs while a site coordinator who works full time for Young Achievers leads structured games and physical activities through Sports4Kids.

An academic coordinator, hired with funds from Partners for Student Success, leads the expanded after-school component of Surround Care, which provides tutoring and help with homework to 22 students. "Those 22 students are at an 85–90 percent homework

completion rate, and many weren't getting homework done at all before," said Greene. "They are also starting to do better socially."

Saturday Academy is a tutoring club funded primarily through the [No Child Left Behind Act of 2001](#). With resources from Partners for Student Success, Young Achievers added more staff to the academy and served more students.

Another opportunity for extended learning is the Enrichment Club, a weekly program during the school day for 160 students in second through fifth grade. Among the many clubs are Hip Hop dance, comedy, geography and the spelling bee/word game club. Partners for Student Success now pays for two of the artists who lead clubs.

Greene checks in with the teachers every month or so to see how the students are doing and the teachers draw on the enrichment staff as a resource. For example, one second-grade teacher asked for help with a student who had trouble getting organized. When the academic support coordinator went into the classroom, other students wanted help, too, and she presented a workshop on organizational skills for the entire class. "The partnerships are really starting to build," said Greene.

Grant ID: 55436

BOSTON CREATES CITYWIDE DIRECTORY OF AFTER-SCHOOL PROGRAMS

Hundreds of programs—from swimming and arts and crafts to computer classes and a Hip Hop culture program—are available to young people in Boston, before and after school, and during weekends, summers and school vacations. Whatever the age, interests and neighborhood, young people and their parents now have an easy way to find out about these, through the [Boston Out-of-School Time Navigator](#).

Users can search for programs by age, interests and neighborhood—or any combination of these. They can also search for a program by name, or look for programs from a specific organization. Interest areas include:

- Academic support
- Arts and cultural activities
- Career development/employment exploration
- Community service/civic engagement
- Environmental activities
- Health prevention/education
- Leadership development

- Sports/recreation
- Technology/media literacy.

Each search provides a list of available programs by sponsoring organization. Detailed information about each program is just another click away, and includes:

- Program description, goals, activities and hours of operation.
- Who the program serves, as well as enrollment and cost information.
- Program location (including a map) and contact information.

APPRENTICESHIP PROGRAMS GIVE CHICAGO TEENS SKILLS AND JOB OPPORTUNITIES (CHICAGO)

With 29 miles of lakefront and about 250 pools, the Chicago Park District (Park District) needed about 1,000 lifeguards in 2000-more than any other city in the United States. But many young people in Chicago had never learned to swim and lifeguards were in short supply, especially in minority communities. The Park District had to restrict swimming hours to stretch the available lifeguards across the city's neighborhoods.

That all began to change in 2001, when *After School Matters* added lifeguarding to Sports37, one of its apprenticeship programs. Participating teens learned how to swim, and then trained to qualify as lifeguards.

Apprentices who completed lifeguard training and earned their American Red Cross certification had a shot at a summer job with the Park District. From 2002 to 2006, the Park District hired 522 apprentices as lifeguards. That's "most, if not all" of the apprentices who earned their waterfront lifeguard certification, according to Charlie Tribe, program manager of Sports37 for the Park District. In 2006, lifeguards earned \$11.04 per hour.

"This program has given us the ability to have young people from these communities, most of whom learn to swim for the first time, become lifeguards with us," said Tribe. "They are able to give back and guard in the communities they've grown up in."

The lifeguard apprenticeship is one of the most difficult to complete, noted Tribe. "To be able to become a lifeguard just shows the dedication of these young people. It requires a lot of commitment from them."

Teens participating in Sports37 can also train for other opportunities with the Park District:

- In Park District day camps, apprentices (14-year-olds), interns (15-year-olds) and recreation leaders (who are age 16 and older) work in teams of five or six, each with an adult, leading sports activities, including baseball, basketball, soccer and volleyball.
- In two stadiums managed by the Park District, teens can learn how to run concessions, keep score, maintain the grounds and more.
- In the bicycle ambassador program, teens train other young people—in day camps and on Chicago's lakefront trails—in bike repair, maintenance, first aid and safety.

Other Skill-Building Opportunities

Like Sports37, apprenticeship programs in technology (Tech37), communications (Words37) and the arts (Gallery37) engage teens, instill confidence and help prepare them for the future. "Our teenagers are engaged with something that is important to them," said Maggie Daley, Chicago's first lady and chair of After School Matters. "Otherwise they wouldn't be there."

- **Tech37:** In Tech37, teens work with technology professionals to create Web sites, edit digital videos, produce music, program robots and more. In one apprenticeship program, teens at Kelvyn Park High School's Digital Video Production Program create a short documentary film about their experiences growing up on Chicago's Northwest Side. They learn the history of film, biography, video production skills, lighting and scripting. When they complete the film, they have a showing for parents, families and community members.
- **Words37:** Teens who are interested in communications can express themselves in Words37, where apprenticeships include journalism, theater, performance poetry and creative writing. For example, teens from Chicago's South Side write, edit, illustrate and design a newspaper in the computer labs at the South Shore Community Academy. The newspaper includes illustrations and interviews of celebrities, such as the recording star Mario. Teens also take field trips to the Chicago Tribune and Northwestern University's Medill School of Journalism.
- **Gallery37:** Arts-oriented teens can learn about—and participate in—the visual, performing, culinary and media arts through Gallery37. Teens in the mural painting apprenticeship create murals related to Chicago's immigrants and their art and customs. Activities include visual research, visits to ethnic neighborhoods, and sketching murals, architecture and streets that capture the character of community life.

"These teenagers have hidden talents. The program has permitted them to bring these talents out," said Maggie Daley. "It's a gift that they give themselves."

The key to the apprenticeship program is its authenticity, according to David Sinski, executive director of *After School Matters*. "Teens like things that are hands on and can apply to their world outside of school," he said. "They tell us that they don't want more school after school. They also want to develop skills that will prepare them for adulthood."

Grant ID: 42015

WHY TEENAGERS? (CHICAGO)

Chicago first lady Maggie Daley, chair of *After School Matters*, deliberately focused the program on teenagers. "As a society, we have tended to isolate teens—we've walled them off as a problem, a big mystery that we never hear about except when there's trouble," says Daley. "If teenagers are lost, it's because we are losing them, by not giving them the opportunities to show what they can do, to be their best, and to have a little fun in the process."

By providing paid apprenticeships in the arts, technology, sports and communications, *After School Matters* creates opportunities for teens to work with caring adults in these fields and to develop marketable skills. "We realized there was a hunger on the part of teenagers to have interesting things to do after school," said Daley. "This is a positive, proactive thing we can do, and we know it works because our kids stay in the program."

Daley also noted that *After School Matters* keeps participating teenagers out of trouble.

AFTER-SCHOOL INTERMEDIARIES: A VALUABLE ASSET FOR CITIES

Boston Brings Key Public and Private Players to the Table

Boston After School & Beyond brought key players from the public and private sectors together to coordinate after-school programming. "There were many community-based organizations doing great after-school activities in Boston. The frustration was the lack of a way to coordinate everyone's efforts," said Larry Mayes, chief of human services for the city of Boston. As a board member for Boston After School & Beyond, Mayes helped to link the mayor's office, the community and the intermediary.

"We brought together players from the foundation world, the practitioner world, policy-makers and the public sector to discuss the problems in the city," said Stephen M. Pratt, president of Boston After School & Beyond. "We were an independent third party that brought people together in the spirit of thinking they had the chance to solve problems."

Bringing the public and private sectors together was especially important in Boston, according to Pratt. Since cities in Massachusetts do not have independent taxing authority, Boston could not fund an after-school system on its own. And the private sector has funding to test after-school activities through pilot programs but cannot take programs to scale without city cooperation. "It takes both sectors to bring about lasting change," said Pratt.

Chicago's City Hall Fosters Collaboration Among Key City Agencies

Strong support from City Hall enabled *After School Matters* to expand its activities. Maggie Daley, the mayor's wife, chair of the program and one of the mayor's top aides forged an alliance among staff in the three city departments that were integral to the success of *After School Matters*: schools, parks and libraries. "We had strong strategic leadership that was blessed by City Hall," said David Sinski, executive director of *After School Matters*.

The schools, parks and libraries had an historical animosity towards one another and "all the Balkanization and rivalry you'd expect from longstanding bureaucracies," according to *After-School Grows Up*. "The mayor assigned someone to get things done, and he gave that person—me, in this case—enough authority and space to move the barricades," said B.J. Walker, the city's director of human infrastructure.

For more than a year, Walker spent about one-third of her time getting the three agencies to work together. Fortunately, top officials of each agency were close colleagues and their collaboration was key in forming *After School Matters*. The greater challenge lay in persuading midlevel professionals to cooperate. Walker spent a great deal of time and energy in that effort, and also handled practical matters, such as liability and other logistical issues.

"The ability of these three city agencies to put aside their individual differences, move beyond issues of legal liability, differences in pay scales within different agencies, and turf issues, is a huge achievement and perhaps the single most important reason that *After School Matters* has succeeded in becoming Chicago's lead agency serving teens and also a nationally recognized model," said Carol Glazer, the senior program consultant.

It is a model any community can copy, according to Daley. "You don't have to go out and build anything," she said. "You've got schools, you've got parks and you've got libraries. You've got community-based organizations. You've got talented people who are willing and able to do part-time instruction in fields that they love. Any community can do it."

San Francisco Bay Area Supports Community-Based Organizations to Develop Sports Programming

The Team-Up for Youth board of directors believed in the power of sports to contribute to the positive development of young people. Professional athletes, such as former football player Harrison Barton (a Super Bowl winner with the San Francisco 49ers), and former pitcher Dave Stewart (who played for the Oakland A's), teamed up with youth development experts to strategically determine how to bring quality after-school sports programs to many young people in the San Francisco Bay Area.

"Through Team-Up for Youth, you could step back and look at the big picture, take a much more strategic view of what was happening in the Bay Area and look at how we could influence the after-school system at scale," said Sylvia Mei-Ling Yee, PhD, vice president of programs for the Evelyn and Walter Haas Jr. Fund, which launched Team-Up for Youth, and a trustee of the program.

Looking at the big picture led to the decision to focus on providing funding, training and technical assistance so that community-based organizations could develop quality after-school sports programs.

"Team-Up gave programs a framework to ensure that they did impact the larger youth development goals that we care about," said Janet Carter, the program's executive director. Those goals include providing young people with positive relationships with caring adults and encouraging healthy habits such as eating right and exercising.

APPENDIX 1

After School Project List

Boston, Mass.

[Boston After School & Beyond, Inc.](#)

\$4,893,418 (February 2002–June 2007) ID#s 042632, 046949, 049336 and 055436

Contact:

Stephen Pratt

(617) 345-5322, ext. 18

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[After School Matters Inc.](#)

\$5,000,000 (May 2001–April 2006) ID# 042015

Contact:

David Sinski

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San Francisco Bay Area (headquartered in Oakland, Calif.)

[Team-Up for Youth](#)

\$4,999,583 (December 1999–December 2006) ID# 034763

Contact:

Timothy Johnson

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timj@teamupforyouth.org

APPENDIX 2

Boston After School & Beyond Funders (as of June 2007)

(The specific amount of the contributions from each funder was not available.)

Bank of America, Trustee of the Lloyd G.
Balfour Foundation
Barr Foundation
Bay Verizon
Boston Foundation
City of Boston
Cornerstone for Kids
Harvard University
Hyams Foundation, Inc.
Liberty Mutual Group

Ludcke Foundation
Massachusetts 2020 Foundation
Mott Foundation
Nellie Mae Education Foundation
New Profit Inc.
United Way of Massachusetts
Wallace Foundation
Yawkey Foundation II
An anonymous funder

APPENDIX 3

After School Matters Major Funders (2002 to June 2006)

Organization	Amount
Illinois State Board of Education	\$5,914,000
City of Chicago	\$3,000,000
SBC Communications	\$1,050,000
Kraft Foods	\$600,000
MacArthur Foundation	\$525,000
Abbott	\$500,000
Wallace Foundation	\$500,000

APPENDIX 4

Team-Up for Youth Major Funders (1999 to 2006)

Organization	Amount
Evelyn and Walter Haas, Jr. Fund	\$5 million
San Francisco Foundation	\$5 million
Miriam & Peter Haas	\$1 million
Hellman Family Foundation	\$1 million
George H. & Leslie P. Hume	\$500,000

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