



Memorandum

TO: ALL CHILDREN ACHIEVE
COMMITTEE

FROM: Sara L. Hensley

SUBJECT: SEE BELOW

DATE: 03-24-04

Approved

Date

**SUBJECT: SAN JOSE AFTER SCHOOL IMPLEMENTATION UPDATE AND
DISCUSSION OF PRIORITIES FOR YOUTH PROGRAMS**

PURPOSE

The purpose of this memorandum is to provide a status update to the All Children Achieve Committee on the following:

- San José After School Implementation; and
- Priorities for Youth Programs for FY 2004-05.

BACKGROUND

In FY 2003-04, PRNS consolidated all after school programs into a single unit, entitled San José After School. The Program eliminated duplication and consolidated management, resulting in improved cost-effective programming. With this change 1) Homework Centers, 2) Recreation, and 3) Comprehensive programs (LEARNS/ASEP) were united, with the goal to streamline staff, site monitoring, evaluation processes and to improve the quality of after school programs.

Service level definitions were based on the following service component criteria:

- Level One: Basic Homework Assistance
- Level Two: Integration of recreation in addition to the homework assistance components.
- Level Three: Comprehensive programs offered with a linkage to the state curriculum standards including literacy, math and science, leadership, education, and cultural arts with homework assistance and recreation.

Implementation of the new San José After School Unit has created synergy in after school programs. Below are additional accomplishments since the last report to the All Children Achieve committee in November 2004.

- Training has been streamlined and quality standards have been developed in partnership with the National Institute of Out of School Time (NIOST) and San Jose 4 Quality partners.
- The program has streamlined the funding process with HNVF beginning in FY 2004-05 to require new Level 2 and 3 Community Based Organizations (CBO's) providers to seek funding through HNVF process. This helps to coordinate and avoid duplication of funding. Overall, the outcome is to ensure that all children in the City of San José have access to quality after-school programming.

ANALYSIS

Program Assessment

Methodology

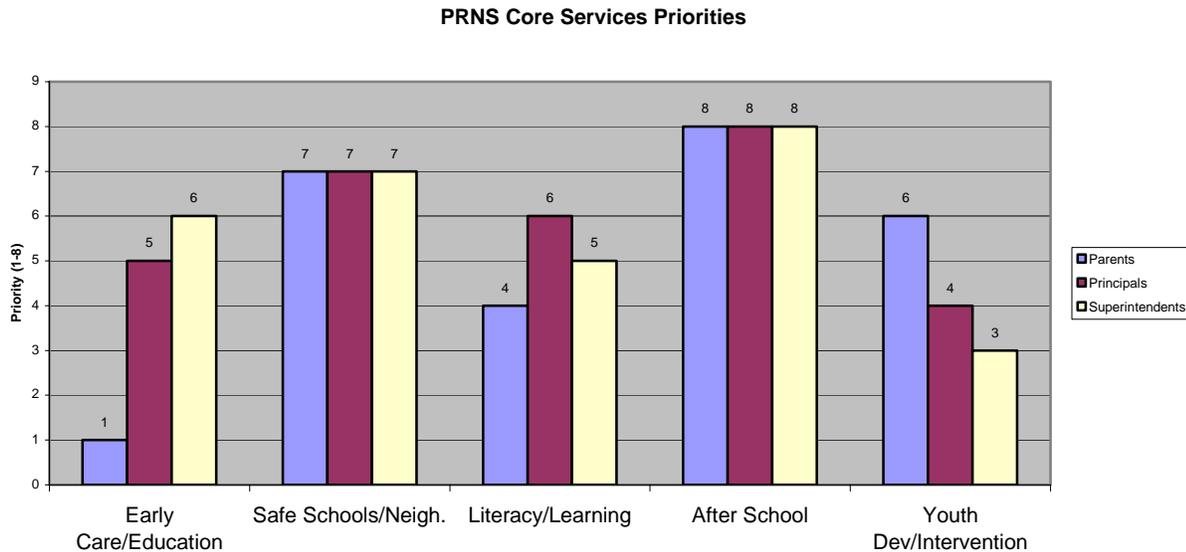
During the period from October 2003 through February 2004, the San Jose Afterschool Program conducted an assessment with key stakeholders to determine what they considered important core services. The program assessment was conducted through focus groups and the completion of core service surveys. The focus groups consisted of eight focus groups of parents, youth, principals and CBO's. Two parent focus groups were conducted in Spanish and two were conducted in English. Additionally, two focus groups were conducted with youth and two with principal/provider/community based organizations. Core Services Surveys were collected from October 2003 through mid December 2003 to assess stakeholder priorities relative to youth services. We received 93 responses from principals, 11 responses from Superintendents, and 2,336 responses from parents. In addition, staff researched established programs and publications through the National Institute on Out-of School Time, California Parks & Recreation Society, Robert Wood Johnson After School Project and the National Parks and Recreation Association.

Results

The core services survey instrument asked respondents to prioritize the following eight youth service areas: Early Care and Education Services, After School Programs, Literacy and Learning, Youth Development/Intervention, Youth Leadership, Career Awareness and Preparation, Safe Schools and Neighborhoods, and Educational Support.

Five of the eight areas consistently were ranked at the top of the priority list, whereas the remaining three (Youth Leadership, Career Awareness and Preparation, and Education Support) did not result in any trend.

For purposes of this report, the chart below illustrates the top five core services, as expressed by parents, principals and superintendents, and the prioritization.



The results of the core services survey reinforces that after school programs for youth are consistently ranked as the top priority by parents, principals and superintendents. In the focus group, parents also indicated that well trained staff, not necessarily credentialed staff, was important in successful afterschool programs.

Second in priority as ranked by parents is Safe Schools/Neighborhoods. Safety and security were dominant issues among approximately one-third of the youth. Parents were enthusiastic about extended hours for after school programs with the knowledge that students were safe in a well-lit and clean facility.

Literacy/Learning was third in priority. Adults as well as a large percentage of Spanish speaking youth that participated in the focus group wanted after school programs to include academic learning. Focus group program providers expressed the need for academic hands-on learning for students to enhance the school day. After school programs, widely agreed by the results, need to engage the youth with innovative active learning opportunities. Students also emphasized a need for space and for lower staff-youth ratios and feel an enhanced learning experience will result.

Fourth in priority is Youth Development/Intervention. Parents emphasized the need for youth support services to help deal with their children when they start exhibiting high-risk behavior. Parents from the focus group wanted to have intervention services provided in earlier grades due to the increase in gang activities at the middle school level.

Fifth in priority is Early Care/Education. Superintendents rated this as their third highest priority, while parents rated it lower amongst the core services. It is natural to assume that the rating reflects the low need for early child care or pre-kindergarten programs by parents of school aged children.

In summary, the findings mentioned above demonstrate that after school programs are most important. Additionally, exposing children 0-5 to educational opportunities when they begin their school experience, opportunities for literacy and learning, along with the provision of safety in schools, and intervention services for youth to provide alternatives for youth exhibiting high-risk behavior were essential services to respondents and are reflected in their prioritization rankings.

Recommended Program Modifications for FY 04-05

Overall, school administrators are satisfied with the re-structured after school program. The feedback we received related to the implementation of Levels One, Two, and Three revolved primarily around changes to Level One. Through the focus groups and research studies on after school programs, the “study hall” type of programming was not found to be as effective as interactive, developmental asset-based learning. The results of the focus groups highlighted differences in program expectations among parents and youth such as parents’ preference for higher concentration on academics and youth preferences for more enrichment and recreation activities.

Based on the program assessment, which included the core services survey and focus groups, as well as the research on current programs and publications through the National Institute on Out-of-School Time, California Parks and Recreation Society, Robert Wood Johnson Afterschool Project and the National Parks and Recreation Association, the following program modifications are recommended for fiscal year 2004-2005.

1. Modification to program focus. Level One is currently comprised of homework centers and vary in quality of programming. Proposed changes include to offer three options for Level One: (1) academics; (2) academic plus life skills, or (3) enrichment programming;
2. Minimum Service Level: The Level One sites should operate three to five days a week;
3. High School Focus: Level One programs will focus on 9th grade students and let BEST and HNVF funded agencies work with the 10th through 12th grades based on need and availability. The chart explains rationale for this focus;
4. Funding: New CBO’s seeking funding to provide afterschool program through the San Jose Afterschool effort will go through HNVF funding process. Existing community-based organizations providing afterschool programming will go through a reapplication process.
5. Administrative Modifications: (a) Consolidate the three oversight and advisory boards into one, and (b) develop a revenue sharing strategy through fee-based programs and collaborative grants.

The table below outlines the current Level One, Two and Three program models and more detail on the proposed program modifications for fiscal year 2004-2005.

Current Level One Model	Proposed Level One Model
<p>Level 1 sites comprise mostly of “homework centers” and vary greatly in quality of programming.</p>	<p>Expand Level 1 sites with additional program models to include:</p> <ol style="list-style-type: none"> 1. Academic Program: Sites with traditional homework center assistance, 2. Academic Plus Program: Sites that combine homework assistance with life skills/ component, and 3. Enrichment Program: Sites that provide traditional recreation - and socialization activities, without an academic component. <p>The core difference between a level one and level two, is that a level two program combines academic assistance, life skills and recreation/socialization programming.</p>
<p>The current Level 1 homework center model does not require a minimum level of service hours.</p>	<p>All Level 1 programs will operate three to five days per week for a minimum of one-hour each day.</p> <p>Level 2 programs will operate for a minimum of 2 hours per day and five days per week.</p>
<p>Currently Level 1 sites vary in quality at all high school sites, serving 9-12 graders.</p>	<p>Limit high school Level 1 programming to focus on 9th grade students to reduce the high school dropout rates As captured by crime statistics and by the Search Institute’s Forty Developmental Assets, the high school prevention focus will be shifted to 9th grade for Level 1 programming, while career development and intervention provided by BEST and HNVF funded agencies will continue to be the focus for 10th through 12th grades based upon need and available funding.</p>
Current Level Two & Three Models	Proposed Level Two & Three Models
<p>Level 2 and 3 require additional funding sources, outside of City funding.</p>	<p>All community based organizations seeking to operate new after school program sites will be required to apply through the HNVF funded process. Program renewal sites will submit a customer friendly update to the San José After School Office to ensure that they have met or exceeded program goals for the year. The expectation is that existing Level 3 programs operated by the City of San José will be operated by community based organizations that have applied through the HNVF process and are eligible to provide Level 2 and 3 programs.</p>

Existing Oversight	Proposed Oversight
<p>There are currently three oversight and advisory boards under the old structure.</p>	<p>Consolidate the Homework Centers Advisory Board, the Before and After School Working Group, and the LEARNS Oversight Board and create one new San Jose After School Board.</p> <p>Create an opportunity for community-based partners, the City of San José and school district representatives to share best practices and training opportunities on a regular basis.</p>
Existing Funding	Sustainable Funding
<p>The City of San Jose’s General Fund, HNVF, and/or State and Federal funding provide funding currently.</p>	<p>Develop sustainable funding through fee-based after school programs and partnerships and via collaborative grants and revenue sharing opportunities. Staff will develop the criteria to ensure consistency across the city and fees that cover the full cost of the program.</p>

Next Steps

In preparation for implementation of the recommended changes for the coming fiscal year, the following next steps are identified:

1. The HNVF applications of CBO’s have been received for Level Two and Three programs and are currently being evaluated. Recommendations for new applicants will be included in the HNVF Committee’s report to Council;
2. On April 20th, the new Level One applications will be submitted under the proposed criteria. Once evaluated, staff recommendations will be submitted to individual City Council Offices for final allocation awards. This is pending the HNVF committee’s decision as to the total funding available for Level One programs;
3. A communication strategy will be developed to inform school district administrators and teachers regarding the change in program focus;
4. An Advisory board consolidation plan will be developed and implemented by the end of this fiscal year;
5. By the end of this fiscal year, we will develop a revenue sharing strategy through fee-based programs and collaborative grants, along with criteria.

COST IMPLICATIONS

There are no increased cost implications associated with this memo.

COORDINATION

This report was coordinated with the City Attorney's Office.

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and Neighborhood Services