

Quad A Strategy Outline



Introduction – in process

Grant Making - Done

Ideal After School Program - Done

Development – in process

Communications – in process

Administration – in process

Quad A Strategy

GRANT MAKING



Overview

The mission of Quad A for Kids is to break the cycle of poverty in the city of Rochester. We will do that by bringing activities to youth aged 5 – 15 outside the normal school day. These activities help with behavioral development and academic achievement both by the content of the programs and by the role modeling of the teachers and coaches.

Quad A for Kids funds three types of activities. Their roles are interrelated.

- City Wide Programs (CWPs) are available at a variety of locations across the city of Rochester. Most of these programs involve youth in a single type of activity over part of the year. The programs reach a lot of children but often without depth. These programs include a number of summer camps.
- Neighborhood After-School Programs (NAPs) improve on the depth issue by establishing a number of activities inside a single school building immediately following the end of the school day. These programs typically run the entire academic year.
- Full Week Programs (FWPs) take the NAP concept a significant step forward by providing an integrated set of activities so that the students remain after-school for the program five days a week, most of the school year.

Key criteria for funding activities are

- The activities take place where there is a need
- The activities are effective helping urban youth
- Our funding makes a significant difference

Quad A for Kids believes that FWP can have the greatest impact on its participants. Yet, all three types of programs play an important part in our strategy.

City Wide Programs

Originally, Quad A for Kids funded only City Wide Programs such as the Flower City Soccer League. At one point, we saw ourselves as “venture capitalists for kids” by nourishing a variety of fledgling programs. That viewpoint has changed as we have identified better ways to help youth.

City Wide Programs might receive Quad A for Kids funding if they meet at least one of the following criteria.

- A **legacy program** is one with long time ties to Quad A for Kids and with a history of success. These programs provide us with a connection to a sizable fraction of our donor

Quad A Strategy

GRANT MAKING



base and help us lay the foundation for new NAP and FWP activities. They can also provide a significant amount of community exposure.

- City Wide Programs can enhance our goals by providing **additional activities for NAP and FWP participants**. One way to do this is by providing these NAP/FWP participants enrollment in activities in which they otherwise might not be able to attend. These activities would occur weekends or summers, when our school based programs do not meet. Another way to provide additional activities is funding complimentary activities at venues near our NAP or FWP schools.
- Our current FWP and NAP strategies are based on establishing programs inside given school buildings. Today, only schools through the sixth grade are neighborhood based. That means we have a difficult time continuing to provide activities to kids after grade school. We need CWP's which **engage 13-15 year olds that have finished our grade schools** with established programs.
- We will fund some programs that do not fall into the last three categories but have **extraordinary impact** on youth participating in them.

We are currently spending \$140K a year on city wide programs. This number is unlikely to grow and could decrease. We will add additional programs into this category only under exceptional circumstances.

We believe that the youth of Rochester will benefit by having a number of programs, whether funded by Quad A for Kids or by others. Since the benefits of these programs are the collective effect from youth attending a number of these programs, it is unlikely we can directly measure an impact of any one of these programs all by itself from quantitative data on the participants. What we can do is make sure that (1) the program is operated to benefit participants and (2) the youth are attending. We can do the former using the Children's Institute measurement tools and the latter using attendance data.

Neighborhood After-School Programs

A typical NAP school has 5 – 10 activities, all of which meet once a week. Students sign up for individual activities, one by one.

The benefits of the individual activities with a NAP are similar to CWP's. It has the added advantage of making it easy for any child to engage in several activities because all are the location (school.)

The true role of the NAP is a trial to see if the school is ready to have a FWP. Therefore, the evaluation of the program is based upon that readiness. Proposal measures include:

- Availability of space in the school
- Ability to partner with the principal and with the staff.
- Student/parent participation in the activities.

Quad A Strategy

GRANT MAKING



- Availability of a liaison or coordinator for the program at the school
- Availability of proximate partners.

At any given point in time, Quad A needs one or two NAPs.

Full Week Programs

Full week programs with proscriptive activities are the best route to helping youth. Ideally, these programs are five days a week and run from the end of the school day until 6 PM, when the children can safely go home. They would provide a hot meal. Within a school, 25% to 50% of the eligible students would participate. Evaluation would show a positive statistical separation of the participants from a demographically-matched control group.

Ultimately, Quad A for Kids would like to see this type of program in all K-6 schools in Rochester. However, at this point, we see our role is developing and proving the model. We can do that with two to four programs (schools) running across the city. At that point, another agency or the RCSD is likely to step forward and adopt the model. (It is conceivable that Quad A for Kids could be asked to run it for another funding organization. That decision would be made later and depends on our organizational capability.)

Program startup would usually take 2 – 3 years with the first year having an hour of programming/day, five days a week, for perhaps 80 youth. The program would grow in hours and participants in follow-on years. The school for a new program would have to prove itself as a contender by having a successful NAP for at least one year.

Ultimately, we want all the participants to graduate from high-school. While we should be tracking that number, we need a faster feedback process to evaluate our progress. We will use a range of leading and trailing indicators. All measurements are compared to a control group in the same school.

- School attendance by FWP participants.
- Number of school suspensions by FWP participants.
- NYS test scores for grades 3-6 ELA and math.
- Component activity evaluation by the Children's Institute.
- Teacher-Child Rating Scale (TCRS) for behavior.

There is a significant concern that participants in the FWP program will regress during the summer. We need to identify ways to amend our summer program strategy to engage more of FWP participants in them.

Quad A Strategy

GRANT MAKING



Grant Making Strategy

Type	Measure	Magnitude
<p>City-Wide Programs</p> <ul style="list-style-type: none"> ▪ Effective legacy programs ▪ Additional activities for NAP/FWP participants ▪ 13-15 Year olds (no NAP/FWP) ▪ Extraordinary impact 	<p>Contributes with other programs to help kids. Our program measured by</p> <ul style="list-style-type: none"> ▪ Program benefits participants (Children’s Institute Measure) ▪ Attendance 	<p>Currently \$140K</p> <p>Flat, maybe down</p>
<p>Full Week Program</p> <ul style="list-style-type: none"> ▪ Most impactful program on youth ▪ Five Days x 3 hours with meal and medical care. ▪ 25% to 50% of students in K-6 School ▪ Stages (2-3 years) <ul style="list-style-type: none"> ○ Start Small (fewer kids or fewer hours) ○ Grow to 5 x 3 ○ Make independent ▪ Summer component would help 	<p>A mixture of behavioral, performance, and program measures</p> <ul style="list-style-type: none"> ▪ School Attendance ▪ School Suspensions ▪ TCRS ▪ Evaluation by Children’s Institute ▪ NYS Test Scores 	<p>Grow to 2 – 4 FWP in Rochester.</p> <p>Make model available to others</p> <p>Decide later if we would to just provide the model, expand to more schools, or build programs for older kids</p>
<p>Neighborhood Ambassador Program</p> <ul style="list-style-type: none"> ▪ First step in moving a school to a FWP ▪ 5 – 10 activities, 20 kids per activity ▪ Sign up not necessarily coordinated across programs 	<p>Measure readiness for FWP</p> <ul style="list-style-type: none"> ▪ Availability of space in the school ▪ Principal/Staff ▪ Student/Parent participation ▪ Proximate Partners ▪ Coordinator 	<p>One or two</p>

Quad A Strategy

IDEAL AFTER SCHOOL PROGRAM



Achieving our Basic Mission (Overview)

The mission of Quad A for Kids is to break the life cycle of poverty in the city of Rochester. Our goal is to help students graduate from high school and pursue college education or other career training. We want them all to find meaningful employment. We plan to do this by involving them in activities outside the normal school day which will prepare and develop them with those life skills and core values needed to graduate. In some cases, we will fund the activities directly. In other cases, we will partner with other agencies and organizations to bring those programs to our youth.

As explained in the chapter on funding, we will support a mixture of city-wide and in-school programs. The purpose of this chapter is to describe our strategy for in-school programs. We would like to work with youth from elementary school to graduation in a variety of forms. The goal is seeing them graduate. We need to follow our progress by establishing tracking mechanisms such as COMET in order to document the degree to which our efforts have been successful.

Our in-school program goals are best achieved working within the structure of the Rochester City School District (RCSD) which currently has 39 elementary schools (K-6 grades) and 13 high schools (7-12 grades.) Each high school has a theme but unfortunately not a geographic or elementary school link.

It is imperative to start when the students are young, before it is too late. Quad A for Kids has a model after-school program for elementary school students that is easily replicable by other organizations. This has been and will continue to be the core focus of Quad A for Kids. During this time, our participants

- have access to worthwhile activities
- achieve reinforcement of their academic performance
- meet appropriate role models
- are helped to develop a core set of values helpful to the community
- learn life skills such as teamwork, diligence, and accomplishment
- increase their sense of self-worth

To break the cycle of poverty for our students, Quad A for Kids needs to explore a variety of options that will enable our students to end their education with career options. When students move from elementary school to high school, they enter critical years of their lives. Faced with more social, emotional, and academic challenges than they have previously encountered, they are also faced with fewer supports and less structure in their lives. Students still have needs enumerated above. Unfortunately, the structure of RCSD schools has made it difficult to develop a strategy for keeping in contact with all participants in Quad A programs once they finish elementary school. There is not one high school on which we can focus to pick up our elementary school kids in the next phase of their education; we cannot fund programs in all high schools. However, we do believe we can help a number of our elementary students through

Quad A Strategy

IDEAL AFTER SCHOOL PROGRAM



partnerships with effective organizations that exist in our community. These include the Hillside Work-Study Program for grades 7-12 and BOCES for grades 9 – 12.

Quad A for Kids will explore the same kind of partnerships with post-graduate career training institutions and pursue “Cradle to College” relationships with area colleges for admittance and scholarships for students who remain with Quad A throughout their school career.

Program for Elementary Schools

Quad A for Kids starts with an after-school program for elementary school students. This has been and will continue to be the core focus of Quad A for Kids. The key premise for developing our children is not “fix the child through interventions” but “prepare and develop the child.” We will do this by focusing on the development needs of young students:

- Finding a valued place in a constructive group
- Learning how to form close, durable human relationships
- Feeling a sense of worth as a person
- Achieving a reliable basis for making informed choices
- Knowing how to use the support systems available to them
- Expressing constructive curiosity and exploratory behavior
- Finding ways of being useful to others
- Believing in a promising future with real opportunities

While our ultimate goal is seeing our students graduate from high school, we need intermediate goals to see how well we are preparing our elementary school students for this goal. The best set of intermediate goals is:

Goals for Elementary School Students:

- Strong task orientation, assertiveness, social development, and peer social skills
- No violent or other high risk behavior
- Grade level or higher academic achievement
- Acceptable in-school behavior

The following measures will help us mark our progress toward the goals for elementary school students. The measures might be changed over time but these seem the best place to start.

Leading Measures

Program Attendance
School Attendance
Teacher-Child Rating Scale
GRASA measure of activity effectiveness

Trailing Measures

NYS Test Scores (ELA, Math, SS, Science)
Student GPA
Grade Promotions

Quad A Strategy

IDEAL AFTER SCHOOL PROGRAM



Program Attributes. As we search for the right combination of activities and structure for our after-school programs, we must be mindful of research-based components of successful after-school programs. These were compiled by the Harvard Family Research Project. All elements are directional. The list is not prioritized.

General

- mandatory attendance in a 3 hour program
- 5 days/week in school or community center
- parents pick up their children daily
- time for recreation, snacks, hot meal

Participants

- supportive relationships developed among participants
- older students have leadership opportunities
- student voice permeates program daily; students surveyed on their interests
- at-risk kids are included (teachers identify and encourage participation)
- parents clearly informed of benefits of program (no cost, convenient, safe, enjoyable, homework help, tutoring, new friends, physical fitness, exposure to arts, caring adults)

Staff

- staff develop supportive relationships with participants
- staff includes charismatic adults who direct activities and run program
- at least one staff per 10 students
- on site staff coordinator to oversee activities, follow up with parents, teachers, and students as “educational liaison,” and serve as link between after school and classroom teachers

Activities

- wide variety of activities and experiences (community service, arts, sports, academic projects, scouting, life skills, homework completion)
- regular daily participation strategically emphasized and encouraged (prizes, field trips, recruit friends to join together, identify key student leaders, hold orientation session with students and parents, call home when absent, include younger siblings)
- project-based academic activities (high interest, hands-on, higher level thinking skills)

Aligned Staff. A successful program must combine the right structure of activities with the right group of people to deliver the structure. The staff is a critical ingredient. Since an after-school program will likely bring together a disparate group of providers, we must provide a framework within which to operate so they can relate to the children in a manner consistent with the goals of our program: prepare and develop the child” not “fix the child through interventions.” This will

Quad A Strategy

IDEAL AFTER SCHOOL PROGRAM



require some level of communications and training with the instructors to make sure everyone is on the same page.

Students. The program includes first to sixth grade students. Kindergartners in general do not have the physical skills or concentration to participate. Joining the Quad A program is voluntary but those that join must commit to daily attendance. We develop a solid partnership with parents. We aim to involve roughly one-third of the students, embracing a cross section of the school. We feel it is good to having a waiting list for the program since it provides a pool of new participants to replace others who drop from the program because they move or lose interest.

Wrap-Around Services. The students in our program have a variety of needs beyond being in after-school activities. Because poor health leads to poor school attendance and other problems,, we will actively seek other agencies who can act as partners and provide additional services such as medical, dental, and mental health services. In addition, we understand the need of many families to find assistance in connecting to other resources in the community such as food, clothing, and housing. In 2007-2008, we will add the first of these services. The Rochester Primary Care Network will work with Quad A families to ensure that they have the services they need. We will evaluate these types of programs at the close of the year for their overall effectiveness.

Summer Programming. Summertime is ten weeks in which our children could regress from the progress made during the school year. It is important that we find quality programs in which to enroll them in the summer so that they grow and do not regress. We are looking for multiweek programs to fill the summer, not one week events. Since a significant number of Quad A students attend summer school, we would like some alternatives for youth spending their mornings in class.

Two programs that would continue to reinforce youth development with our young people as well as provide them with fun and opportunities to enhance their skills are Right On School and Freedom School. Quad A could provide scholarships to children enrolled in our after-school programs to attend one of these programs. Quad A can also encourage otherwise funded programs to center their activities in our school neighborhoods. In either case, Quad A needs to broker a signup program of our students for these summer programs. We will evaluate the effectiveness of summer programming on Quad A students to define its position within our Ideal After School Program strategy.

Partner Programs. Partner programs at schools are welcome. The existence of a program within the school can help Quad A jump start our program; partner programs often provide some level of summer program as well. We are very receptive to working with these partners. However, their existence is not a requirement in school selection.

Check list for Self-Sufficiency. Quad A wants to have its after-school program model replicated in more schools. This can be done by Quad A, and this can be done by other organizations. The

Quad A Strategy

IDEAL AFTER SCHOOL PROGRAM



following are the pieces that a stand-alone program needs for self-sufficiency. This is written for a Quad A funded program.

- A liaison at each school (the “Principal”) who will work closely with the on-site coordinator and school principal, select the activities, hire, fire, and perform those activities to manage the program. One individual could manage one school.
- One person within each school responsible for coordinating the program on a daily basis, including computer data and scheduling. One individual can handle only one school.
- One person from Quad A responsible for tracking all expenditures throughout the year and for all communications with RCSD and Quad A program providers re: finances in all schools. One individual could do this for multiple schools.
- One Quad A person responsible for working with Children’s Institute to compile evaluation data and develop an annual report for all schools. One individual could do this for multiple schools.
- Providers who are well-versed in youth development.

Across all schools, Quad A would have one person (the “Superintendent”) to work with the school liaisons and coordinators to:

- Ensure that programs are being implemented according to the Quad A guidelines
- Provide support to the people in these positions
- Facilitate opportunities to share experiences and ideas across schools

Program for High School Students

Students in grades seven to twelve pass through critical years of their lives. Quad A for Kids would like to continue providing programs and activities for these youth, particularly in grades seven to nine.

Unfortunately, we do not have a strategy yet for keeping in contact with all former participants in Quad A elementary school programs because of the structure of RCSD schools. Right now, students matriculating from an elementary school do attend many different high schools. If they primarily attended just one school, we could develop a program there. Quad A does not have the capacity as an organization to do so at all schools across the city. We continue to brainstorm alternatives. It is possible that a new RCSD Superintendent would change the high school structure and thereby simply our problem.

For now, we need to seek alternative methods to reach high school students. One way, of course, is through continued funding of city-wide programs. This does not give us the targeted approach we really want. We do believe we can help our students through partnerships with organizations that exist in our community. We are exploring relationships with BOCES and with the Hillside Work-Study Program. We also are investigating if students from our schools cluster at one or

Quad A for Kids Strategy

IDEAL AFTER SCHOOL PROGRAM



two high schools so we could start programs there. We are also investigating whether putting a Quad-A program at one high school might attract kids to that high school.

At this point, we are still developing this part of our strategy. The strategy for high school students will remain a work in progress with a planned update May 2009