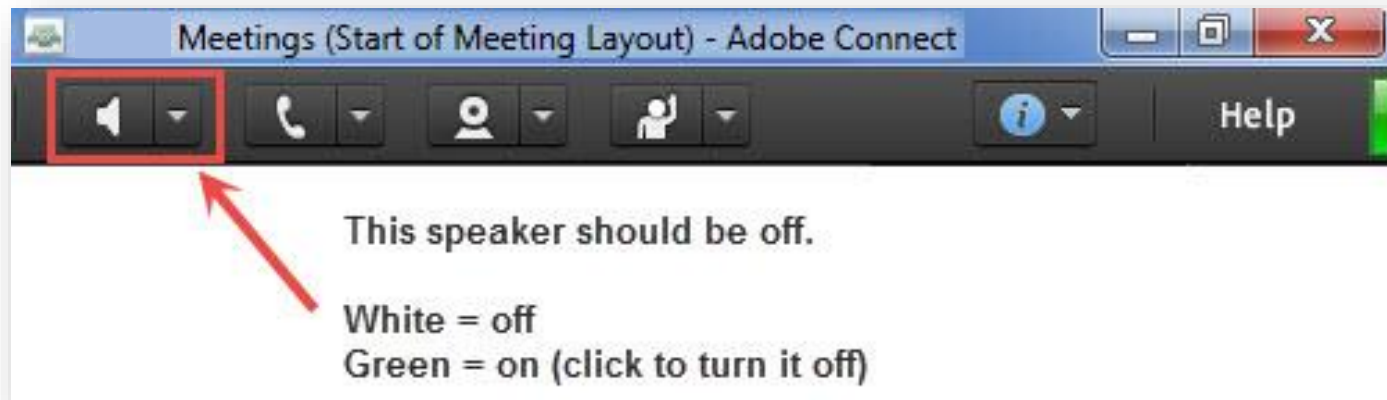


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Investing in Intermediaries to Build OST Quality: A Grantmaker Discussion

PRESENTED BY:

GFE'S OUT-OF-SCHOOL TIME FUNDER
NETWORK



Laura Martinez

Senior Program Manager

Grantmakers for Education

Founded in 1995, Grantmakers for Education is a membership organization of hundreds of grantmaking organizations across the nation working to improve outcomes and expand opportunities for learners across the education spectrum, from early learning through postsecondary and workforce development. Our mission is to strengthen philanthropy's capacity to improve educational outcomes and opportunities for all students. To accomplish this goal, we help foundation leaders and staff become more effective grantmakers by boosting their knowledge and their networks.

GFE is governed by a 12-member volunteer board of directors comprised of active foundation trustees and staff. **Wynn Rosser** of Greater Texas Foundation is the current Chair and **Ana Tilton** serves as GFE's Executive Director.

Chair:
Wynn Rosser
Greater Texas
Foundation

Tina Gridiron
Lumina
Foundation

Dominik Mjartan
Southern Bancorp Inc.

Cassie Schwemer
The Schott
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Public Education

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Jessie V. Stone
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National Capital Region

Anne Stanton
The James
Irvine Foundation

Nick Donohue
Nellie Mae
Education
Foundation

Jacob Fraire
TG

Barbara Reisman
The Schumann
Fund for New Jersey

Lisa Villarreal
The San
Francisco
Foundation



Kathleen Traphagen

Coordinator

**GFE's Out-of-School Time
Funder Network**

Grantmakers for Education's Out-of-School Time Funder Network was created in 2009 as a forum within GFE for philanthropic organizations interested in increasing access to high-quality OST experiences for young people and building systemic supports to sustain the field. Our primary strategies include sharing knowledge and effective practices; forging collaborations among grantmakers; and building alliances with K-12 education reform, child development and well-being, and other aligned grantmaking communities.

GFE's OST Funder Network is
guided by its Steering Committee

Co-Chair:
Dara Rose
The Wallace
Foundation

Co-Chair:
Jeff Sunshine
David and Lucile
Packard
Foundation

Dale Anglin
Victoria
Foundation

Gregg Behr
The Grable
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Sanjiv Rao
Ford
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Jennifer Roberts
Baptist
Community
Ministries

Marlyn Torres
New York Life
Foundation

Objectives for Today's Web Seminar

- Provide overview of quality in OST: what does it look like and how to achieve it
- Illustrate the role of state and local intermediary organizations in building/sustaining systems to promote quality in out-of-school time programs
- Highlight the experiences and challenges of grantmakers who invest in these intermediaries

Agenda

- I. Context on Quality and Systems Building in OST
Moderator: Priscilla Little, *The Wallace Foundation*
- II. Grantmaker/Intermediary Pairs:
 - A. Kari Pardoe, *C.S. Mott Foundation* and Debbie Zipes, *Indiana Afterschool Network*
 - B. Chana Edmond-Verley, *Douglas and Maria DeVos Foundation* and Lynn Heemstra, *Our Community's Children*
- III. Discussion
- IV. Wrap-Up



Priscilla Little

Initiative Manager

The Wallace Foundation

After-school can build critical skills

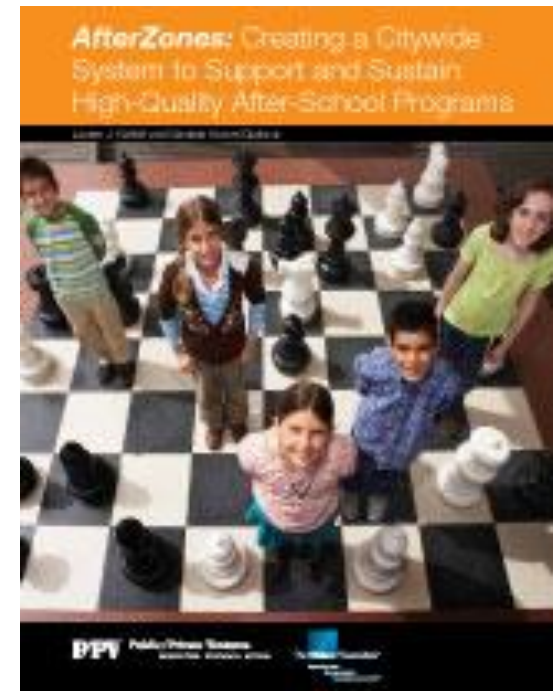
“Recent studies indicate that high-quality, well-managed and -structured OST opportunities can help youth develop critical academic, social, and emotional attributes and skills, especially if offered consistently and persistently over time.”

-- *Hours of Opportunity*, The Rand Corporation, 2010

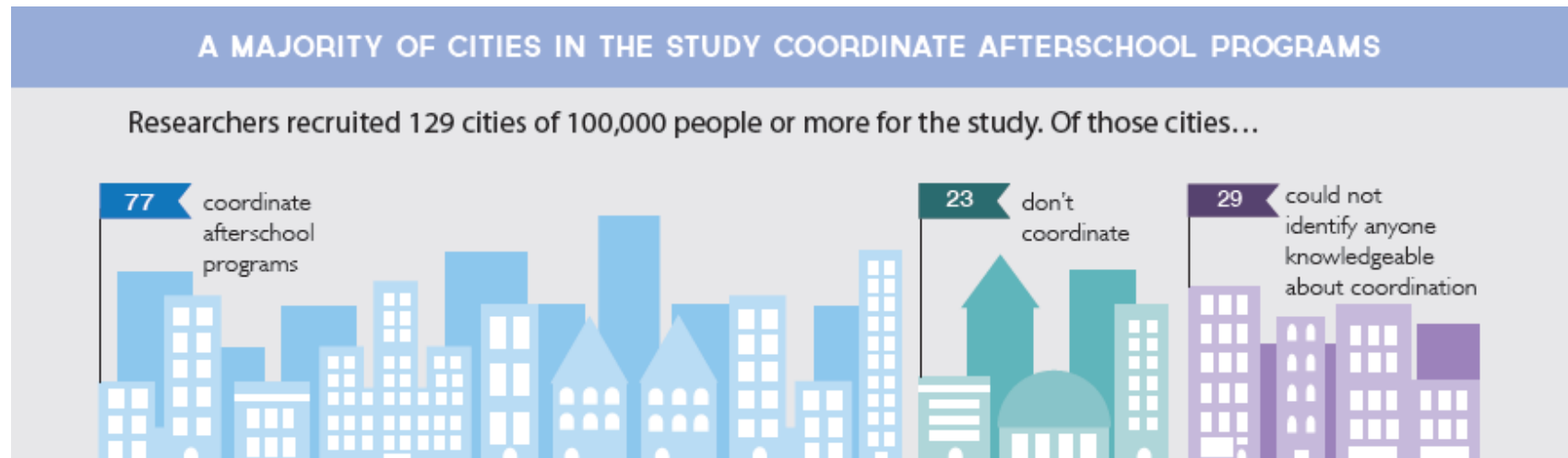
Quality is key - and can be uneven

“Not all programs are effective. Two conditions must exist for youth to benefit: The programs must be of high quality, and youth must participate over a sustained period. ... Unfortunately, in many programs, and for certain subgroups of youth, these conditions are not consistently met.”

-- AfterZones: Creating a Citywide System to Support and sustain High-Quality After-School Programs, Public/Private Ventures, 2010



How many cities are coordinating?



- More than half of cities surveyed are coordinating afterschool - 59-77 percent
- Number of agencies, organizations involved in coordination: median of 20

3 key strategies?

FEW CITIES USE ALL 3 KEY COORDINATION STRATEGIES



62%

use quality standards



60%

use a coordinating entity



34%

use a common data system



ONLY 22% use all 3

- Quality standards and coordinating entities twice as prevalent as a common data system

Does mayoral support matter?

FUNDING LEVELS AND USE OF COMMON DATA SYSTEMS ARE LINKED TO MAYORAL SUPPORT



Cities that described their mayors as **"highly committed"** were far more likely to see stable or increased funding.



The majority of cities with mayors who are **"not at all"** or **"slightly committed"** provided no funding for coordination or decreased funding over the past five years.



of cities with **"highly or moderately committed"** mayors used a common data system

VS



of cities with **"low or no mayoral commitment"**



Kari Pardoe

Associate Program Officer

Charles Stewart Mott Foundation



CHARLES STEWART

MOTT FOUNDATION®

A solid orange horizontal bar at the bottom of the page.

A Statewide Intermediary Strategy: Background and Context

Began implementing a “statewide afterschool network” strategy in the early 2000’s

Overarching goal: increase high quality afterschool and summer learning programs, particularly for low-income families

Focus on system-building at the state level to support quality and policy

A Statewide Intermediary Strategy: Overview of Statewide Afterschool Network's Goals

Goal 1: Partnership and Policy Development

Goal 2: Quality

Goal 3: Sustainability

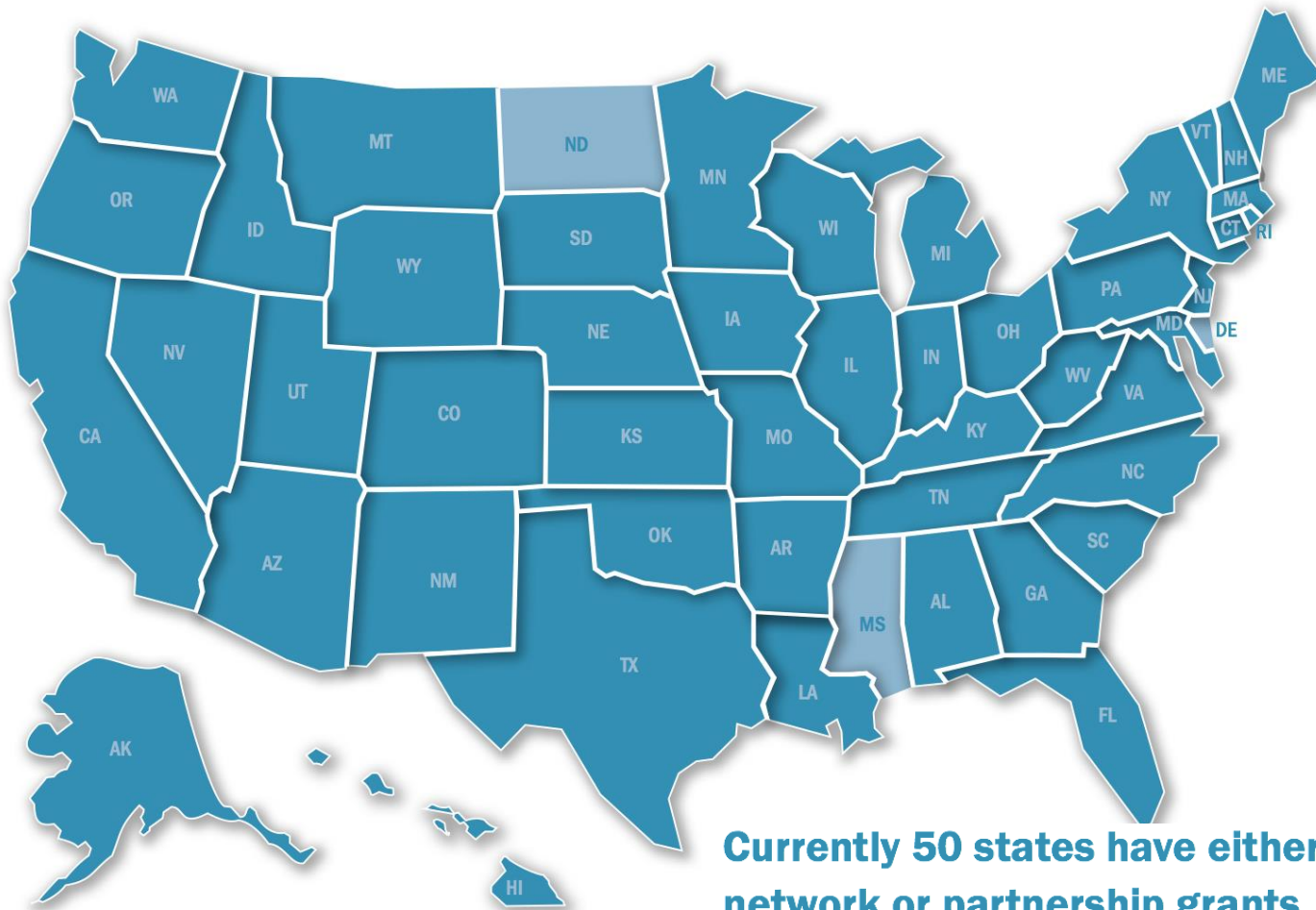
A Statewide Intermediary Strategy: Examples of Quality Initiatives

Networks serve as professional development educators for many afterschool staff

Examples of activities:

- More than 37 states have developed Afterschool Quality Standards and Tools
- 15 states have credential or certification for after school staff
- 25 networks are measuring the quality of STEM programming
- 38 networks receive support from State Departments of Education
- Host statewide and regional conferences and trainings

A Statewide Intermediary Strategy: Network Reach

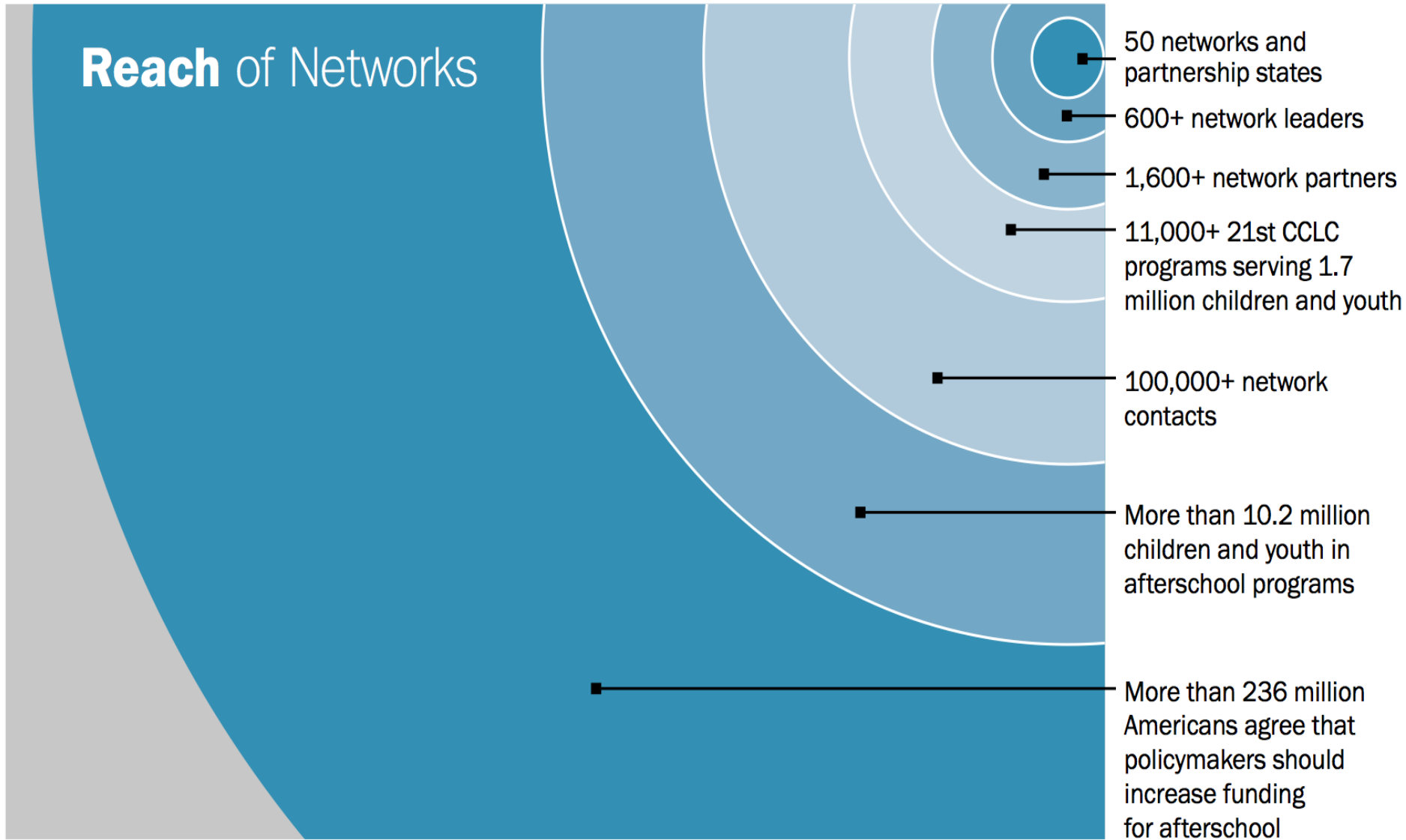


**Currently 50 states have either
network or partnership grants.**

A Statewide Intermediary Strategy: Network Structure

- \$75,000 a year
- Matching funds
- Partnerships
- Governing body
- Technical assistance

A Statewide Intermediary Strategy: Reach of Networks





Debbie Zipes

President

Indiana Afterschool Network



Launched 2007: part of Mott Statewide Afterschool Networks

Vision: Indiana is a place where all K-12 youth have access to high quality learning opportunities beyond the school day that prepare them for success in school, college, careers and life.

Four Priorities:

1. Increase visibility and investment in OST
2. Promote and strengthen quality programs and staff
3. Increase youth access to OST programs
4. Increase linkages between OST and workforce/education

Building our Quality System

1. Indiana Afterschool Standards
2. Indiana Afterschool Specialty Standards
3. Indiana Academy on Out-of-School Learning
4. Youth Development Degree Pathways
5. Indiana Summit on Out-of-School Learning
6. Mapping Database
7. Regional Coalitions / Affiliate Networks

Indiana Quality Standards Project for out-of-school time



INDIANA ACADEMY FOR OUT-OF-SCHOOL LEARNING

BENEFITS:

- Professional Development anytime, anywhere!
- 36 Best Practice Learning Modules (2 hours each)
- Aligned with IN Afterschool Standards and IN Youth Development Credential (IYD)
- In-depth curriculum content, interactivity and rich visuals
- Useful resources and real life scenarios
- Pre- and Post-tests
- Certificates and User accounts to track progress
- Customer Service from Indiana Afterschool Network
- Technical Assistance from CypherWorx, Inc.

WAYS TO USE MODULES IN VARIOUS SETTINGS:

- Individual settings
- Staff professional development at any place at any time
- Large group settings
- Program Director meetings
- Site Coordinator staff meetings
- Small group settings
- Program Site staff meetings



5 SAMPLE MODULES:

- First Aid
- Creating Successful Clubs, Events & Field Trips
- Building Relationships with Schools
- Providing Homework Support
- Exploring Schedules, Planning and Staff Roles

This online PD system was created in partnership with the National Afterschool Association and Child Care Aware and offers the latest in Out-of-School Learning specifically designed for before school, afterschool, summer and school-age child care programs.

Scholarships are available thanks to
a generous donation from:



To sign up and get more info:
jjohnson@indianaafterschool.org

Degree Pathways for Youth Workers

UNIVERSITIES

- Ball State University
- Harrison College
- Indiana State University
- Indiana University Bloomington
- IUPUI
- Ivy Tech Community College
- Purdue University

DEGREE OPTIONS

- IN Youth Development Credential (IYD)
- Associate's Degrees
- Bachelor's Degrees
- Master's Degrees
- Youth Physical Wellness



INDIANA
Afterschool
NETWORK



2015 Indiana Summit on Out of School Learning

- Partner with IN Dept of Education
- Keynote speakers, 50+ workshops, makers space
- 700 youth workers, educators, community partners
- Special Zoo STEM Workshops & Evening Reception

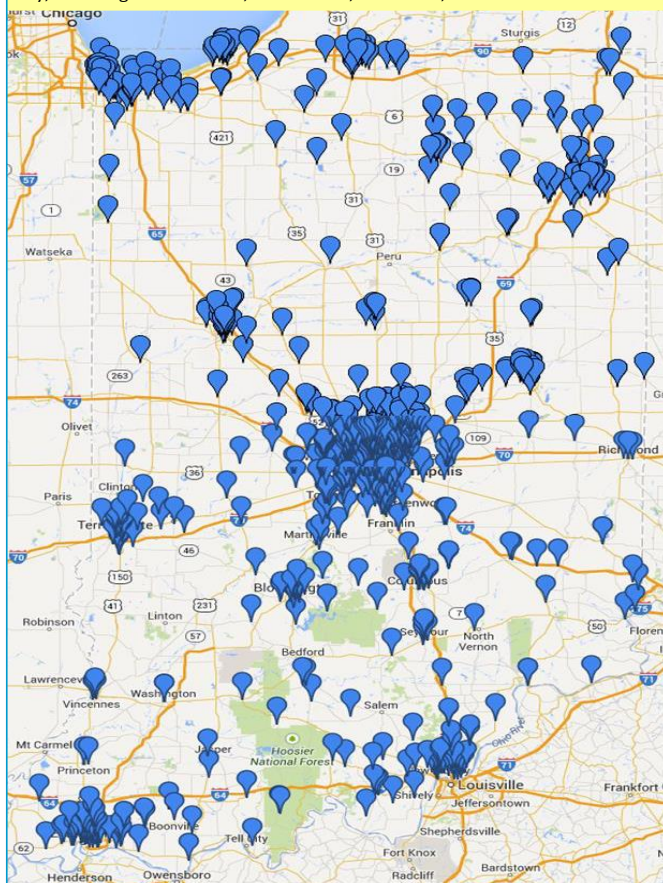


Mapping Indiana's Out of School Time Programs

Data Summary – April 2014

(Note: IAN remains engaged with Indiana's Afterschool Programs who have not yet registered with IAN to complete the statewide database.)

The map below indicates the locations of programs in the IAN Afterschool database of youth development programming that occurs beyond the school day; including before school, after school, weekends, vacations and summers.



Through April 2014, Indiana's Out of School Time service providers have registered 711 locations across Indiana that provide services to Hoosier kids. Quality programs can be operated from a variety of locations, including: schools, community-based organizations and faith-based facilities. In terms of site location, the program distribution is as follows:

SITE LOCATIONS USED BY OUT OF SCHOOL TIME PROGRAMS REGISTERED WITH IAN

- 71% are **School-Based**
- 21% are **Community-Based**
- 6% are **Church-Based**
- 3% are **Residential-Based**

In terms of the schedule utilized by Indiana's Out of School Time providers, the program schedule distribution is as follows:

SCHEDULES OFFERED BY OUT OF SCHOOL TIME PROGRAMS REGISTERED WITH IAN

- 42% are **Before School**
- 25% are **Afterschool**
- 34% are **Both** (Before & Afterschool)

In terms of the duration of Indiana's Out of School Time programs over the course of the year, the distribution of program durations is as follows:

PROGRAM DURATION OF OUT OF SCHOOL TIME PROGRAMS REGISTERED WITH IAN

- 64% are **School Year** duration
- 29% are **Full Year** duration
- 8% are **Summer Only** duration

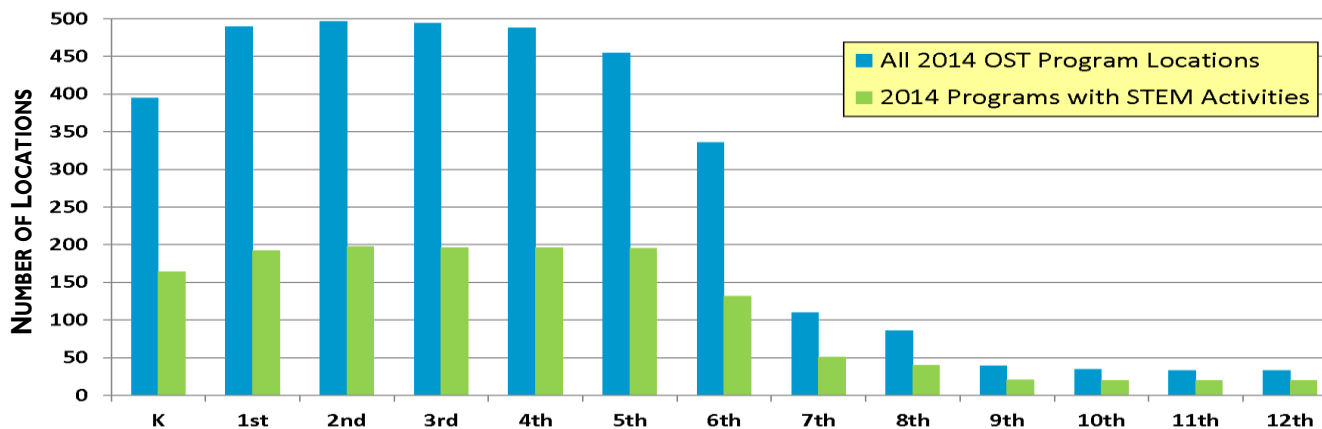
The size distribution of programs is as follows:

SIZE OF PROGRAMS

- 27% of locations serve **1 to 20 Students**
- 47% of locations serve **21 to 50 Students**
- 19% of locations serve **51 to 100 Students**
- 7% of locations serve **More than 100 Students**

Out of School Time programs in Indiana serve all ages and grades. The number of site locations serving each particular grade level from Kindergarten through High School is as follows:

GRADE LEVELS SERVED BY OUT OF SCHOOL TIME LOCATIONS REGISTERED WITH IAN; COMPARISON OF ALL PROGRAMS TO SUBSET OF PROGRAMS OFFERING STEM (SCIENCE, TECH., ENG. & MATH) ACTIVITIES



Programming Offered

Quality Out of School Time (OST) programs impact the lives of our youth through engagement in a wide variety of areas that are critical to their development. Many programs pursue a holistic approach that includes time for educational activities, character development and quality social interactions. OST program locations that have registered with IAN have identified which of the following activities are included and offered through their program/location:

ACTIVITIES OFFERED BY OUT OF SCHOOL TIME PROGRAMS REGISTERED WITH IAN

- 90% offer **Tutoring & Homework**
- 87% offer **Sports & Recreation**
- 80% offer **Health & Wellness**
- 79% offer **Academic Enrichment**
- 77% offer **Character Education**
- 76% offer **Literacy/Reading**
- 60% offer **Cultural Enrichment & Diversity**
- 57% offer **Science, Technology, Engineering & Math**
- 55% offer **Visual & Performing Arts**
- 49% offer **Family & Parent Activities**
- 47% offer **Civic Engagement & Community Service**
- 42% offer **Mentoring**
- 29% offer **Programming Supporting Special Needs**
- 24% offer **Career & Job Exploration**
- 15% offer **College Readiness**
- 13% offer **Financial Literacy**
- 3% offer **'Other' Activities**

Importance of STEM (Science, Technology, Engineering & Math)

According to the Afterschool Alliance: "Nearly 80% of future careers will require some STEM skills. A stimulating STEM education is essential for developing the basic analytical, problem-solving and critical thinking skills central to academic achievement and workforce readiness in the 21st century."

YOUTH OUTCOMES FROM INFORMAL STEM ACTIVITIES

- Increased interest and excitement in STEM learning
- Increased STEM skills, understanding, knowledge and competence
- Increased awareness & interest in STEM education & career pathways



INDIANA
Afterschool
NETWORK

Our Affiliate Network / Regional Coalitions

Bartholomew County

Bloomington

Lafayette

Morgan County

Northside Indy

Terre Haute



The Powerful Role of our Funders

KEY PUBLIC/PRIVATE FUNDERS

Sustained Funders 2010-Present

C.S. Mott Foundation

Indiana Dept of Education

Lilly Endowment

Noyce Foundation

Special Projects

Chase Bank

Duke Energy

Harvard University

IN Governor's Office

NASA Summer of Innovation

Summit Sponsors

HOW FUNDERS POSITION US FOR LONG-TERM SUCCESS

- Sustain funding over time
- Willing to launch a new idea
- Support our infrastructure not just special projects
- Sustained funding helps us leverage additional funds
- Act as convener, connector to resources & relationships
- Build shared learning community





Chana Edmond-Verley

***Senior Program Officer, Community
Initiatives & Catalytic Philanthropy***

Douglas and Maria DeVos Foundation

PARTNERING TO BUILD OST SYSTEM QUALITY AND ACHIEVE IMPACT: THE GRAND RAPIDS STORY



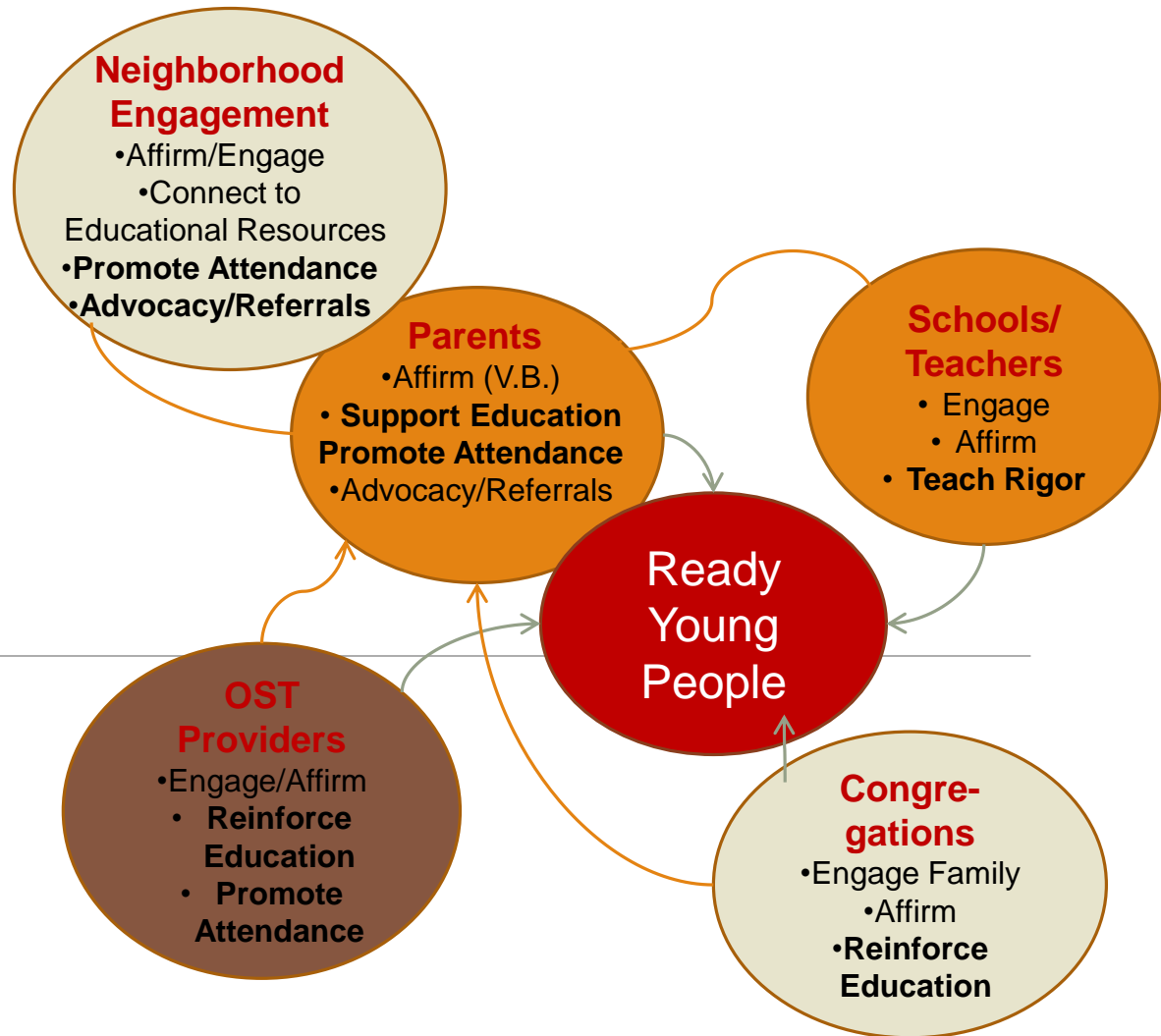
SHIFTING **SYSTEMS**
INFLUENCING **CHANGE**

May, 21 2015

FUNDER'S THEORY OF CHANGE: NEXT GENERATION

BIG AUDACIOUS GOAL:

Ensure young people are
ready for
school, work, and life



CATALYTIC PHILANTHROPY: A VEHICLE FOR IMPACT INVESTING

PHILANTHROPY: MORE THAN FUNDING

New Options/ New Practices

take responsibility for results

direct involvement
build relationships
leverage influence

wage campaign for change

engage voice of customer
collaborate across sectors
mobilize stakeholders
galvanize attention

use all available tools

corporate resources
investment capital
advocacy and litigation
lobbying

create actionable knowledge

data identifying needs
data guiding investments
data reporting results

Source: Mark Kramer on Catalytic Philanthropy

ELO POSITIONED FOR ATTRACTING INVESTMENTS

Visible extended learning system

Active in system building *

Partner buy-in for quality improvement*

Agreement on shared measures*

Professionalization of human capital*

Prototyping a data systems framework*

Opportunity to support a need - socio-emotional

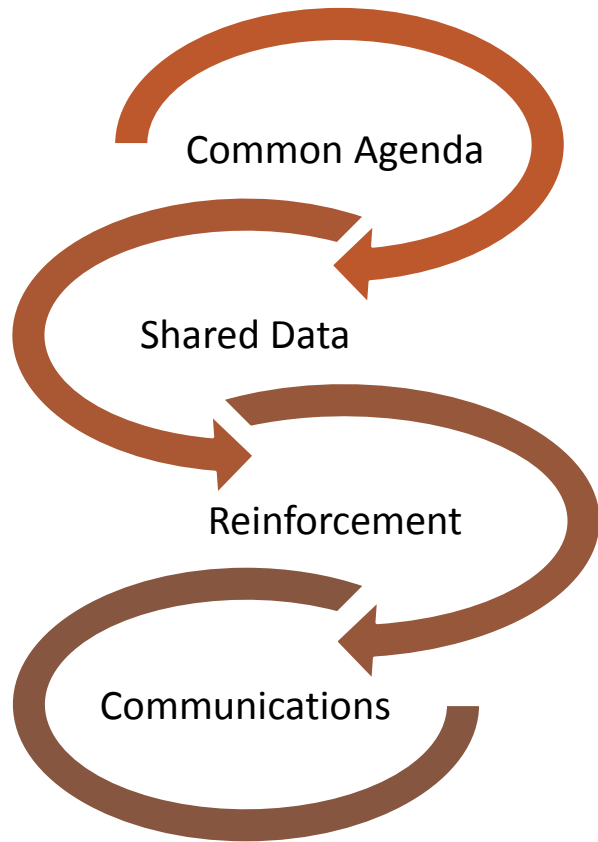
Focus on provider practice and effectiveness*

* Denotes elements of a Quality Improvement System (QIS)



QUALITY IN THE AGE OF ACCOUNTABILITY

Catalytic impact mind-set



Quality through the Frame of Impact

Quality serves as a container for impact

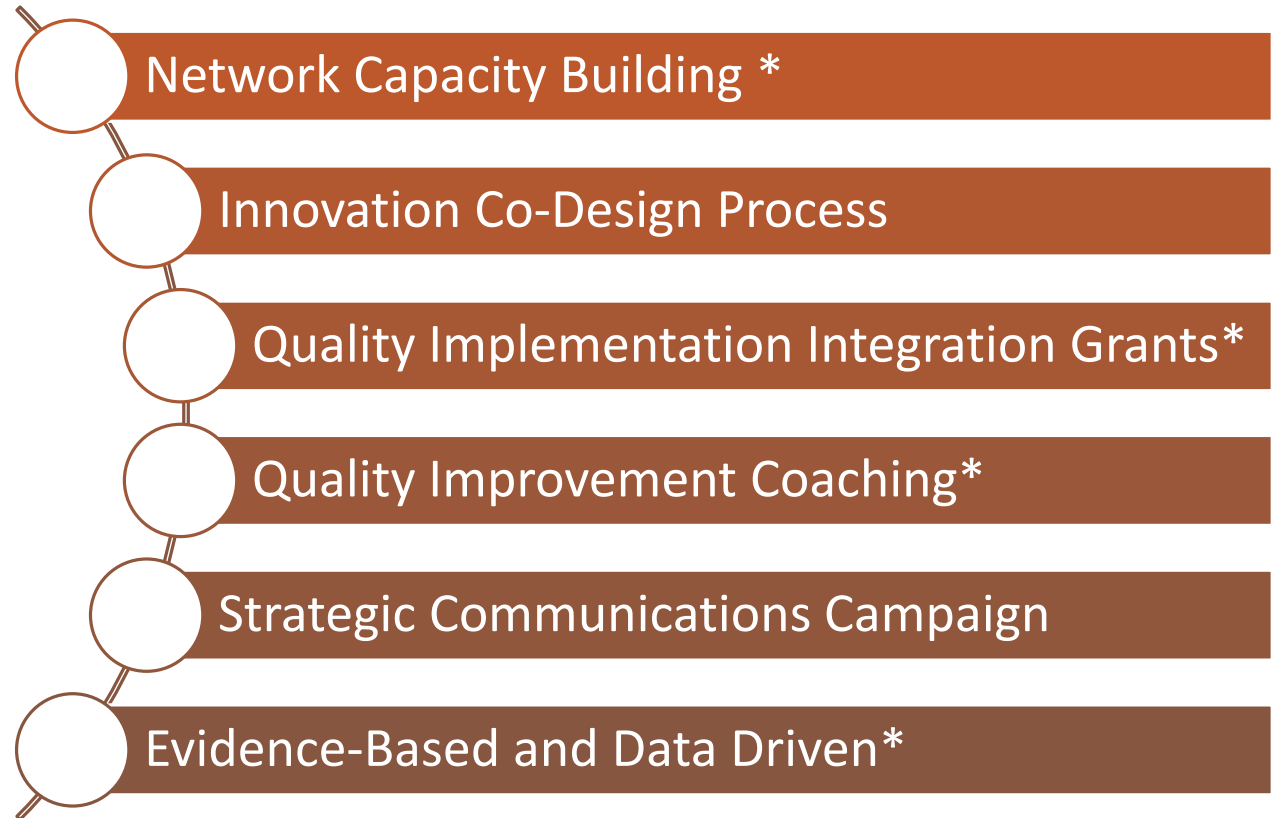
Quality sets forth conditions for alignment

Quality \neq Impact

All things quality aren't equal in provoking impact

Using analytics to determine what matters most to quality

FEATURES OF FOUNDATION'S CATALYTIC STRATEGY

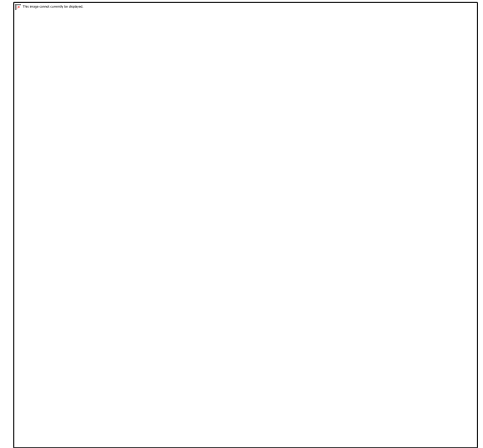


ANTICIPATED BENEFITS OF CATALYTIC STRATEGY

Scalability

Sustainability

Exit-ability





Lynn Heemstra

Executive Director

Our Community's Children



OST system building work is critical for better alignment to **improve child outcomes**

Creates more **efficient** and **shared** grant **expectations** for non-profits and funders

Helps community **make better decisions**

Our Work

Reliable Data & Analysis

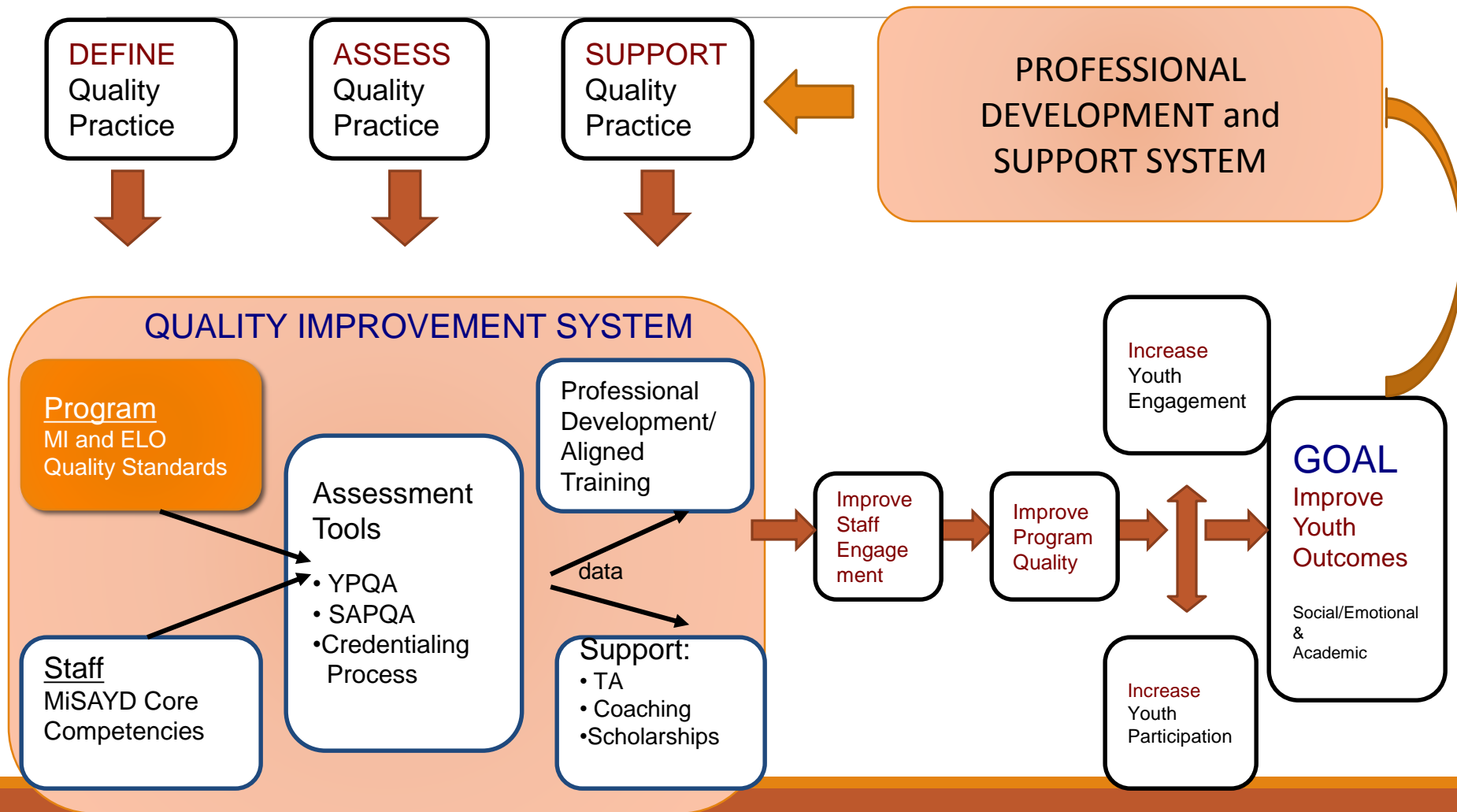
- ✓ Program Attendance
- ✓ School Attendance
- ✓ Socio-Emotional Gains
- ✓ Behavioral Gains
- ✓ Academic Gains

Quality & Accountability

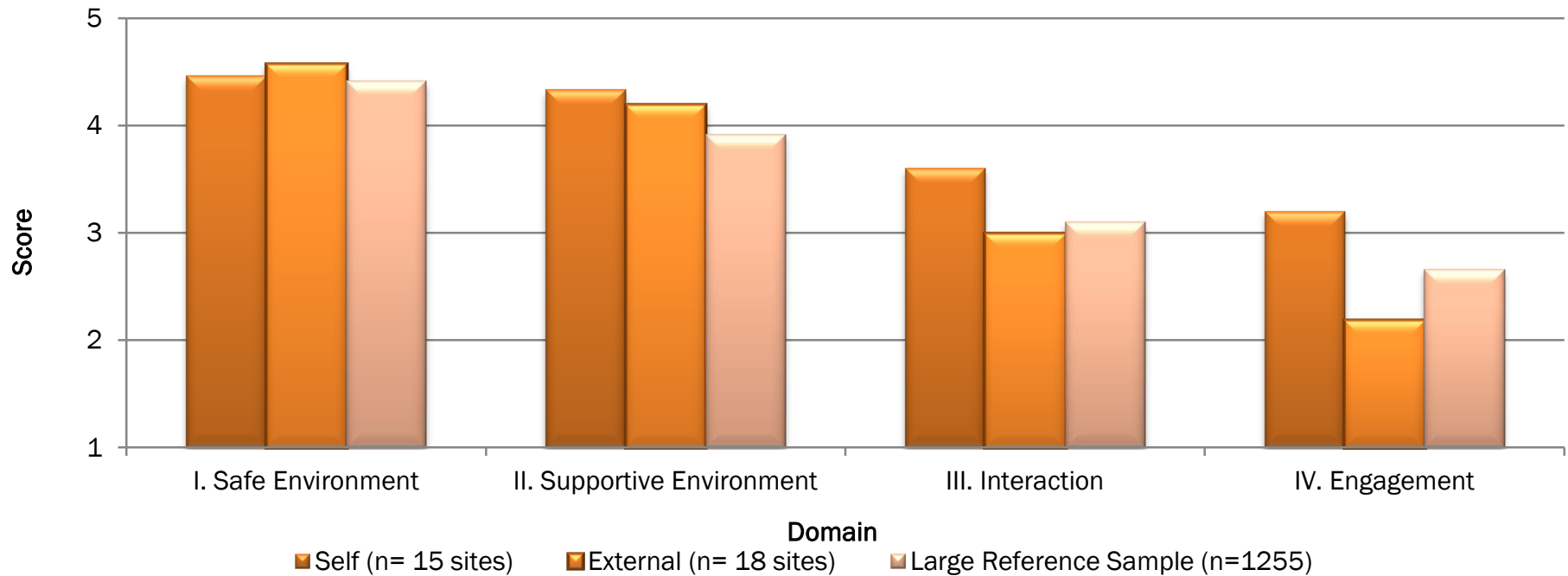
Assess - Plan - Improve

Public Education

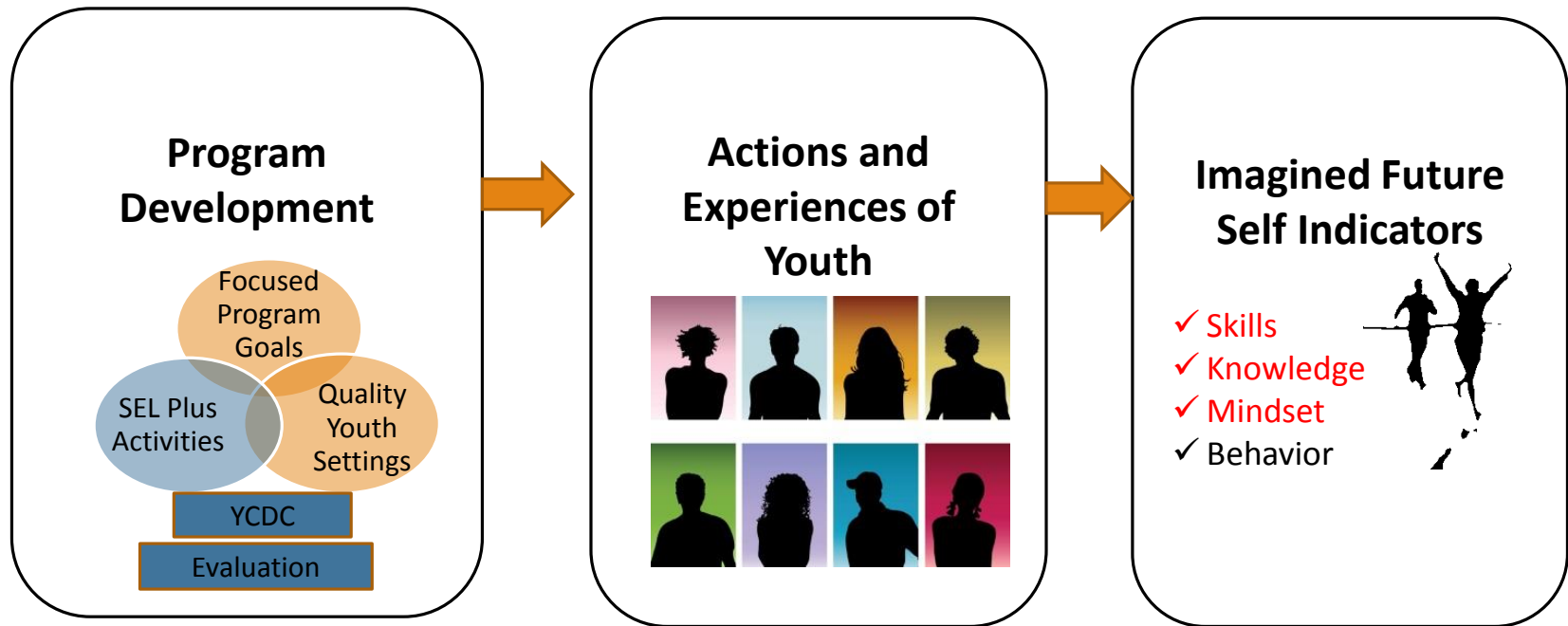
ELO Network Quality Improvement System



Youth PQA Spring 2013- Spring 2014 Self and External Assessment Scores Compared with a National Sample of Baseline Data



Framework for “Enhancing Youth Engagement” Initiative



Vision: Children ready for school, work, and life

Goal: Seeking Imagined Future Self





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