

OUR MEMBERS INCLUDE LEADING INTERMEDIARIES FROM ACROSS THE COUNTRY



Values of Intermediaries

- Mobilize and coordinate stakeholders
- Understand the needs of families and identify gaps
- Oversee a comprehensive approach to quality and workforce development
- Establish data systems and accountability
- Build coalitions and advocate for funding
- Direct resources so they are used effectively



Out-of-School Time Programs are Improved, Expanded and Saved by Sustainable OST Systems

"The [Wallace] initiative provided a proof of principle—that organizations across cities could work together toward increasing access, quality, data-based decision making and sustainability." — *Hours of Opportunity*, RAND

Before...

Waste of city resources

Without data on matters like neighborhood needs and program attendance, leaders fund OST blindly.

Uneven program quality

No standards means program quality varies wildly.

Fewer children participate

Good programs are unavailable to many who need them.

Public skepticism

Lacking information on program value, policymakers resist OST investment.

Children lose

Many programs are ill-staffed, uninspired and unsafe.



Leadership

Mayor tasks coordinating group to set priorities, plan, involve OST programs and collect data.

Data

A complete city OST picture – service gaps, children's participation, program quality – emerges.

The Four Elements of Ongoing Citywide Coordination

Participation

With carrots and sticks, coordinators nudge programs to meet attendance goals.

Quality

Coordinators set standards, then use assessment and training to lift program quality.

After...

Smarter use of city resources

By analyzing demographics, service gaps and attendance, leaders can make the most of every OST dollar.

Program quality improves

Staff training and program assessment help programs meet standards.

More children participate

Higher quality programs, especially for those needing them most, lead to higher attendance.

Public support

Armed with data, city leaders and providers can make a stronger case for quality OST.

Children gain

The best OST has to offer becomes accessible to those who need it most.



VISION DECISION MAKING MINDSET

- Shared Audacious Vision
- Quality Programming
- Shared Impact Plan with Common Metrics
- Work Together on Community Goals
- Prioritize Family Engagement
- Willingness and Intention to Disrupt and Innovate



more student
VOICES

VOICE AGENCY ACCESS

advocating
for change

- acknowledgement and acceptance
- Youth development social and emotional support
- New ways to listen to students and families
- Open Ears

REALISTIC GOAL SETTING and COMMUNITY FEEDBACK

DIALOGUE SPACE LISTENING

- Ask youth and community...
"What do you want, need?"
- Strong Relationships
 - Sustainable Partnerships
 - Authentic and ongoing collaboration between schools & community

TRUST RELATIONSHIPS ACCOUNTABILITY

School Systems
and leaders

SUPPORT

- Community buy-in
- Time and resources to plan effectively
- Federal, legislative support
- Connectivity across systems affecting youth
- Reduce barriers to funding
- Equitable access to resources

WORKFORCE DEVELOPMENT

- Ongoing professional development and coaching
- Appropriate training for all levels
- Stabilize career track for OST professionals

ESSENTIAL,
NOT an ADD-ON

RECOGNIZE the VALUE of

FUNDING and COMPENSATION

- Pay OST staff a living wage
- Competitive pay across all levels of OST
- Financial Resources for Families to Help Children
- Compensating students to be a part of admin, governance and data collection

Mindset Shift

- Funding Equity
- Increased Funding
- Funder Education
- Less restrictive
- Fewer Reporting Requirements
- Access to Federal Recovery Funds



SYSTEM CHANGE

Disrupt practices & policies
that perpetuate inequalities

BRING BACK
COMMUNITY
CENTERS

YOUTH LEADERSHIP

MORE
BIPOC
LEADERS
& KEY
PLAYERS

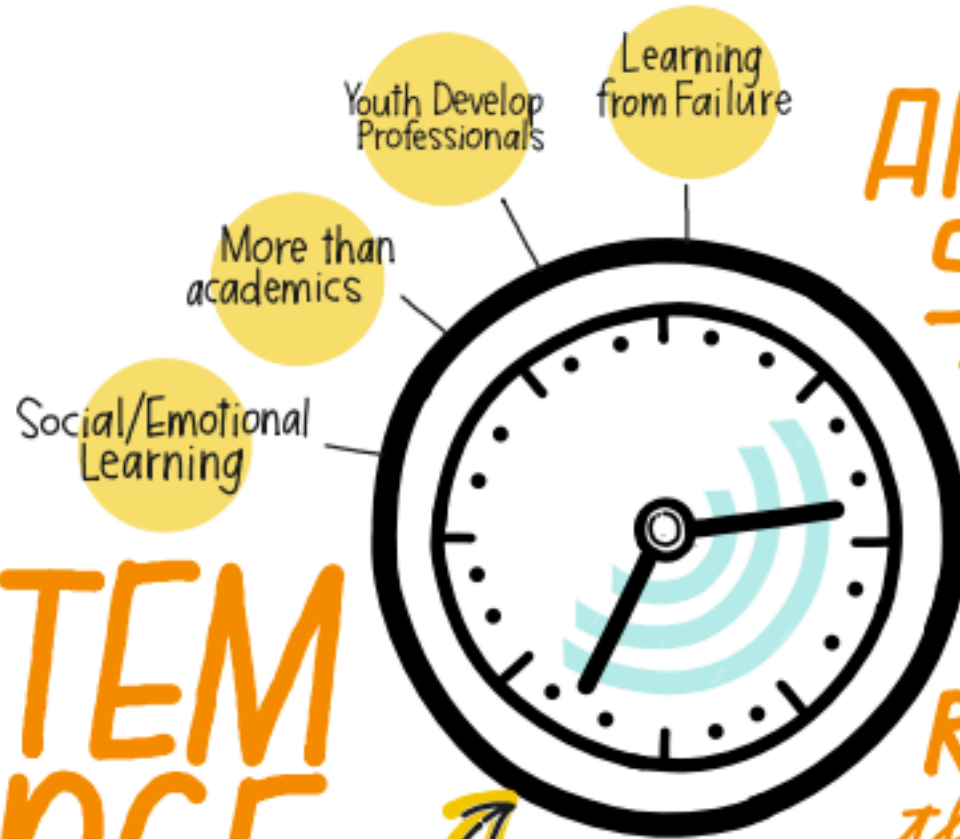


CALL to ACTION

dpict.

SYSTEM CHANGE

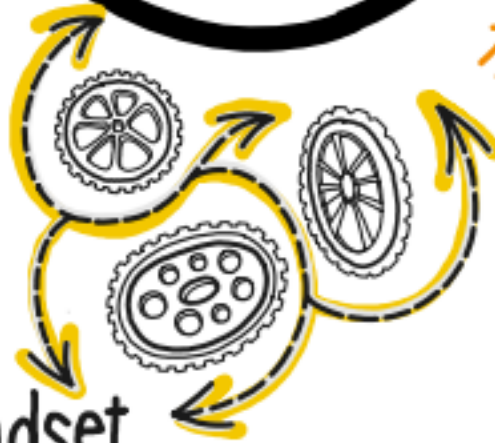
Disrupt practices & policies
that perpetuate inequalities



AFTER
SCHOOL
TIME...

ESSENTIAL,
NOT an ADD-ON

RECOGNIZE
the VALUE of



Mindset
Shift



Resource Library:

www.everyhourcounts.org/resource-library



Putting Data to Work for Young People: A Framework for Measurement, Continuous Improvement, and Equitable Systems

2021

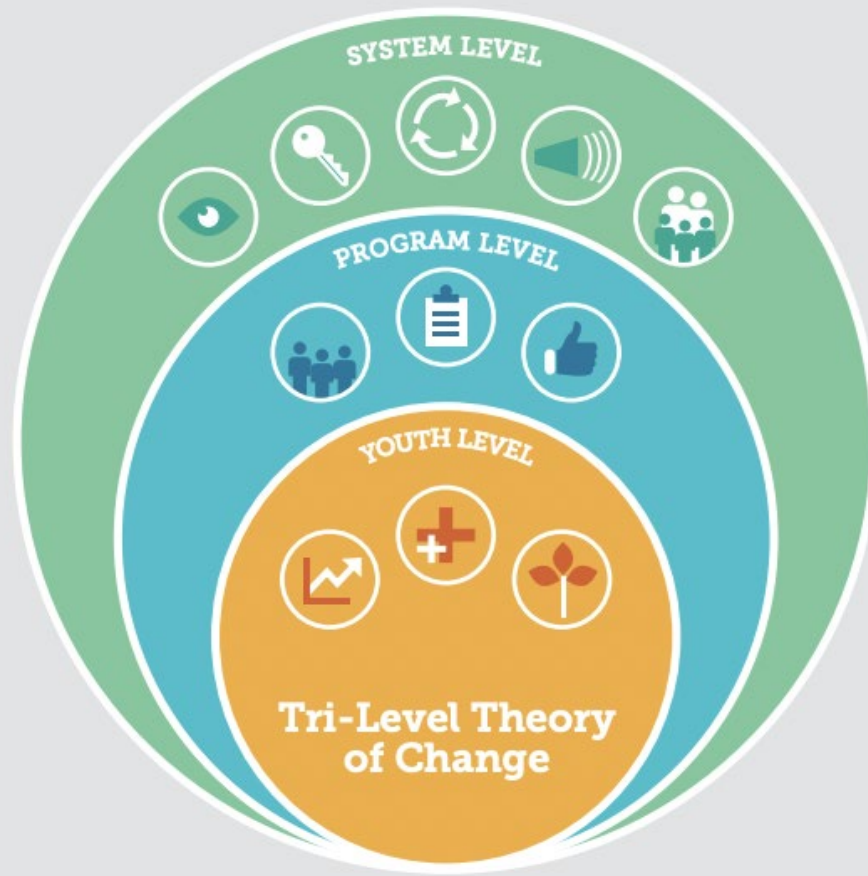


Putting Data to Work for Young People GUIDEBOOK

A Guidebook for the Every Hour Counts Framework for
Measurement, Continuous Improvement, and Equitable Systems

Authors: Jennifer Sloan McCombs and Anamarie A. Whitaker, RAND Corporation





SYSTEM LEVEL

System-level elements describe characteristics of well-coordinated systems that lead to improved quality, scale, and sustainability.

PROGRAM LEVEL

Program-level elements describe characteristics of high-quality expanded learning programs.

YOUTH LEVEL

Youth-level elements describe a set of educational, social, and emotional skills likely to drive student success.



DESIRED OUTCOME #1: The community shares a common vision and goals for afterschool

RACIAL EQUITY QUESTIONS: Who has the system involved in establishing the vision? Are those involved representative of the community, including youth? How has the system involved youth in the process? Are system leaders systematically collecting and analyzing demographic information about board and staff members? Is the system encouraging cross-sector collaboration between afterschool, schools, workforce, health, and other sectors to meet the developmental needs of underserved youth in a holistic way?

INDICATORS	DATA	MEASUREMENT AND ANALYSIS OPTIONS AND CONSIDERATIONS	EXAMPLES OF HOW THE DATA CAN GUIDE PRIORITIES AND ACTIONS
System sets and publicizes shared vision and goals	Adoption of community vision and goals Publication of community vision and goals Reporting of progress toward community goals	Consider periodically assessing whether and how stakeholders discuss the community goals and incorporate them into their planning.	Reinforce vision and associated goals among community stakeholders. Demonstrate value of the system to funders. Understand the effectiveness of activities to reach goals.
System adopts and uses a shared definition of program quality	Adoption of program quality standards Number or percentage of providers or programs using the program standards	Consider conducting interviews or surveying providers or program leaders to further examine how they use quality standards to inform program design and delivery.	Understand the reach of quality standards and identify nonparticipating providers/programs who may benefit from using the quality standards. Flag potential problems if standards are not resonating or seen as useful to provider community.
System adopts and uses shared measurement tools	Adoption of: • management information system (MIS) • program quality assessment tool Number and percentage of providers or program • with staff trained to use the MIS • using the MIS • using program quality assessment tool • sharing attendance and/or program quality data	Consider analyzing use of measurement tools by: • Session • Year • Program type • Frequency of use	Understand the provision and usefulness of system tools. Identify training needs of providers. Demonstrate the value of the intermediary and system.

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