



**Coffee Chat on
Out-of-School Time Programs
November 17th, 2021**



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Mindful Minute



Agenda

- **Story of Self** around OST
- Overview of Current **State of OST**
- Reimagine **OST Policy Solutions**
- Next Steps



Norms for Today

- *If you tend to be a talker, push yourself to listen more*
- *If you tend to be quieter and often sit and listen, challenge yourself to speak more*



What are Out-of-School Time (OST) Programs?

Out of school time (OST) programs occur:

- **Before** and/or **after** school
- In the **summer**
- On the **weekends**
- During other times when **school is not in session.**

Why do they matter?



Academic enrichment



Exploring new activities and finding the JOY in learning



Social emotional learning and building social skills



Safe, productive space for kids while caregivers are working



Story of Self around OST

Why do YOU advocate for OST?

→ *Why does this matter to YOUR family?*

Reflect in the Zoom chat or on a piece of paper:

→ What is one **connection** you have to Miguelina's story?

Hold on to those connections today. Our stories ground us in our why!





Current OST Landscape



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Why is OST a policy solution?



Impacts on Workforce

In DC, on average, labor participation among **women with school-aged children is 80%**, compared with 72% across the country.

Many working parents turn to OST programs to make sure their **children are well-supervised** during their workday.



Academic Enrichment

Youth who **regularly attended** afterschool programs were **26% more likely** to finish the year at or on track for **grade level reading** compared to non-attending peers.

Every **one day** of after school participation resulted in a **1.7% increase** in the likelihood of **moving up to reading at grade level**.



Social Emotional Development

Students who participated in afterschool programs exhibited **significant improvement** in their **feelings, attitudes,** and indicators of **behavioral adjustment**.

Types of OST Program Providers



Subsidized Programs (Publicly Funded)

Community-Based
Organizations (CBOs)

DCPS and Public
Charter Schools

Department of Parks
and Recreation (DPR)

Department of Employment
Services (DOES)

Market-Rate (Privately Funded)

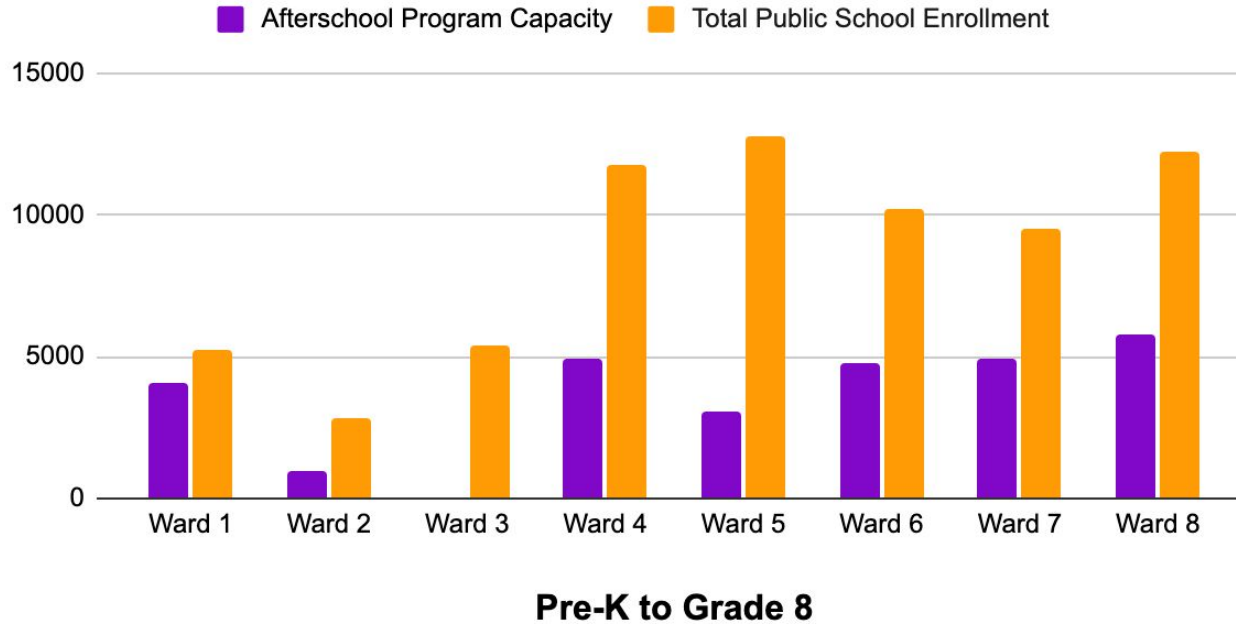


For **one** OST spot, there are
nearly **3** public school students



OST Program Landscape

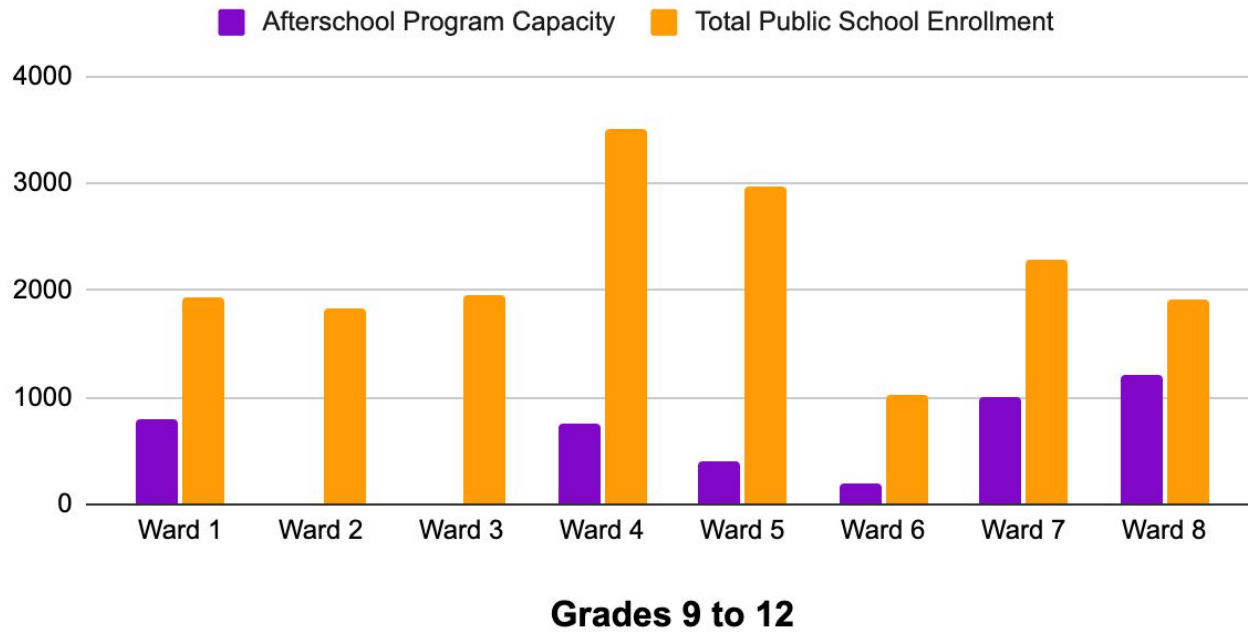
PreK-8 Afterschool Program Capacity (2017) vs. Total Public School Enrollment (2021)





OST Program Landscape

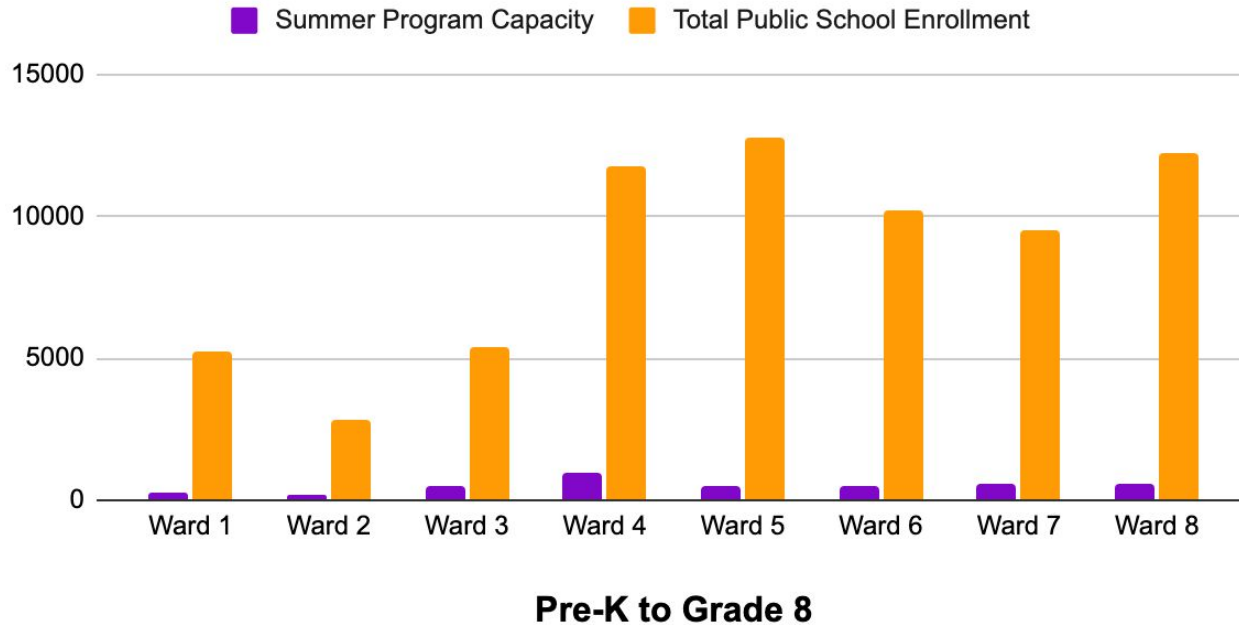
High School Afterschool Program Capacity (2017) vs. Total Public School Enrollment (2021)





OST Program Landscape

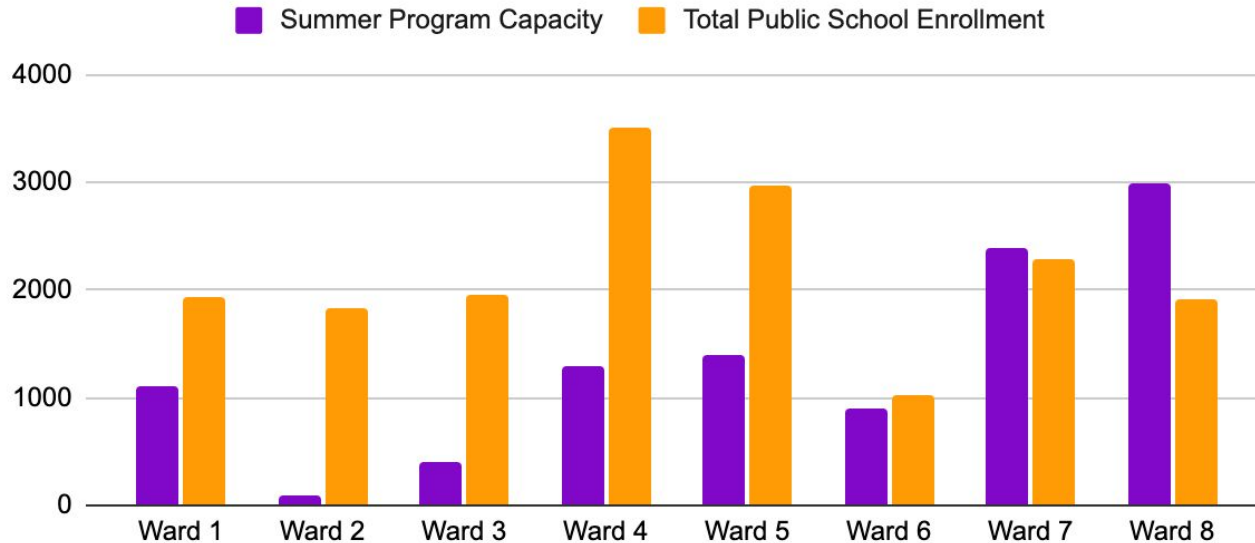
PreK-8 Summer Program Capacity (2017) vs. Total Public School Enrollment (2021)





OST Program Landscape

High School Summer Program Capacity (2017) vs. Total Public School Enrollment (2021)



Grades 9 to 12



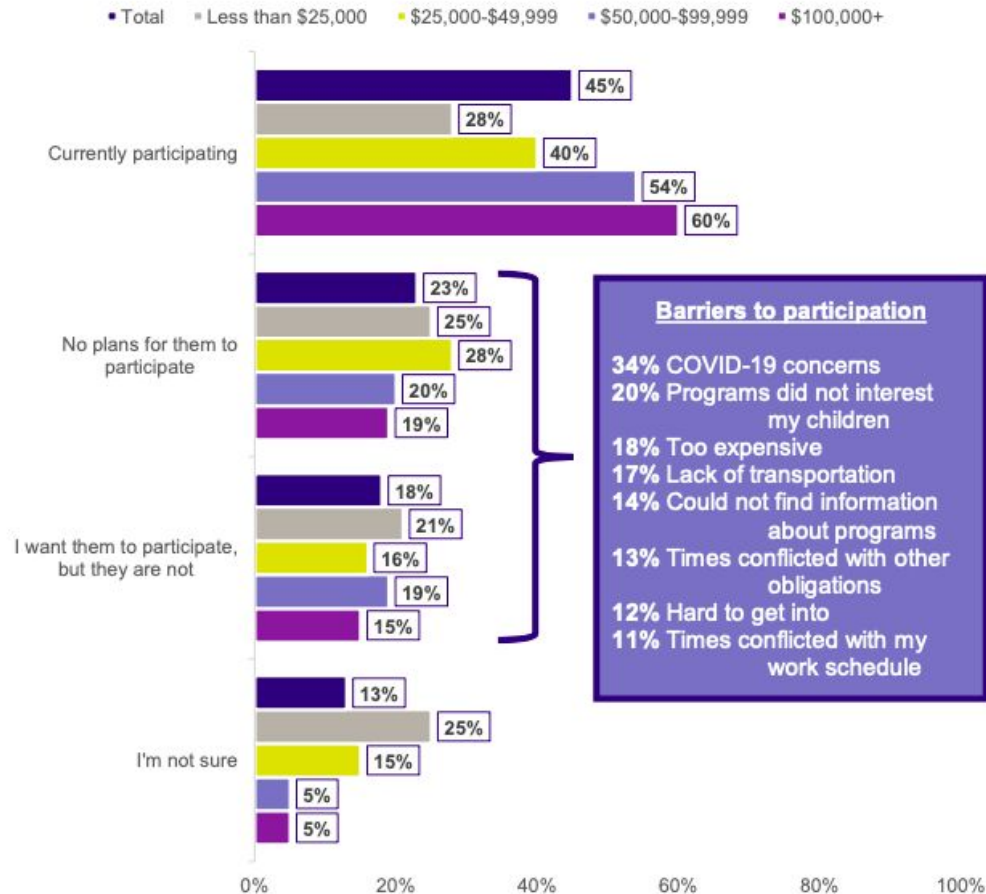
What have we heard from parents?

- **Inequitable access across wards - need more seats, and that expansion should be responsive to community interests**
- Lack of available and safe **transportation**
- **Training** for staff (Cultural competency, trauma-informed training, etc.)
- Support for **special education**
- Access to **information** is challenging
- Need to bolster OST with **local dollars**, not just federal

Fall 2021 Back to School Survey Preview

- Children from **low-income** families are **less likely** to be **participating** in OST
- **COVID** concerns, lack of **interest in program types, cost, lack of info,** and **logistical** challenges were top barriers

OST Participation



OST Landscape + Connecting Our Stories!



In the chat or on a piece of paper, answer the following questions:



What data did you connect most with?



What was the most interesting, powerful, or surprising data to you?



*What are **three key things** that your Ward-based PLE board members need to know about the current landscape of OST programs in DC?*





Getting to Solutions



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Let's Talk Solutions! SWOT Analysis

A strategic planning exercise to identify:

Strengths - What is WORKING we should expand?

Weaknesses - What needs to be addressed?

Opportunities - What ideas/models should we explore?

Threats - What do we have to be mindful of to make progress a reality?

Strengths <ul style="list-style-type: none">• <i>Skills and abilities</i>• <i>Funding lines</i>• <i>Commitment to positions</i>• <i>Contacts & Partners</i>• <i>Existing Activities</i>	Weaknesses
Opportunities <ul style="list-style-type: none">• <i>Other orgs relevant to issue</i>• <i>Resources: financial, technical, human</i>• <i>Political and policy space</i>• <i>Other groups or forces</i>	Threats



Let's Talk Solutions! SWOT Analysis

Strengths - What is **WORKING** we should expand?

Consider: What people, policies, resources, and systems do you need to make your policy solutions a reality?

Consider top barriers to OST Programs:

- **Cost**
- **Transportation**
- **Safety/Training** (COVID, SPED, SEL, etc.)
- **Inequitable Access** (information, locations, program types)



Let's Talk Solutions! SWOT Analysis

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NEXT STEPS

Coming Up: More Next Steps!



- **PAVE Events**

- **Tuesday, 12/14 PLE Board Meeting Option #1**
- **Wednesday, 12/15 PLE Board Meeting Option #2**
- **Thursday, 12/16 PLE Board Meeting Option #3**

- **Upcoming Advocacy Opportunities**

- **Thursday 12/16** - Council Hearing on Teacher & Principal Turnover
- **Community Meetings with SBOE:**
 - Saturday 12/4 10am-1pm @ MLK Library

Before you go, please complete your exit ticket!



PICTURE TIME!



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APPENDIX

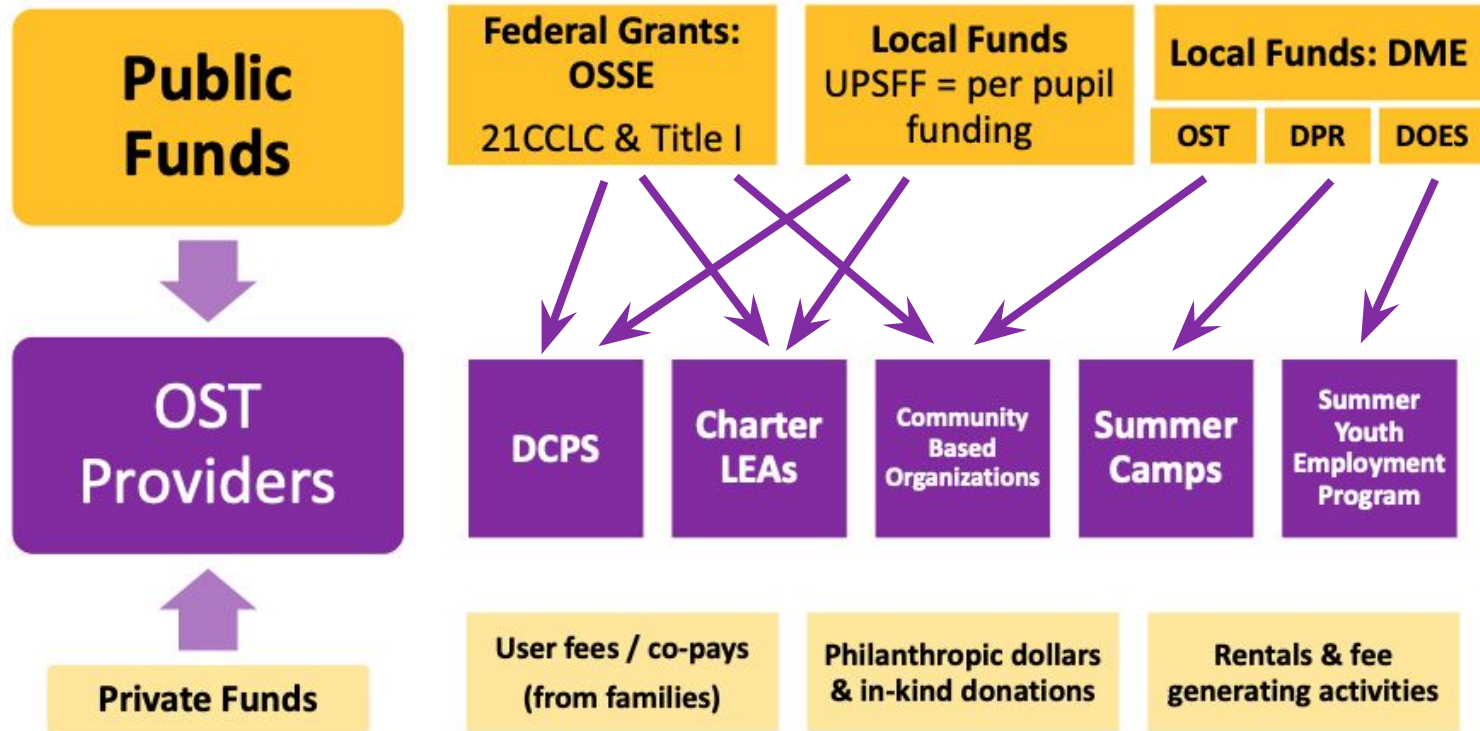


Where The Power Lies

for Out-of-School Time programs



Where The Power Lies: Funding Streams





Deputy Mayor for Education: OST Office

- Office of Out of School Time Grants and Youth Outcomes (**OST Office**):
 - grant-making
 - resources for students and families
 - coordination among agencies
 - training and technical assistance to improve program quality
 - data tracking and evaluation
- Leads **Learn 24**, a network of afterschool and summer opportunities for DC students and families
 - [Learn24.dc.gov](https://www.learn24.dc.gov) was designed to help families find programs and resources

Local Funds: DME

OST

DPR

DOES



Mila Yochum, Executive Director of the Office of Out of School Time Grants and Youth Outcomes (**OST Office**), located within the Office of the Deputy Mayor for Education (**DME**) **Paul Kihn**.



Deputy Mayor for Education: DPR & DOES

- Department of Parks and Recreation (**DPR**) – funds and manages seasonal camp programs
- Department of Employment Services (**DOES**) – funds and manages Summer Youth Employment Program

Local Funds: DME

OST

DPR

DOES



Delano Hunter,
Director of the
Department of Parks
and Recreation (**DPR**)



**Dr. Unique Morris-
Hughes,** Director of
the Department of
Employment Services
(**DOES**)



Funding for OST

Federal Funds:

- OSSE 21st Century Funds: **\$12.2 million**
- COVID Relief:
 - **\$2.6 million** for after school
 - **\$2.6 million** for summer

Local Funds for OST:

- For CBOs Grants - **\$17 million**
- DPR - **\$18.5 million**
- DOES (SYEP) - **\$22.8 million**

The BIG questions:

- How much will it **really cost** to **equitably expand** OST programs?
- What will the **planning** look like to **increase funding** and **expand more programs** in the future?

Office of the State Superintendent of Education: 21CCLC



OSSE operates the **21st Century Community Learning Centers (21CCLC) grant program** through the U.S. Department of Education to provide **out-of-school time activities** that support academic programming.

FY22 Grant Awardees include:

- Horton's Kids
- Excellence Through Opportunity
- Higher Achievement

...and more!

Federal Grants: OSSE

21CCLC & Title I



Christina Grant, State Superintendent of Education

Key Staff:

Myles Cliff, 21st CCLC Program Analyst; recently met with the OST coalition



DC Council & OST Advocacy

Council Budget & Oversight Powers

Committee of the Whole
(all 13 members)
Chairman Mendelson



**Committee on Recreation,
Libraries and Youth Affairs**
Chairperson:
Councilmember T. White



**Committee on Labor and
Workforce Development**
Chairperson:
Councilmember Elissa Silverman



**Committee on Business and
Economic Development**
Chairperson:
Councilmember McDuffie





Where We Are Now:

What have PAVE parent leaders already accomplished?

2018: #WeNeed25 Campaign

- Needs Assessment from DC Policy Center to calculate funding needed to support children considered “at-risk”
- **+\$10.56 million in OST funding**

2019: Sustained (no cuts!)

2020: +\$500,000

2021: +\$5.3M (with help from federal \$)

What do we still need?

- **Funding:** local \$ to make up for federal funding and to support various programs
- Improved **information sharing**
- **Transportation** support and access
- **Training for providers**
 - *Special education supports*
 - *Trauma-informed training*
 - *Cultural competency*
- **Providers' ability to operate & scale**
 - Pushing through bureaucracy
 - Involvement in citywide planning
 - Expanding types of programs in response to community need



Questions to Consider:



What amount of **money** is needed to **expand access**?



What **support** do **providers** need to **scale** their programs?



What's the most important and/or impactful **implementation** challenge to tackle?



How is the **landscape** different from last needs assessment? What **COVID considerations/impacts** exist?

Advocacy Timeline



December	January	February	March	April	May
<ul style="list-style-type: none"> •Create Statement of Beliefs around our top priorities •Decide campaign goals 	<ul style="list-style-type: none"> •Share goals & questions about our priorities with elected officials during DC PARENT VOICE & CHOICE WEEK! •Create campaign plans around our top priorities and goals 	<ul style="list-style-type: none"> •Attend Mayor's Budget Forums •Testify at performance oversight hearings •Connect with elected officials and community partners 	<ul style="list-style-type: none"> •Respond to the Mayor's Budget •Adjust campaign plans to increase impact •Testify budget oversight hearings •Connect with elected officials and community partners 	<ul style="list-style-type: none"> •Engage with DC Councilmembers (social media, meetings, days of action) •Adjust campaign plans to increase impact •Connect with elected officials and community partners 	<ul style="list-style-type: none"> •Final push advocacy tactics! •Reflect on highlights and challenges of the year <p><i>In June: Celebrate our wins!</i></p>



Advocacy Timeline: Mapping It Out!

Consider the scenario: PAVE parent leaders are asking for AT LEAST \$25 million in funding for Learn24 out-of-school time programs!

- **WHEN** might we want to meet with the following targets?
 - Mayor & DME
 - OSSE
 - DC Council
- **WHAT** do we want to share in those conversations?
 - *Be prepared to explain your thinking - **identify a reporter!***

On the chart on your handout, work with your tables to draft a plan, using the advocacy timeline to help you!

Advocacy Timeline: Mapping It Out!



<u>WHO</u>	<u>WHEN</u> <i>What months during the year? What meetings, events, or actions?</i>	<u>WHAT & WHY</u> <i>What kind of questions or information would we want to share, and why?</i>
Mayor & DME		
DC Council		
OSSE		