



# YouthPrint

*Realizing the Vision:*

Making the most of out-of-school time... to help Louisville's youth become the best they can be

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## LOUISVILLE YOUTH...

**HAVE** hope and show strength of character to achieve their goals, follow their dreams, respect others and contribute to bettering their community and world.

**HAVE** the skills and education to be self reliant, healthy, engaged and economically thriving.

**LIVE** in a caring community where everyone values, supports, invests in and fights for their success.

*November 2010*

Louisville, Kentucky

*YouthPrint is a partnership of  
Louisville Metro Government  
Jefferson County Public Schools  
and Metro United Way*

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### Brief overview

Louisville Metro Government, Metro United Way and Jefferson County Public Schools have come together around creating a coordinated system for the enhancement of youth services in Louisville. This system will be guided by a multi-component, long-term planning process to produce a set of strategies and recommendations dubbed Louisville's **YouthPrint**. Built on a common vision for successful youth, this YouthPrint:

- Synthesizes information about Louisville's assets with its most critical needs
- Envisions a community-based system that identifies locally-defined quality programming and standards

As research and the successes of other cities have shown, after-school programming can have tremendous learning and developmental benefits for youth, helping to improve their performance now and in the future.

### Key recommendations for creating an Out-of-School-Time (OST) System of Youth Development in Louisville

1. Create a **Coordinating Council** comprised of Metro Government, Metro United Way and Jefferson County Public Schools to serve as a decision-making body/ intermediary and a Community Advisory Coalition, including youth providers, to advise the Coordinating Council
2. Leverage and maximize existing **financial resources**
3. Assist, promote and support **quality standards** across OST programs
4. Promote the development and implementation of high quality **training and professional development opportunities** for youth development professionals
5. Maintain a directory of services and create a system-wide means of collecting **program results and outcome data** by upgrading KidTrax
6. Gather data and additional information to **develop an initial implementation plan**
7. Provide opportunities for community input on priorities, strategies, services and policies; ensure effective **communication and community engagement**
8. In consultation with Ready by 21, conduct a process to **develop a 10-year Strategic Plan for Youth** that engages youth service providers, youth and community members to accomplish desired outcomes for youth

# YouthPrint Planning Process

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## The issue

Like many cities, Louisville faced unacceptably high numbers of high school dropouts. In 2008, one in four ninth graders in the public schools did not graduate on time. Too many young people taking part in a Youth Voice survey<sup>1</sup> simply did not see the value of graduating from high school and did not think adults cared. And they lacked the kind of support they needed to help them make it through the rough times.

## What could help?

Louisville already was interested in increasing education attainment. With merger of city and county governments in 2003, Louisville took stock of its strengths and challenges. Whether the issue was attracting new jobs or improving quality of life for all residents, the top priority for the new city to flourish was clear: education.

But schools could not bear the sole responsibility of making sure more young people graduated ready for college, careers and life. School time fills just part of a young person's day.<sup>2</sup> What happens before and after school, on weekends, and during the summer matters. Research<sup>3</sup> consistently shows that at-risk youngsters who actively participate in quality programs during out-of-school hours are much more likely to

- Stay in school.
- Stay on grade level.
- Graduate from high school on time.

## The charge

The *Graduate! Greater Louisville: High School Dropout Solutions Summit*, which was held in 2008 in partnership with America's Promise, recommended creating a plan for better coordination of out-of-school-time (OST) programs for youth. The city, Jefferson County Public Schools, and

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<sup>1</sup> Senn-Alvey, Elizabeth, *Youth Voice: In Their Own Words*, July 2008. (prepared for Dropout Solutions Summit)

<sup>2</sup> A school year is composed of 175 instructional days and school lasts about six hours per day. Assuming a typical student sleeps 8 hours per day, in-school instructional hours make up only about 18% of the student's life.

<sup>3</sup> Lauer, Patricia A., et al, "Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students," *Review of Educational Research*, Vol. 76, No. 2, 2006.

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Young people who actively participate in quality *out-of-school-time* (OST) programs are much more likely to:  
✓ *Stay in school*  
✓ *Stay on grade level*  
✓ *Graduate on time*  
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Metro United Way convened a group in August 2009 to produce a blueprint for youth, dubbed “**YouthPrint.**” The idea was to explore the current state of OST programs in Louisville with an eye toward producing **a comprehensive plan for an OST youth development system in Louisville.** This OST system targets young people who are beyond the age for needing formalized, full-time childcare to those who are not old enough to go to college or be living on their own – the age group targeted is between ten and 20 years of age. The outcomes the YouthPrint planners hoped to achieve include:

- Increased youth participation and expanded opportunities in OST programs that meet quality standards.
- More youth who graduate from high school college-ready and enter college (postsecondary education).

### **Why create a system for youth development?**

YouthPrint is designed to point to better ways to provide services for youth, particularly for older youth who do not choose to attend structured OST programs, and to improve the quality of service delivery. Louisville has a number of excellent OST programs, but they are not organized – even loosely – into a system. YouthPrint envisions creating a focused system of interacting and/or interdependent relationships among service providers, funders and community members that function more effectively – and more efficiently – than the elements do on their own. The advantages<sup>4</sup> are as follows:

- Allows key stakeholders and youth serving partners to form relationships to improve quality, variety and youth participation and – most importantly – *build convergence around community goals.*
- Encourages providers to form networks to meet needs and customer demands, and gives them the tools to strengthen existing programs and develop new ones.
- Provides for ongoing measurement and evaluation through self assessment, observational assessment and a set of clearly defined quality standards.
- Organizes training and educational opportunities for and seeks to raise the professional standards of staff members who work with youth.
- Gives parents, students and people who work with youth information about what is available where and when.

• • •  
**YouthPrint outlines a comprehensive plan for an OST youth development system to:**  
✓ Increase youth **participation** in OST  
✓ Expand **quality** OST opportunities  
✓ Increase **college readiness**  
✓ Increase **college-going**  
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<sup>4</sup> Adapted from *Shaping the Future of After-School: The essential role of intermediaries in bringing quality after-school systems to scale*, published by the Collaborative for Building After-School Systems, September 2007.

## *YouthPrint Planning Process*

### Products of the **YouthPrint Leadership Team:**

- ✓ Created a Vision for Youth
- ✓ Analyzed youth data and demographics
- ✓ Determined desired Outcomes and Indicators in three domains – cognitive, social/emotional learning and civic/community involvement – for elementary-, middle- and high school-aged youth
- ✓ Conducted program landscape mapping
- ✓ Drafted Youth Program Quality Standards
- ✓ Proposed professional development components for youth workers, including working with Jefferson Community and Technical College (and Kentucky Community and Technical College system) about offering youth service provider certification and credits for training to apply to post-secondary degrees
- ✓ Assessed strengths and opportunities in the areas of coordination of services; quality; funding; and community, youth, family and parent engagement
- ✓ Mapped where funding for youth services is coming from and where the dollars are spent
- ✓ Explored means for ongoing data collection and use of data for decision making
- ✓ Developed a scope of work for and set aside initial funds to conduct market research to determine youth/parent/community perceptions and needs
- ✓ Explored the functions of an intermediary organization but, with challenges of funding and organizational capacity, chose to pursue partner organizations taking on those functions, at least initially



### **YouthPrint** supports the **Vision for Youth –**

Louisville youth:

**HAVE** hope and show strength of character to achieve their goals, follow their dreams, respect others and contribute to bettering their community and the world.

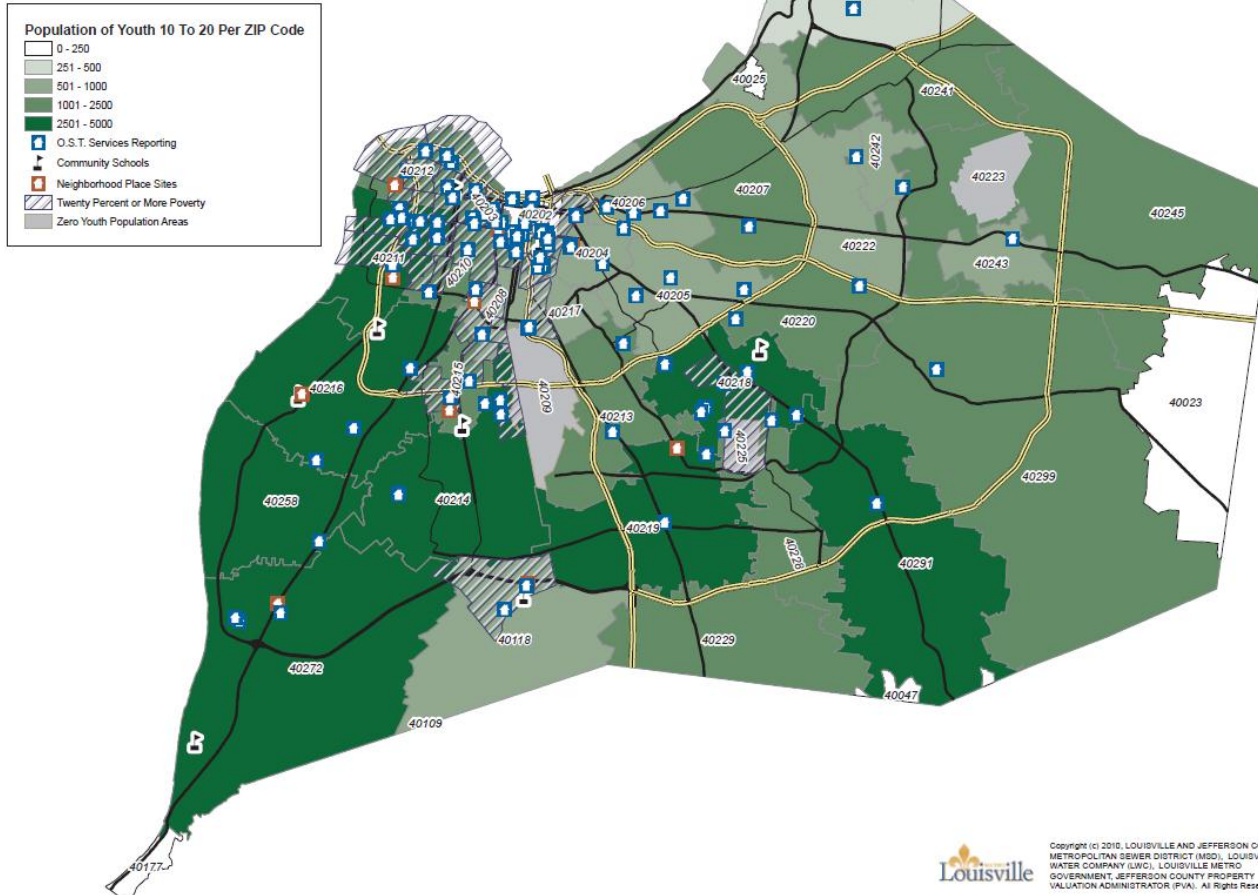
**HAVE** the skills and education to be self reliant, healthy, engaged and economically thriving.

**LIVE** in a caring community where everyone values, supports, invests in and fights for their success.



# Where we are today

Out of School Time Services  
And Youth Population Per ZIP Code  
Ages 10 to 20  
Louisville, KY, November 2010



## Demographics

- Louisville has 137,588 youth ages five through 19 living within Metro's limits.<sup>5</sup>
- An estimated 30,000 youth participate in out-of-school time activities.<sup>6</sup>
- And, nearly 12% of young people ages 16 to 24 are neither in school nor working.<sup>5</sup>

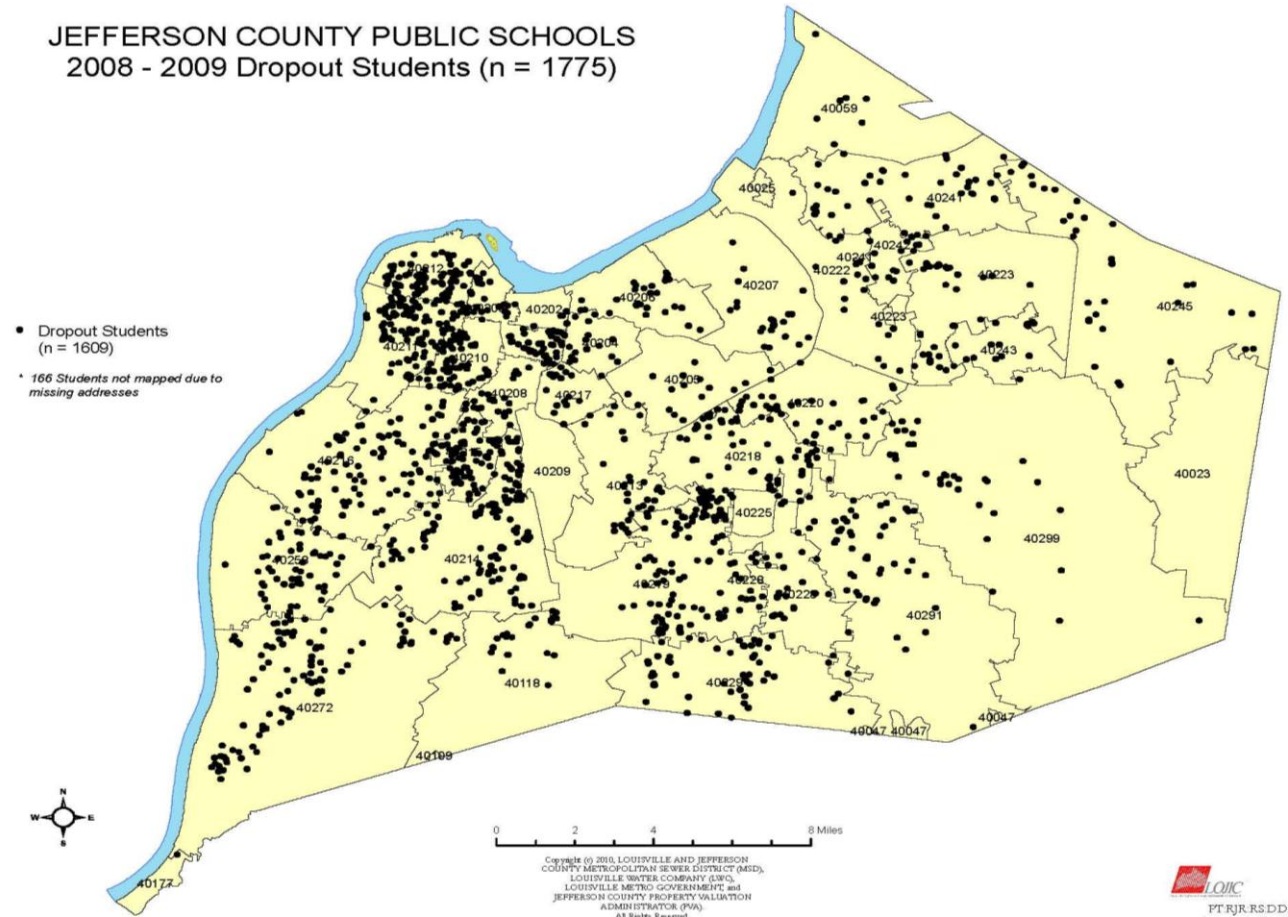
<sup>5</sup> U.S. Census Bureau, American Community Survey, 2009.

<sup>6</sup> Jefferson County Public Schools, *2010 Comprehensive School Survey for High School Students*, June 2010.

## Education Attainment

- In Jefferson County Public Schools (JCPS), roughly one in four students (or about 26%) who start ninth grade do not graduate within four years, and that figure is higher for minorities, particularly African Americans and Latinos.<sup>5</sup>
- In a cohort of 10,100 children born in Louisville in a typical year, of the 6,900 who graduate from high school on time, about 5,500 enter post secondary education the following year. Only 2,500 of those (or about 36%) receive a Bachelor's Degree in six years or an Associate's Degree in three years.<sup>5</sup>
- For students who enter college, an estimated 40-50% are underprepared in one or more subjects.<sup>5</sup>

JEFFERSON COUNTY PUBLIC SCHOOLS  
2008 - 2009 Dropout Students (n = 1775)



<sup>7</sup> Jefferson County Public Schools

<sup>8</sup> Greater Louisville Project, *Education Pipeline: Jefferson County, Birth through College*, 7/30/08.

<sup>9</sup> IPEDs 2008-2009 data

## Findings and Gaps

### 1. PARTICIPATION IN AND AVAILABILITY AND ACCESSIBILITY OF OST PROGRAMS

#### Findings

- 60 youth serving organizations filled out surveys<sup>10</sup> on 312 separate programs serving approximately 6,000 youth; of those:
  - 22 agencies have programs that serve youth ages 15 and older, serving an estimated 900 older teens,
  - The majority of youth served are African American (86%) and most of them live in impoverished neighborhoods,
  - 156 programs charged a fee; of these 85% offered financial assistance and 82% offered a sliding fee,
  - 241 programs reported that they are accessible to students (via walking, biking or public transportation); 38% offer transportation.
- According to the JCPS student survey, only one-third of their high school students participate in after-school activities (34% in sport and 32% in non-sport activities). This percentage drops for at-risk youth.<sup>11</sup>
- The maps, including the one on the facing page, show that either
  - There are *few or no* programs where lots of young people live, or
  - There are lots of programs where lots of young people live.
- Though there is no systematically-collected data to determine exactly what is in place, it appears that in areas where there are lots of programs there is little evidence that these programs are positively impacting academic achievement, school attendance, student's behavior, or academic attainment. The exception is the KidTrax partnership's evaluation of OST efforts around Every 1 Reads performed in 2006.<sup>12</sup>

#### Gap

- While there is a database of youth-serving programs on Metro's Office of Youth Development website, there is no real-time, centralized, easily accessible way for

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*YouthPrint* survey data showed that there are:

- ✓ *Few or no programs where lots of youth people live, or*
  - ✓ *Lots of programs where lots of young people live, but no direct evidence that these programs make a difference*
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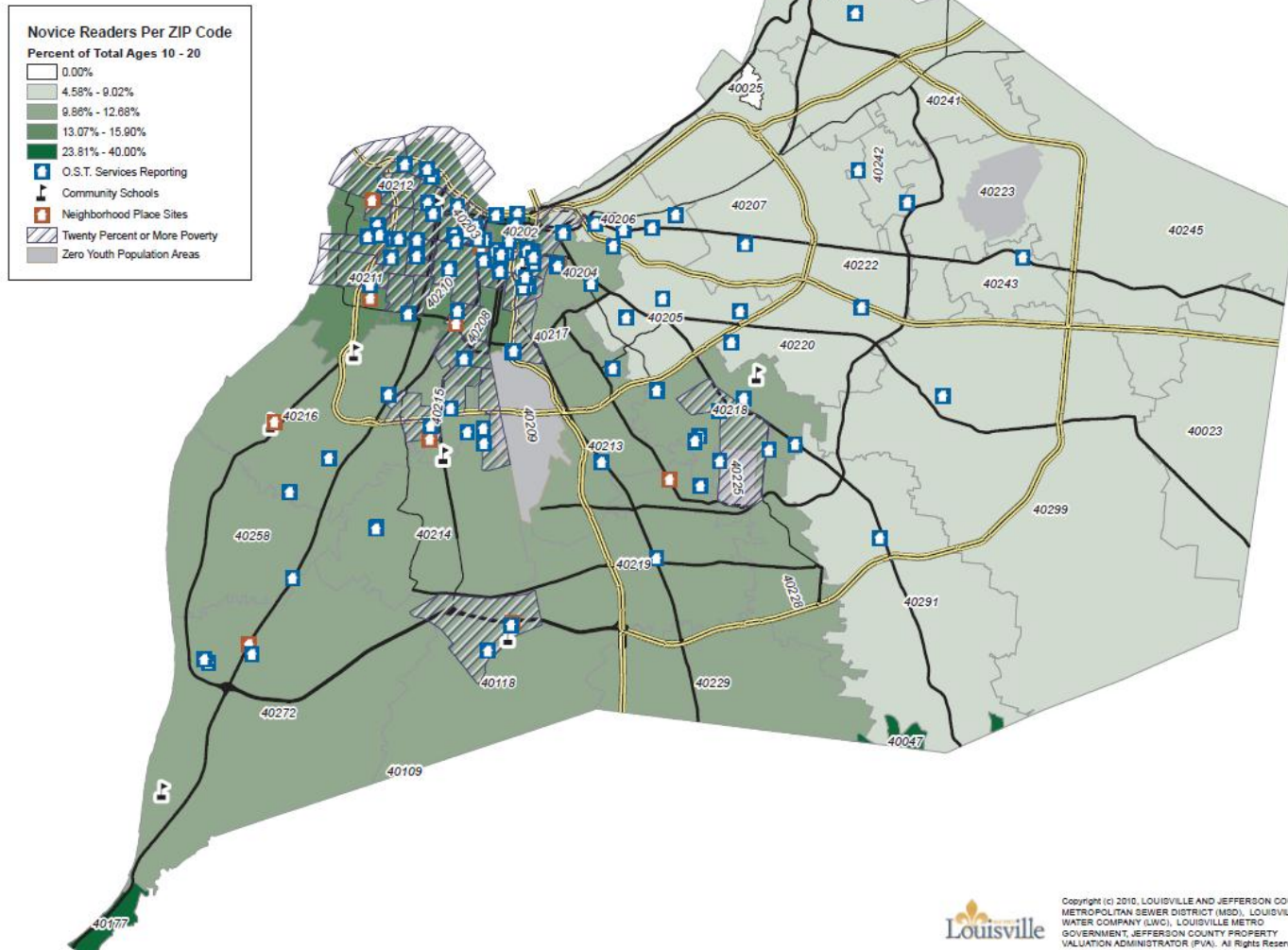
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<sup>10</sup> Survey was conducted by Metro Office of Youth Development; estimated 60% of surveys sent were returned.

<sup>11</sup> Jefferson County Public Schools, *2010 Comprehensive School Survey for High School Students*, June 2010.

<sup>12</sup> Bell, Martin L., *After-School Program Accountability Whitepaper: Cooperation in Louisville Brings Accountability to After-School programs*, 2006.

**Out of School Time Services  
And Novice Readers Ages 10 to 20  
Louisville, KY, November 2010**



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Note: The Kentucky Core Content Test (KCCT) is a state-required assessment for reading and mathematics used to meet federal requirements of the No Child Left Behind Act (NCLB). Students are assessed in grades 3, 4, 5, 6, 7, 8, 10, 11. Students are described as Novice (lowest skilled), Proficient or Distinguished (highest level) readers.

parents, caregivers, teachers and counselors to select the type of program a child might be interested in attending or need to improve academics or skills or enhance talents. Most parents and caring adults rely on word of mouth and personal experience to find and select programs.

## 2. TYPES AND QUALITY OF PROGRAMS

### Findings

- While agencies reported the following as characteristics, there is no indication that these are the optimal programs for the children served.
  - Education and academic support – 85%
  - Career and college readiness – 72%
  - Health and wellness – 63%
  - Work-based learning and employment skills or experiences – 58%
  - Sports and recreation – 89%
  - Mentoring – 76%
  - Civic engagement and leadership development – 58%
  - Cultural – 47%
  - Special needs – 39%
- Most agencies that serve older teens focus programming on leadership development with some emphasis on career exploration and life skills (e.g., teen pregnancy and violence prevention, relationships, budgeting).
- Providers reported that they do not consider the schools' curriculum alignment when planning programs, with the exception of homework help.

### Gaps

- No local youth worker institute or other certifying institution provides certification for youth workers. Youth development professionals need a set of common skills and knowledge to be effective; these can be taught and enhanced through training.
- There are no commonly agreed upon quality standards for youth programs. Beyond personal observation, parents and caregivers have no means of determining whether a program is high quality or not.
- There is no centralized way to gather customer satisfaction with youth programs or services, and few programs do any surveying of their customers.

### 3. FUNDING FOR YOUTH PROGRAMS

#### Findings

- While there is substantial funding in Louisville flowing to youth programs and services – nearly \$14 million was mapped – these funding streams operate independently.
- There is the potential for increasing participation in programs with funding that is available, but not accessed. For instance for the 2009-10 school year, 18,000 JCPS students qualified for Title I Supplemental Educational Services (SES) at a per pupil allocation of \$1,116, yet only 3,000 students received services. While the effectiveness of SES programs is mixed<sup>13</sup>, the opportunity to improve extended learning is worth investigating.

#### Gaps

- Generally, funding from many sources (e.g., Metro United Way, Metro Government, JCPS) is not linked to program effectiveness. This linkage does not occur because consistent data systems to measure program results are not in place or reviewed at community level.
- Without coordination in funding there are gaps and overlaps that fail to maximize the dollars that are available. Also without coordination, the opportunity to leverage local dollars for other public or private funding is minimized.

<sup>13</sup> Munoz, Marco A., Steven M. Ross, and Laura L. Neergaard, *Supplemental Educational Services as a Component of No Child Left Behind: A Mixed Method Analysis of its Impact on Student Achievement*, Journal of Planning and Changing, Volume 40, Number 3-4, pp. 135-159, 2009.

Major Funding Streams for Out-of-School Time	
<b>Jefferson County Public Schools 2009-2010</b>	
<b>District</b>	
Trax Solutions (nFocus/KidTrax)	\$25,000
Community Schools	\$161,930
Rising 5 <sup>th</sup> Graders (JCPS/Louisville Urban League)	\$25,000
Summer STEM Program (JCPS/Lincoln Fnd)	\$20,000
<b>State</b>	
Extended School Services (ESS)	\$670,000
21st Century Community Learning Centers	\$470,000
<b>Federal</b>	
AmeriCorps	\$22,500
Title 5 Home School Coordinators	\$30,000
Title I ESS	\$75,000
Title I Street Academy (JCPS/LUL)	\$44,000
Title I Supplemental Educational Services (SES)	\$3,340,000
<b>Total</b>	<b>\$4,883,430</b>
<b>Louisville Metro Government 2010-2011</b>	
<b>Federal</b>	
CDBG Funding to External Agencies for OST	\$37,100
Workforce Investment Act Funds	\$600,000
<b>Non General Funds</b>	
Metro Parks Non-General Funds for OST	\$1,247,180
<b>General Funds</b>	
Community Schools	\$159,000
Office for Youth Development	\$205,200
Y.O.U. (Youth Opportunities Unlimited)	\$364,800
General Fund Grants to External Agencies for OST	\$546,300
Metro Parks General Funds for OST	\$1,923,593
<b>Total</b>	<b>\$5,083,173</b>
<b>Metro United Way 2010-2011</b>	
Grants to Agencies for OST	<b>\$2,085,222</b>
<b>Major Foundations 2009-2010</b>	
Yum! Brands Foundation, Inc.	\$20,775
Humana Foundation	\$196,938
Gheens Foundation	\$280,000
Community Foundation of Louisville	\$1,297,365
<b>Total</b>	<b>\$1,995,078</b>
<b>Other State Funds 2009-2010</b>	
21st Century Learning Center-Lighthouse	<b>\$150,000</b>
<b>Grand Total</b>	<b>\$14,196,903</b>

Note: Not all funding depicted represents “direct” services.

#### 4. PARENT, CAREGIVER AND COMMUNITY ENGAGEMENT

##### Findings

- The Visioning Process demonstrated that there is value in sharing the responsibility between parents, caregivers and the community in supporting youth to achieve their highest aspirations. Best practice research<sup>14</sup> defines a shared commitment where:
  - Schools, youth-serving organizations and others in the community engage families in meaningful and culturally respectful ways, and families are committed to actively supporting their children's learning and development.
  - Engagement is continuous across a child's life, spanning from Early Head Start programs to college preparation high schools.
  - Engagement is carried out everywhere that children learn – at home, in pre-kindergarten programs, in school, in after-school programs, in faith-based institutions, and in community programs and activities.

##### Gap

- Parents and caregivers need help in knowing how to support their children's learning and achievement across multi-faceted, and often complex, systems of education and community service organizations.

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<sup>14</sup> National Family, School, and Community Engagement Working Group, *Recommendations for Federal Policy*, June 2009.

# Where we want to be in the future

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YouthPrint's mission is to encourage and promote success among Louisville's youth. The goal: Youth who are resilient, academically prepared for college or career, and provided the resources and support will become active, productive, thriving adults in the future. While there is still a great deal of work to be done, YouthPrint lays out the strategies to get there.

## **Strategies –**

- 1. Coordinate youth services and funding** utilizing upgraded KidTrax system, making sure that:
  - a. the right services are where they are most needed,
  - b. resources coming to the community are maximized,
  - c. individual providers are accountable for program results, and
  - d. the system as a whole measures and tracks outcomes.
- 2. Make sure services are high quality, appeal to young people and meet the needs of students and their parents.**
- 3. Involve young people, their parents and caregivers, and the community in making sure young people get what they need to succeed.**
- 4. Converge YouthPrint efforts around community goals:**
  - a. the Vision for Youth,
  - b. high school graduation and dropout solutions, and
  - c. 55,000 Degrees, particularly the objectives about creating a college-going culture and preparing students for college, career, citizenship and life.

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*The goal: Youth who are resilient, academically prepared for college and career, and provided the resources and support will become active, productive, thriving adults in the future.*  
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## *How a youth-system might work for struggling students*

Several years ago, Louisville implemented KidTrax as a means to bridge in-school and out-of-school time. KidTrax collects and shares data between more than 50 youth organizations and Jefferson County Public Schools (JCPS).

KidTrax is a barcode card-swipe system that allows OST programs to track and report key critical information about individual students. Special cards, which also serve as library cards and public transit identification, are scanned each time students enter and leave an afterschool program. This provides a log of time and attendance, which youth-serving organizations can match up with other information the schools provide, including improved test scores and basic skills tests showing readiness for the next level of work – or information about student discipline and suspensions and school attendance.

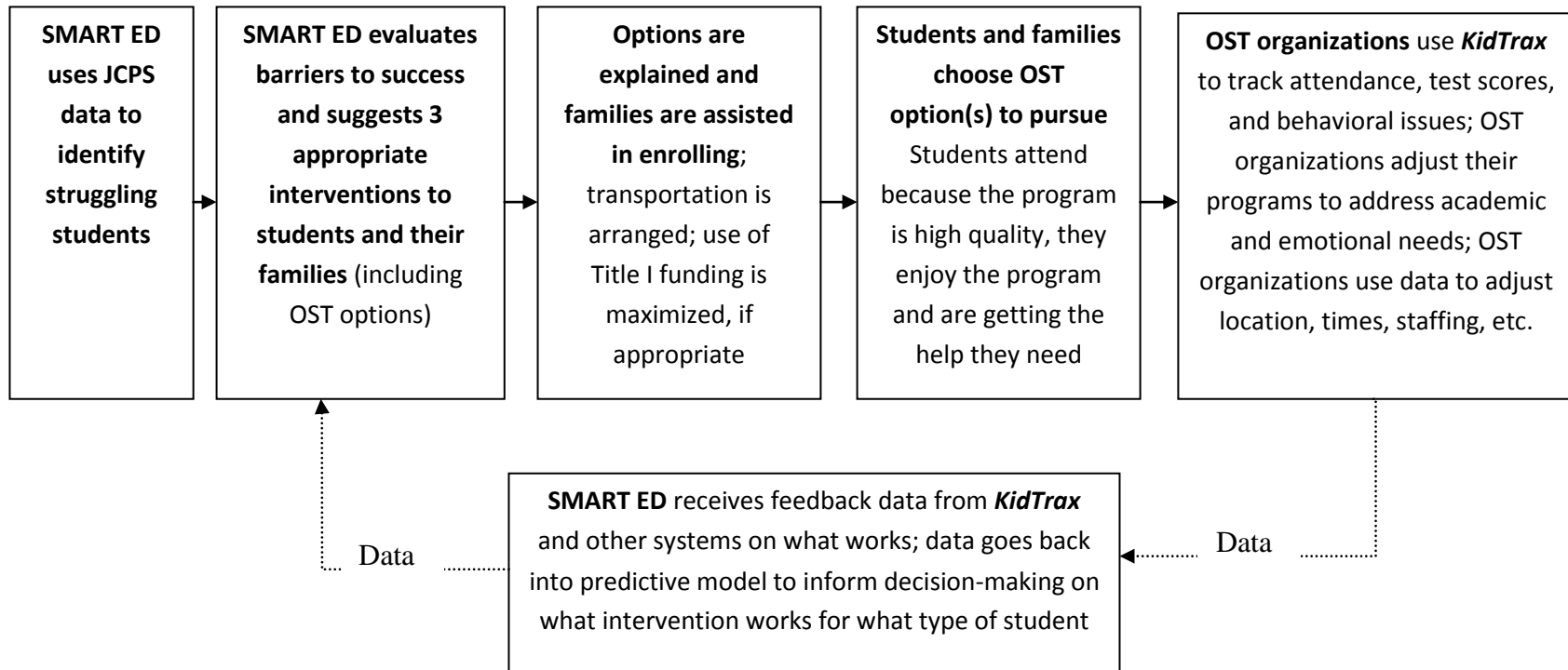
Just recently JCPS added another tool to its arsenal – a predictive analytics system called SMART ED. SMART ED identifies struggling students, who are at risk of dropping out, as early as grade school and matches them with several possible interventions, including tutoring and after-school programs.

Formalizing the partnership between the JCPS early intervention process and KidTrax OST providers would help us build one element of an effective youth development system. The figure to the right – on page 15 – shows how that might look.

Interestingly, the JCPS Research Department has formally studied the impact of participating in OST programs for the Every 1 Reads initiative.<sup>15</sup> Their research indicated that the impact is positive, particularly for regular attendees, on multiple school indicators like attendance to school and academics. In addition because of Louisville’s successful KidTrax partnership, the Wallace Foundation included Louisville in a RAND Corporation report titled “Hours of Opportunity, The Power of Data to Improve After-School Programs Citywide”<sup>16</sup> which looked at efforts to coordinate OST efforts in several cities. According to the report:

*In Louisville, funding agency officials expressed a desire to do more with the MI system data, but staffing constraints limited the ability to conduct additional analyses. ... For instance, Louisville had an incredibly rich data set with links to school-day information; however, data analysis occurred primarily in the district research office, and agency staff reported lacking resources to use the data as much as they wanted. ... As one Louisville respondent noted, “We lack the resources to take [our work] to the next level.”*

**Diagram of how a youth system might work with SMART ED and KidTrax**



<sup>15</sup> Bell, Martin L., *After-School Program Accountability Whitepaper: Cooperation in Louisville Brings Accountability to After-School Programs*, 2006.

<sup>16</sup> Susan J. Bodilly, et al, *Hours of Opportunity, Vol. II: The Power of Data to Improve After-School Programs Citywide*, 2010. Published by the Rand Corporation for the Wallace Foundation.

# How we will get there

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## *Recommendations for Creating an Out-of-School-Time (OST) System of Youth Development*

*Create a Coordinating Council to make decisions and a Community Advisory Coalition to advise the Council*

1. CREATE A COORDINATING COUNCIL OF METRO UNITED WAY, LOUISVILLE METRO GOVERNMENT, AND JCPS TO SERVE AS A DECISION-MAKING BODY/ INTERMEDIARY AND A COMMUNITY ADVISORY COALITION, INCLUDING YOUTH PROVIDERS, TO ADVISE THE COORDINATING COUNCIL.

**Context:** Many cities have come to realize that a citywide approach to building and sustaining OST learning opportunities pays off in the long run. By working with program providers to coordinate youth services and funding, stakeholders can make sure that: the right services are where they are most needed, resources coming to the community are maximized, individual providers are accountable for program results, and the system as a whole measures and tracks outcomes.

### **Within 6 months**

- a. Develop a memorandum of agreement between JCPS, Louisville Metro Government and Metro United Way to establish a partnership that would function as an “intermediary” for the system; invite/recruit other foundations/funders to become part of the council
- b. Affirm Metro United Way as convener and fiscal agent for the enterprise
- c. Determine name
- d. Consider the Alliance for Youth and/or other existing collaborative to lead an advisory coalition for the Coordinating Council; determine new advisory coalition members, which shall include youth and providers of services to youth, and determine operation based on new role
- e. Work within Louisville Metro Government to better coordinate programming and results for youth programs and eliminate “silos” within government. Establish a YouthStat to track what services are provided, who provides them and who participates in them (including participation numbers and rates, as well as demographics), and to get some idea of how well they are provided

- f. Outline on-going “intermediary” functions of the council and assign roles and responsibilities, such as
  - i. conduct a needs assessment
  - ii. identify gaps and strategies to address them
  - iii. develop a funding collaborative
  - iv. analyze and use data to drive decision-making
  - v. promote development of effective policies, including quality standards
  - vi. develop a mechanism for incorporating youth voice
  - vii. clearly define and oversee the leadership and accountability for committee structure
  - viii. assign leadership to develop a strategic plan to focus OST efforts on community goals, identified needs, and broader vision for youth
  - ix. report progress, at least every other year, toward community outcomes

**Long-term**

- g. Determine if a permanent intermediary is needed
- h. Ensure there are a variety of programs to meet the needs of children, youth and parents of various backgrounds and differing academic, social, cultural and personal needs and aspirations and to support community outcomes

**2. LEVERAGE AND MAXIMIZE EXISTING FINANCIAL RESOURCES**

**Context:** Funding for OST programs is a concern – major funding streams have dried up, reducing opportunities to maximize resources for young people who need academic help or who want to be engaged in sports, arts or other enrichment programs. Working parents, particularly, need to feel confident that their children are safe and spending their time in worthwhile pursuits.

Our fiscal mapping identified substantial funds going to youth programs, but saw little coordination or collaboration among the funders or the fund recipients to maximize resources to the most important use, or to leverage additional funds.

**Within 6 months**

- a. Use completed financial map to analyze and strategize funding mechanisms

*Leverage and maximize existing financial resources*

*Assist with, promote and support quality standards across OST programs*

### **Intermediate and long-term**

- b. Institute allocation process and/or common guidelines to coordinate funding for diverse services among major funders (e.g. using Continuum of Care<sup>17</sup> as a model)
- c. Identify resources the funding collaborative (mentioned above) can influence
- d. Analyze Supplemental Educational Services (SES) funds from the community perspective, including assessing how to access more

### **3. ASSIST WITH, PROMOTE AND SUPPORT QUALITY STANDARDS ACROSS OST PROGRAMS**

**Context:** As the Wallace Foundation began working with several communities to improve OST offerings for youth, one of the pillars of its hypothesis was “that lifting the quality of OST programs is crucial if they are to attract children frequently enough to realize benefits.” Or as one young person Wallace surveyed put it, “I’d walk a mile for a quality program, but I wouldn’t walk across the street for a bad one.”

In Louisville, a diverse group of representatives from community-based and faith-based youth-serving agencies came together to draft quality standards for OST programs. The process involved partnering with the Kentucky Out of School Alliance, as this statewide organization was engaged in a similar process. Once finalized these standards will be implemented and used to measure quality of local youth programs. A system of internal and external monitoring is planned to assist OST providers to determine compliance. We also see standards as a means to guide public participation in these programs.

#### **Within 6 months**

- a. Finalize quality standards; incorporate parent/caregiver engagement standards
- b. Continue to partner with the Kentucky Out of School Alliance on standards and indicators
- c. Have current committee members continue the work that they have started to finalize the standards
- d. Host a series of community meetings to review quality standards, seek buy-in and gain additional input from providers and funders
- e. Develop a timeline and implementation and training plan for OST program quality standards

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<sup>17</sup> The Continuum of Care is a process established by the U.S. Department of Housing and Urban Development that involves providers and the community in coordinating the community response to homelessness through efficient use of resources and funding. This process is an approach that helps communities address the problems of homelessness in a coordinated, comprehensive, and strategic fashion. A similar process could be used for youth services.

### Long-term

- f. Create or utilize an internal and external quality audit for agencies to monitor compliance with quality standards and provide incentives for those that meet the standards, including continued funding
- g. Work with Louisville Metro Council to seek resolution to adopt quality standards
- h. Work with local funders to gain support for the adoption and implementation of quality standards
- i. Work with the funding community to connect quality programming, resource allocation and policy

#### 4. PROMOTE THE DEVELOPMENT AND IMPLEMENTATION OF HIGH QUALITY TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YOUTH DEVELOPMENT PROFESSIONALS

**Context:** Currently training and professional development for after-school staff is provided by several organizations – Louisville Metro Government, Metro United Way, and the Center for Nonprofit Excellence. And JCPS provides professional development for teachers. However, there is no certification available, nor is there a stepped program of learning that leads to a certificate or degree. In the future, such training could become a responsibility of Jefferson Community and Technical College or other postsecondary institutions.

#### Within 6 months

- a. As part of the new Invest in Innovations (i3) grant, cross-train teachers and youth service providers on building a college-going culture for students. This would include providing joint professional development to increase knowledge about summer content, after-school content and college knowledge/access
- b. Identify immediate professional development opportunities (e.g. i3 on creating college-going culture)
- c. Continue to partner with local professional development organizations to determine available training, gaps and needs
- d. Become a BEST (Building Exemplary Systems of Training, a designation from AED – Academy of Educational Development) site for Advancing Youth Development (AYD) training

*Help develop and implement high quality training and professional development for youth development professionals*

*Maintain a directory of services and create a system-wide means to collect program results and outcome data*

- e. Develop training modules and implement professional development training (AYD, Methods, linkage to school day curriculum, etc.) for youth development professionals and anyone engaged with youth
- f. Create a community-wide training calendar for distribution to youth development professionals (ongoing)

**Long-term**

- g. Work closely with postsecondary educational institutions to develop youth worker curriculum and/or certification program and/or connect youth worker training to CEU programs

**5. MAINTAIN A DIRECTORY OF SERVICES AND CREATE A SYSTEM-WIDE MEANS OF COLLECTING PROGRAM RESULTS AND OUTCOME DATA BY UPGRADING KIDTRAX**

**Context:** Louisville is the premier city in the use of KidTrax, the barcode card-swipe system that allows afterschool programs to link their data with JCPS data to help improve individual student success. However, KidTrax is not coordinated nor is it adequately supported so Louisville is not getting the full utility of the investment.

Data from the SMART ED early-warning and KidTrax success-tracking programs will be used to inform the new youth development system. This information will be used to shape funding offered to youth-serving organizations, and the feedback provided will be used for evaluating results. The new Coordinating Council also will follow community level data to track progress over the long term.

**Within 6 months**

- a. Upgrade the capacity of KidTrax in cooperation with nFocus and JCPS
  - i. Hire project manager
  - ii. Renew agreements between JCPS, nFocus, Metro United Way, and Metro Government; with program sites; and with parents
  - iii. Increase the number of KidTrax sites in parks, community centers and other agencies; improve partners' abilities by providing tracking options that meet partner needs, including hand-held
  - iv. Establish monthly meetings with manager to correlate program participation and student outcomes, review and analyze aggregate data, and make appropriate recommendations to Coordinating Council

- v. Implement upgraded KidTrax system, including using Community Compass and Community Server for directory and searchable database and making JCPS student data available to designated provider partners on desktop and through reports
  - vi. Link referral mechanisms to early warning system (SMART Ed); over time, evaluate partners based on effectiveness
- b. Determine goals and indicators, and means of tracking; create a dashboard for indicators

**Long-term**

- c. Fully utilize nFocus Community Server and Compass to create a web-based searchable database and a means of analyzing gaps and needs
- d. Explore the possibility of connecting Individual Learning Plans and Career Cruising data with KidTrax (may require additional permission from parents)
- e. Explore ways to collect/connect/analyze school and community-level data
  - i. Use data from 2010 Census, JCPS, Metro United Way’s Community Issues Management system, Metro’s Social Compact, JCPS Comprehensive Survey, Gallup Student Poll, Developmental Assets, vocational/career readiness data, school data in addition to JCPS, internships, job shadowing, etc.
  - ii. Overlay map with crime, dropout, violence, novice readers, etc. to determine baseline and service gaps and needs for various age groups

**6. GATHER DATA AND ADDITIONAL INFORMATION TO DEVELOP AN INITIAL IMPLEMENTATION PLAN**

**Context:** YouthPrint documents the extensive efforts of the YouthPrint Leadership Team, but there is more work to be done by the new Coordinating Council. Adequate funding was simply not available for an extensive market research study to determine what young people and their parents wanted in terms of youth programming. Kids simply will not go – and parents will not send their children – to OST programs that are not high quality and do not meet their needs. Also, while our method of surveying youth-serving agencies was extensive, it missed some critical information. The Program Landscape team is intent on correcting these deficiencies.

Additionally, we would like to expand programming for older teens. This group was indentified through KidTrax, focus groups and the JCPS Comprehensive survey as underserved. Conducting market research, with emphasis on determining the needs and wishes of this group and their parents, will help us develop programming that they will attend

*Gather data and information to develop an implementation plan*

regularly. Our goal is to use the data provided through the proposed market research study to work closely with OST programs to begin targeting these youth for participation.

#### **Within 6 months**

- a. Dig into reasons behind low participation and poor outcomes (e.g. cost, convenience, safety, peer participation, program content)
- b. Raise funds (additional \$25,000 needed) and conduct market research to gather data to assist in determining needs; explore partnering with the Center for Health Equity to gather focus group input
- c. Plan action steps based on program landscape findings around lack of programs in areas of mid- to high-poverty

#### **Long-term**

- d. Determine how to get better data on the program level, (e.g. by age range, program type)
- e. Research other types of programs for youth, (e.g. internships with businesses)
- f. Connect quality standards to outcomes
- g. Drill down in the Promise Neighborhoods targeted area to demonstrate progress and expand learning on what works and what does not

### **7. PROVIDE OPPORTUNITIES FOR COMMUNITY INPUT ON PRIORITIES, STRATEGIES, SERVICES AND POLICIES; ENSURE EFFECTIVE COMMUNICATION AND COMMUNITY ENGAGEMENT**

**Context:** Utilizing a diverse group of “Vision Callers”, the Youth Vision process engaged more than 500 youth and adults in 36 focus groups and community gatherings. These individuals came from 30 out of 32 Louisville zip codes as well as from surrounding counties in Kentucky and Indiana. It incorporated various community voices – youth, parents, caregivers, service providers, funders, businesses and neighborhood. The process revealed a strong interest in making sure young people are supported by creating a compelling, child-centered and community-based vision to act as a unifier for efforts in the community.

#### **Within 6 months**

- a. Launch YouthPrint web page
- b. Conduct an annual youth summit
- c. Craft a communications plan to promote the Youth Vision and YouthPrint recommendations

*Provide opportunities for community input on priorities, strategies, services and policies and ensure effective communication and community engagement*

**Long-term**

- d. Engage parents/caregivers (see parent/caregiver standards)
- e. Utilize input of the Advisory Coalition
- f. Utilize input from the strategic planning process
- g. Utilize input from youth
- h. Use information gathered by consolidating all data sources
- i. Use intentional grassroots efforts, including neighborhood organizing and door-to-door outreach
- j. Use new media and technology that are both family- and youth-centric
- k. Explore the creating “Every 1 Knows” as a way to make information widely available

**8. IN CONSULTATION WITH READY BY 21, CONDUCT A PROCESS TO DEVELOP A 10-YEAR STRATEGIC PLAN FOR YOUTH THAT ENGAGES YOUTH SERVICE PROVIDERS, YOUTH AND COMMUNITY MEMBERS TO ACCOMPLISH DESIRED OUTCOMES FOR YOUTH**

**Context:** While our goal is to create a coordinated OST youth development system, such a system should not stand alone. We need to make sure the efforts outlined in YouthPrint converge around community goals – and that they work with and enhance the Vision for Youth, high school graduation and dropout solutions, and the new 55,000 Degrees, which has set a bold goal to increase postsecondary education attainment.

**Long-term**

- a. Work in partnership with other initiatives to promote common goals and messages (e.g. Promise Neighborhoods, Ready by 21 moving trains and organizations grid)
- b. Determine how to align efforts with 55,000 Degrees (55K), particularly:
  - i. 55K Objective #1, to create and support a college going culture
  - ii. 55K Objective #3, to prepare students for success in college, career, citizenship and life

*Develop a 10-year Strategic Plan for Youth to accomplish desired outcomes for youth*

## ***YouthPrint Leadership Team***

Many thanks to the members of the YouthPrint Leadership Team for their year of hard work in producing this report. YouthPrint will serve as a blueprint for creating a coordinated system of OST youth development for Louisville.

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