The Current State of Baltimore's Community School and Out-of-School Time System:

Baltimore's afterschool and summer learning system is grounded in its citywide community school strategy. The needs for student support in the city are significant and pervasive. Family League's systems level approach, which leverages and aligns existing programs and initiatives offered by city agencies and community-based organizations, has proven to be an efficient strategy for improving child and youth outcomes citywide.
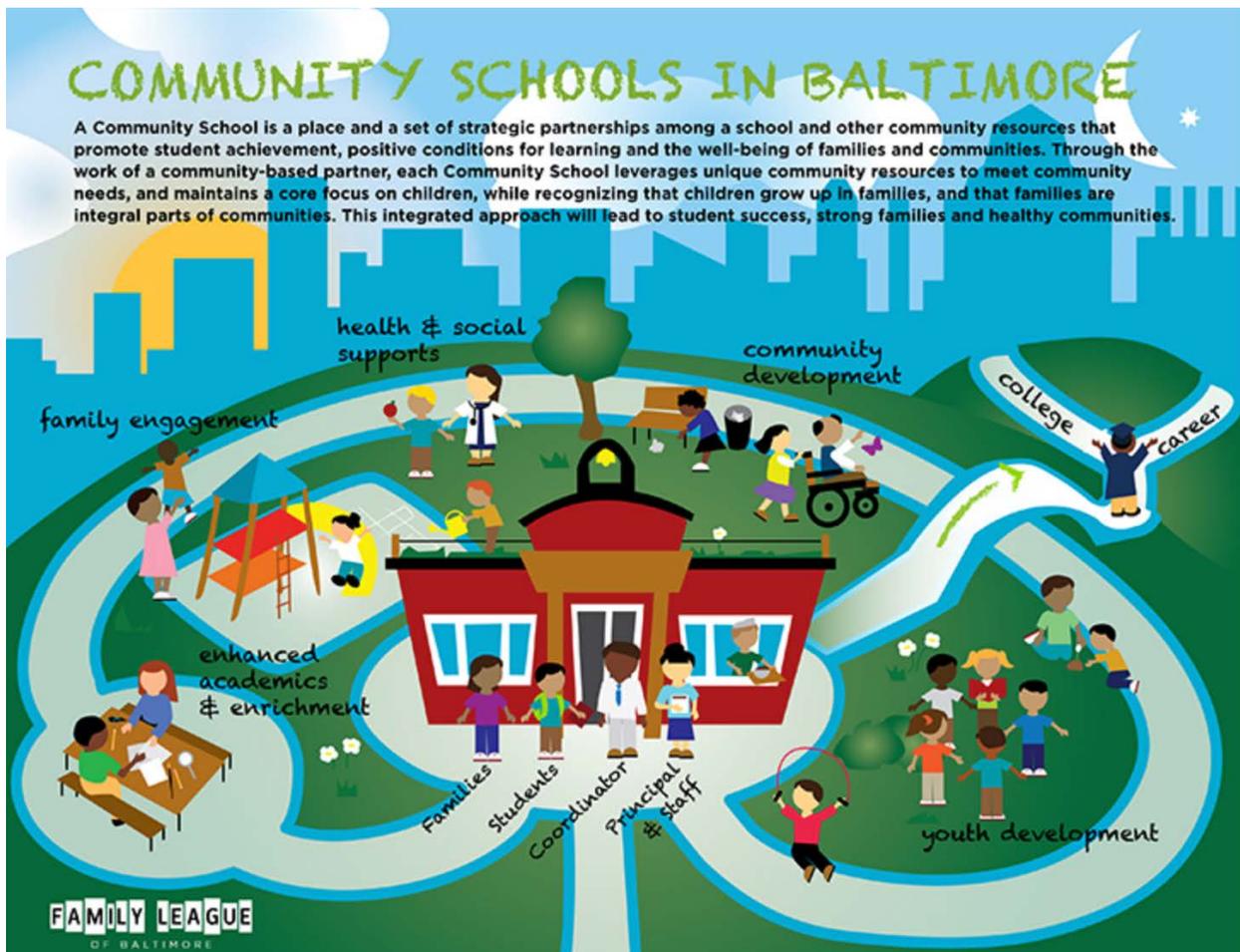
Family League coordinates and serves as the fiscal sponsor for the CS and OST systems work in Baltimore. Its unique structure as a quasi-governmental, nonprofit agency and funding intermediary makes it particularly suited to this work.

Cities and technical assistance providers engaged in the Wallace Foundation's ASB II cohort identified six key dimensions of a CS and OST system: Vision; Quality; Access; Data, Advocacy; and Connections. The following paragraphs provide evidence of what Family League does as the coordinator of the city CS and OST strategy in Baltimore.

Vision. As a funder of CS and OST, Family League uses its request for proposals and grant administration processes to advance a coherent vision for the CS and OST system in Baltimore. Notably, Family League has designed continuous quality improvement and professional development systems to increase program and practitioner quality. The agency is currently managing a multi-year process to increase coordination among funders of summer programs to increase equity of access and minimize duplicative funding.

Quality. Family League uses the YPQI to assess program quality and offers professional development aligned to assessment results. Moving into 2017 and beyond, Family League is up-leveling the professional development and training options it offers to better meet the changing learning needs of a more experienced CS and OST workforce.

Access. Family League drafted the Baltimore City Public Schools' Community School Strategy regulations, passed in late 2016, provide a road map for increasing the number of community schools in its portfolio. Additionally, in 2016, the Baltimore City Council enacted a dedicated funding stream to support OST. Family League also commissioned a report, in partnership with Baltimore's Promise that would develop a strategy to increase access to quality CS and OST.

Data. Aligned to efforts to up-level professional development and learning opportunities, Family League has also developed new data collection protocols and invested in a more robust back-end data collection system. Data that provides evidence of CS and OST system's impact is collected and analyzed on a quarterly basis. In 2016, Family League began development of a new data system to measure the impact of all funded programs, including CS and OST. This new data system, charm, will be released in the summer of 2017.

Advocacy. Family League worked in partnership with City Schools, the Baltimore City Council, and the Mayor's Office to develop a community schools strategy and dedicated public funding stream to support the CS and OST system in the city. Family League also continues to press for additional policy change and funding to ensure the long-term sustainability of the system.

Connections. Family League convenes regular meetings of CS and OST providers to review policies and outcomes. CS and OST providers are integral voices and engaged in the work of refining and sustaining the system in deliberate and authentic ways.

Strong Leadership:

Although mayoral and school system leadership in Baltimore has changed during the grant period, support for a CS and OST remains high among city leaders, leadership at City Schools, and leaders within the funder and youth development communities. There is broad support for a CS and OST system among members of the Baltimore City Council and the Baltimore City state delegation. CS and OST and summer learning was embraced as a strategy to improve youth outcomes in the city in the 1990s and that support has continued to this day. In fact, several newly elected Council members have become quickly engaged in CS and OST systems work.

Traditionally, Baltimore's mayors have served as city council members for multiple terms before election to the office of mayor. As a result, new mayors enter with a knowledge of the CS and OST system in the

city and relationships with key members of the initiative. Family League and the CS and OST community recognize these champions as representing an important element of the system's sustainability and work to actively to engage them in the work. Family League provides capacity building for many Mayoral initiatives (e.g., Park Heights Slot Investment/My Brother's Keeper) and powers the City's Super Summer website, which connects all residents to resources across the city throughout the summer months. This is an example of the additional capacities Family League can provide on behalf of the City. The agency also supplies the data needed to support the City in advocating for more resources. Most recently the City Council has championed the issue of students needing additional transportation for after-school hours. Family League provided content for the Baltimore Sun editorial board to produce a support piece for the Council and local after-school leaders have testified in front of local and state leaders to support this important issue.

Further, support for CS and OST in Baltimore is not only at the grasstops, but also at the grassroots level. There is a large advocate base that holds mayoral leadership accountable for continued funding of CS and OST and for policies and regulations that ensure access to quality programs. This advocate base has at its center a corps of community organizers who have devoted decades of support to youth development issues. This base is also buttressed by the continual engagement of younger individuals, many of whom got their first taste of leadership and advocacy as young people participating in CS and OST programs.

Finally, Baltimore also benefits from a strong philanthropic community, with large national and local funders who have— for over a decade—supported CS and OST as key investments. Our Wallace work has helped to crystalize the connections of funders to work, funders to one another, and, most importantly, funders to a movement and strategy. This increased connection and alignment is evident the growth and development of the Summer Funders' Network. Twelve funders of summer programs in Baltimore are now working together to standardize grant processes and scopes to ensure more high-quality programs are being funded. This year, all applications for summer program funding will be submitted to and reviewed by Family League. This single point of review will ensure funds are allocated in an equitable manner across the city, eliminating duplicative funding and service gaps. Family League will also ensure that every summer learning application submitted will be reviewed by a team of five community experts, including two youth, on each panel.

Coordination that Fits the Local Context:

As noted in the discussion of leadership, organizations providing and supporting CS and OST in Baltimore have a long history of working together and advocating for an aligned approach to engaging providers and meeting the needs of youth across the city. Although Family League now serves as the backbone organization supporting the system, Baltimore's CS and OST system predates the agency's role. Beginning in the 1990s Baltimore had an afterschool strategy coordinated by Safe and Sound. The early strategy work spawned The Afterschool Institute (TASI), one of the founding members of what was CBASS (the Collaborative for Building Afterschool Systems), now known as Every Hour Counts. Together, TASI and providers identified quality standards and developed professional development, training, and networking opportunities for providers.

The key to these early success, as well as the sustained progress in CS and OST systems building, lies in the fact that efforts have been focused on coordination and shared accountability as opposed to building a system *owned* by a single entity and overseen through a complex governance system. By adopting an approach defined by coordination and shared accountability, the system has been mostly immune to political shifts that can either accelerate or squash progress. Maintaining coordination and shared accountability is not easy, and, as the funder of the system, Family League has had to be willing to hear, respond to, and address criticism by other partners. The willingness of all partners in the system to be honest brokers, and devote themselves to continuous improvement, is a testament to the positive results

the system has shown over time. Systems building is not easy, but it has had measurable and anecdotal success in Baltimore.

Because the system work in Baltimore is *coordinated* through a single entity—Family League—that receives, and then distributes, public and philanthropic dollars, Family League can incentivize the collection of data and participation in a quality improvement system. The agency can address issues of access and equity through competitive processes focused on geography, age, or another program characteristic.

As the CS and OST system has grown and matured, Family League has expanded coordination. For the past three years, Family League has worked to unify funding supporting summer learning. A review of funders of summer learning revealed a proliferation of small grants to a relatively limited number of programs. This resulted in inequitable access to low-quality programs. Family League has worked strategically to unify and better coordinate funders of summer learning. Coordination began by creating a common application process for summer funds and continues this year by adding a single point of review for all proposals. Today 11 other philanthropic and corporate funds support the summer funding collaborative with Family League playing a key leadership role. Family League hopes to move toward a set of pooled resources supporting summer programs in the city.

Effective Use of Data:

Family League is currently tracking enrollment, attendance, and basic demographic data in Efforts to Outcomes (ETO). All funded CS and OST programs enter this information into ETO.

During the 2015-2016 school year 48 partners operating in 92 locations entered data into ETO. All school year providers are expected to contribute basic enrollment and attendance information to the system. We use the Youth Program Quality Assessment (YPQA) to measure program quality and collect program average daily attendance and student retention figures in ETO to help inform program quality improvement plans as part of this project. With support from our research partner, BERC, we take our student-level enrollment and attendance data and match it to City Schools records to assess progress towards youth outcomes including school attendance and state assessment performance. Family League has a data sharing MOU with BERC; BERC, in turn, has an MOU with City Schools. BERC matches data to the BCPS student ID, which is collected as part of basic program demographic data from parents who have consented to have their student's data included in the evaluation. The consent form is opt-in, good for two years, and explains how student level data is anonymized, matched, and aggregated for analysis. While Family League does not track youth-level outcomes, the agency does match school records to assess youth outcomes on attendance and state assessments.

This year, (2016-2017 school year) Family League is piloting the use of the Holistic Student Assessment (HSA) tool. The HSA tool was developed by the Program in Education, Afterschool, and Resiliency (PEAR) Institute to assist schools in their effort to tailor services to better support the social and emotional well-being of students, both in school and in OST settings. The implementation of the SEL pilot consists of the following activities:
- Students at all sites will take the HSA twice, once at the beginning of the program (pre-test) and again within the last few weeks of school (post-test).
- OST staff will participate in four learning exchange meetings where they will receive trainings directly from the PEAR Institute, as well as technical assistance from Family League staff.
- Individualized student profiles will be created and used to drive program design and activities at participating OST programs.

- Teachers and administrators at schools where partner organizations are housed will receive information and access to student-level data. The goal is to inform their knowledge of the social-emotional needs of students and provide guidance on ways to incorporate best practices into the school day.
- OST staff will facilitate a family engagement session to provide tips on best practices and strategies to support the development of their child's social-emotional health.

Status of a Quality Improvement System:

Program and provider quality improvement is a key component of Baltimore's CS and OST systems building strategy. During this grant cycle, the Family League team and CS and OST providers developed an enhanced professional development/learning framework and strategic plan. This more strategic and deliberate framework and plan will streamline work across the cradle-to-career continuum and allow Family League to better leverage and coordinate resources creating a more sustainable professional development and quality system. Family League also expects that children and families will benefit from a more streamlined and coordinated system. There are several neighborhoods in Baltimore where Family League funds home visiting, community schools, and older youth programs. Coordinating providers from across those programs, in professional development settings, will allow for important conversations about neighborhoods, families, and children.

Family League, and CS and OST providers in Baltimore, use the Maryland Out-of-School Time Network's Quality Standards. As the program funder, Family League requires participation in the CS and OST strategy's quality improvement system. All programs Family League funds require staff to complete 10 hours of professional development annually. Each year, Family League offers a mix of professional development coursework aligned to program quality standards and the YPQI, as well as offerings that meet new and evolving needs within the community.

Up-leveling System Professional Development and Learning:

Family League's program manager of professional development collects point of service evaluation of professional development offerings. Additionally, she regularly conducts interviews and collects anecdotal evidence of both the effectiveness and quality of the professional development opportunities and trainings offered. Through provider and practitioner feedback Family League discovered a need to offer multiple pathways for development, engagement and education for CS and OST program leaders and practitioners. The sustainability of Family League—and its work and impact in the community—is driven by the quality of the programs it funds, the professionalism of funded program leaders, and the quality of staff working with children and families every day. Differentiating professional development content, and the ways this content is delivered, allows Family League to better meet the time and knowledge needs of professionals in the field.

In 2016, Family League, working with a consultant, identified a spectrum of learning to meet the interests and needs of CS and OST and summer program professionals, based on their prior knowledge and level of experience within the system.

Basic	Developing	Advanced
Interacting with program participants	Annual program planning	Understanding Family League strategy

Basic program planning	Quality and professional development requirements	Strategic budgeting and scaling and sustaining quality programs
Responsibilities as a child/youth development worker	Coaching staff/creating a culture of improvement	Role in community system building
Developmental ages and stages	Supervising youth development and community development practice	Legislative and policy roundtables
Activity design	Family League goals and strategic plan	City and state budget roundtables
Aligning with other efforts or programs	Role as a funded partner	New and emerging research roundtables
Family and community engagement	Data driven decision-making	Data to action roundtables
		Advanced leadership and management

The spectrum of learning recognizes that, for the CS and OST to thrive and grow over the long term, it must build the capacity of existing leaders, and engage them in advocating on behalf of the system. Thus, Family League is creating regular, deliberate opportunities for executive directors and CEOs of community-based organizations to network with one another, and to engage in a more substantive way in the city systems building strategy and policy. Site directors and managers will meet in role-alike groups through the year designed to build their leadership capacity and skills. The agency is exploring a fellowship or training cohort designed to groom the next generation of executive directors and CEOs of youth serving community based organizations.

Finally, Family League will add new differentiated professional development content and formats. These opportunities include:
- **Professional Learning Communities**: Explore a topic or trend in a small group over a sustained period
- **PD in Your Community:** Offer place-based professional development opportunities. Programs can receive customized professional development, or several programs may join together to receive training or support for a unique challenge.
- **Sponsored Speakers:** Offer lecture and learning sessions with noted researchers, practitioners, field leaders, and thought leaders. Practitioners can participate in a presentation followed by Q and A or other activities.
- **Conference "Credit:"** Recognize attendance at local, state, and national conferences as an opportunity to learn, grow, and network with other practitioners.
- **Ad hoc professional development opportunities**: Gather for webinar watching parties, learning circles, book clubs, legislative/policy briefings and roundtables and more. These free or low-cost events provide learning and networking opportunities in less formal settings, and can leverage the wealth of expertise across Baltimore to lead vibrant learning opportunities.

Youth Development Practitioner Credential:

A key goal of the Professional Development Strategy and Action Plan is to develop partnerships with at least one local community college, college, or university to offer a CS and OST or youth development

credential, as well as a mechanism for granting higher education credit for professional development coursework.

In the past, Johns Hopkins University offered an afterschool program coordinator graduate-level certificate, and Baltimore City Community College offered credit for youth development coursework. Initial conversations with BCCC and Towson University have been promising, and Family League plans to continue building partnerships with higher education.

Scale and Scope of Program Quality Initiatives
- Number of PD offerings: 51
- Number of providers trained: 815
- Number of school day staff trained: 32
- Number of programs engaged: 58
- Total number of PD hours: 2445

Training on Social-Emotional Learning:

We are currently partnering with four OST sites, serving a total of 135 youth through the SEL pilot. See below for information I recently wrote about the pilot. Let me know if this answers your questions. Also, the biggest benefits to our students is that they'll received individualized supports based on an action plan, created with the results of the HSA. Our program providers will benefit by having more student-level data to inform individualized support strategies and systems and program design and activities.

As Family League partners with organizations in the Out of School Time (OST) field, our goal is to ensure youth have access to high quality programming and opportunities. To facilitate this process Family League provides our partners with professional development and technical assistance to help develop their program design and staff's knowledge of youth development competencies. We are deepening our support to partners while learning about the scalability of an SEL tool through the support of this grant. Working with four partner organizations, Family League is implementing the Holistic Student Assessment (HSA) tool. The HSA tool was developed by the Program in Education, Afterschool, and Resiliency (PEAR) Institute to assist schools in their effort to tailor services to better support the social and emotional well-being of students in school and in OST settings. Our partners include four community-based organizations that provide out of school time programming for middle school youth in Baltimore City. Each partner organization has demonstrated a commitment to improving the social-emotional health of their students.

Sustainability:

Sustainability for the CS and OST system in Baltimore is reliant upon Family League's ability, as a funding and programmatic intermediary, to maintain the relationships, coordinated approach to providing CS and OST programs. Sustainability depends on the Family League's commitment to shared accountability for the success made possible through the use of funds from the agency's ASB II grant. Family League plans to sustain the CS and OST system through adherence to a collaboratively developed vision for the system and by continually reviewing and revising a strategic plan for achieving that vision.

Vision and Strategic Plan. The vision of for Baltimore's CS and OST system remains the same—to ensure that all youth in the city have access to enriching CS and OST programs. Family League wants Baltimore youth to be discovering, learning, and growing when they are in and out of school. A primary role of the system's host and fiscal sponsor is to regularly convene stakeholders to review and refresh the strategy Family League deploys to collectively fulfill the vision. As Family League tries new and different approaches, collect data on success and challenges, and as Baltimore continues to grows, it is

imperative that we review the strategies guiding the CS and OST system. Family League does this review through several processes, including but not limited to: annual member meetings, community needs assessments, and organizational strategic planning.

Organizational Structures. As Family League refines its work in the community, the agency continues to look at its organizational structure. We still support the community by offering three types of support—strengthening organizations, leading collaboration, and influencing systems—but our internal teams are focused on supporting children and families across age spans: prenatal to age 4, pre-K to grade 8, and high school. Our CS and OST systems building work is similarly focused on programs for youth pre K-grade 8 and in high school, offering different types of programs and supports as children and families grow.

In 2015, Family League reorganized some positions to build a strategy team. This team looks for opportunities for further alignment across age groups and areas of support that could lead to more efficient allocation of resources. The strategy team has refined data collection and reporting, professional development and learning, and internal communications to help the agency more efficiently serve children and families in neighborhoods across the city.

Partnerships. Family League benefits from dynamic citywide and statewide partnerships. A key statewide partner is the Maryland Out-Of-School Time network (MOST). MOST is both the CS Mott-funded statewide afterschool network and the coordinator of an emerging community schools statewide network. Because both of our organizations are located in Baltimore City, regular coordination and collaboration is easily achieved. Baltimore is a founding member of Every Hour Counts, a national collaborative of citywide afterschool systems and continues to work with the other member cities to provide technical assistance and expertise to communities interested in a systems approach to afterschool and OST.

Another key partner in our work is the Fund for Educational Excellence. The Fund is the local education fund serving Baltimore City. The Fund works hand in glove with City Schools and helps identify and implement innovative programs and practices that improve the academic outcomes for Baltimore's public school students. Combined, the missions and strategic action of the Fund and Family League ensure that youth have great experiences in and out of school. The Fund currently leads Baltimore's Grade Level Reading Campaign which has identified Expanded Learning Opportunities as a key lever for improving 3rd grade reading. Family League sits on the board and project management team of the Grade Level Reading Campaign in Baltimore.

Baltimore benefits from a large network of colleges and universities in and near the city—many of which have renowned schools of education. Family League partners with the Baltimore Education Resource Consortium to conduct long- and short-term data analysis and research to better understand which programs and innovations have the greatest impact on student outcomes and achievement. Working with BERC gives Family League easy, and affordable, access to high quality research and analysis produced by researchers steeped in the city's social and economic context.

Family League enjoys a long and productive relationship with Baltimore City Schools. In the past two years, the two have worked together to pass city school district policy for community schools, advocate for a new dedicated funding stream for CS and OST, advocate for state policy supportive of community schools, and to consider how best to better prepare students for college and career.

Through a partnership with Baltimore's Promise, Baltimore's Strive collective impact organization, Family League is piloting OST programs for pre-k students in two community schools. This pilot was developed through a city-wide vision that was presented by Family League CEO and City Schools CEO

to scale OST across Baltimore. Our hope is that the pilot will show strong outcomes for students, families and teachers creating a viable program model for early childhood funders to invest in the OST system.

Leadership. As noted previously, the CS and OST system in Baltimore benefits from the support of elected leaders and key agency heads. Jonathon Rondeau, the president and CEO of Family League has led the organization for four years and is a strong supporter of the systems building work.

However, leadership of the systems building initiative is changing for the second time since the initial grant from the Wallace Foundation. Although consistent leadership is a critical element for the sustainability of an initiative, the shared coordination and accountability for the CS and OST and summer learning system in Baltimore proves an asset when it comes to sustaining momentum in the face of change. A strong CS and OST team has been built at Family League that ensures the systems work will live beyond a single leader. Other key individuals engaged in the work are able to step in to lead and coordinate as staff transition at Family League.

Resource Development. Resource development priorities are driven by the strategic plan and informed by community needs assessments and feedback from community school coordinators. In some cases, Family League's development office actively pursues grant funding and gifts to support system building activities. In other cases, our team coordinates public and private resource among partners.

While long-term sustainability is never assured, immediate prospects for sustaining CS and OST and summer program systems building work are excellent. With the support of community advocates, the Mayor and City Council has increased funding for CS and OST as well as summer learning. Last fall the City Council realized the vision of its president by passing the Youth Fund, a dedicated funding stream that will support OST and youth development programs. Our strategies align to priorities of the City School System and Maryland embraces CS and OST as strategies to close the achievement and opportunity gaps. Our high school OST work is aligned to local and state efforts to increase college and career readiness.

Family League hired a Vice President of advancement in 2016. A key focus of her work is to seek funding and partnerships to sustain the impact of Wallace funding in the critical areas of quality improvement, evaluation and data analysis, and professional and program development.

Communications. It is easy to remain heads down in systems building work, making good things happen in your city for youth and families without telling your story. Family League has taken steps to ensure there are efforts citywide and nationally to share systems building news and success stories. We use Facebook, Twitter, and e-newsletters to inform partners and the community about upcoming grant competitions, professional development opportunities, public meetings, and other systems building events.

Additionally, we have written two of a series of systems building case studies. These case studies capture "aha moments" experienced as the CS and OST system matured. The first examines how two coalitions— the Baltimore School Climate Network and the Attendance Collaborative merged to join forces to build capacity for change. The second details the city's community schools strategy. These short case studies allow Family League to promote its work, and recognize our partners as well as build knowledge in the field.

Critical Analysis

Successes. Aligning the work of Community Schools (CS) and Out of School Time (OST) programming in Baltimore is the biggest win for our system for multiple reasons:

1. <u>Responsive to Partner Needs</u>: Prior to the alignment of CS and OST, partners struggled to have deeper connections to schools, and schools struggled to find ways to provide high quality youth development programs after-school.
2. <u>Braided Funding</u>: By aligning these two systems, Family League brought in new resources and expand the base of funding for Community Schools resulting in the growth of the existing system from of 18 Community Schools in FY 2011 to 55 in operation today.
3. <u>Higher Usage of Slots</u>: Prior to the alignment of CS and OST, and the shift to more school based programs, OST providers often did not earn their entire contract because they could not meet minimum average daily attendance requirements and had trouble retaining students for at least 80 percent of the program. After the alignment of these strategies providers more often met ADA contract requirements and more youth remained engaged in programs for longer periods of time.
4. <u>Aligned Advocacy Base</u>: Prior to the alignment of these two systems partners would advocate for the same pot of resources and against one another. Through this alignment partners now work together to advocate for increased resources that support Community Schools which include (by definition) high-quality CS and OST programs for youth. This advocacy has increased the city's investment by $3.1 million dollars over the past two years.
5. <u>State Legislation and Local Policy</u>: By aligning the advocacy base through the alignment of strategies new partners were engaged in the development of state legislation and local policy:
   a. <u>April 2014</u>: City Council unanimously passed a resolution encouraging the mayor to increase CS and OST investment to $10 million annually and cemented a definition for Baltimore's Community Schools. This effort was led by Baltimore's Teacher's Union and CBO partners.
   b. <u>April 2015</u>: HB1139 passed requiring the Maryland State Department of Education to provide technical assistance to each jurisdiction across the state wanting to start a Community School. State legislation now includes a definition of Community Schools using the Baltimore language and supports up the alignment of CS and OST.
   c. <u>October 2016</u>: Baltimore City Board of School Commissioners passed the Community School Strategy policy. Through this policy a city-wide steering committee is being developed co-chaired by the CEO of City School and the CEO of Family League to co-lead Baltimore CS strategy.
6. <u>New Funders</u>: Through aligning the strategy into a coordinated system of support Family League attracted new system funders who see the value in using Community Schools and OST programs as vehicles to achieve shared outcomes. The Department of Social Services, Baltimore City Health Department, and Mayor's Office of Employment Development now all have invested in strategies tied to the infrastructure of Community Schools.
7. <u>Better Supports for Students and Families</u>: Ultimately, this aligned strategy has brought to fruition a vision for providing true wraparound supports for both students and families. Ensuring that students can not only get to school, but have the resources they need to be successful there, requires expanding their learning and introducing them to new skills through their CS and OST programs.

Challenges. Finding the right way to tell the story of this multi-generational, multi-faceted, aligned strategy is increasingly challenging. We continue to work with Baltimore Education Research Consortium to develop better tools to help measure the impact of this work as well as help the rest of our city understand what we are collectively doing. This year BERC is working on an outlier analysis that will begin to tell us the markers of model fidelity so that we can better assess the quality of the model in each individual Community School. We believe this will give us the right framework to begin to standardize portions of a hyper-local strategy across the City, which will lead to stronger outcomes. We are also working with BERC to begin developing the tools needed to evaluate impact, beyond individual student performance, at the family and community level.

Concerns Moving Forward. Baltimore City Public Schools is facing a $130 million deficit this year and the state anticipates a deficit in the next fiscal year and beyond. This financial position creates challenges, both financially and in terms of positioning the work of CS and OST as city priorities. Family League grants to program providers require a 20 percent match from other sources. City Schools has been the primary source of those match resources for the past five years. The City Schools CEO plans to recoup 80 percent of the deficit through school budgets, including through laying off over 1,000 teachers. We know this will have an impact on the ability of school leaders to have flexible resources to match Family League's grant. Family League plans to work with Baltimore's Promise to resurface the city-wide OST vision to replicate the aligned summer funding collaborative in CS and OST allowing more providers access to private philanthropic resources to close the fiscal gap from the school system.

The other dimension of the work that presents an ongoing challenge relates to Family League's efforts to build the capacity of CS and OST providers across Baltimore. For the past two year there have been multiple RFPs released for funding with no response from the provider community. Based on our analysis, we have determined our current program providers are not able to expand beyond their current partnerships and some communities have no existing provider capacity. Provider capacity is especially low in the older youth space and in specific neighborhoods. We are working with the Annie E. Casey Foundation to provide year-round capacity building in these communities in the hopes that we can identify more qualified providers to scale the current CS and OST system in partnership with us.

Advice for Other Systems. Three recommendations:
1. <u>Build Relationships.</u> Systems are not sustained, grown, or valued at only the system level. Relationships must live at the grassroots and grasstops level. System leaders must be trusted and respected by providers, families and advocates. Two-way communication is critical. System leaders must provide data, context, and ongoing success stories to the community. Partners must be brought to the table to provide feedback, inform practice, and co-develop strategies. This collaboration is what allows a system to flourish and for resources (both financial and human) to be aligned toward shared goals.

2. <u>Build Capacity.</u> Providing funding without ensuring that providers can meet program goals is a failed strategy. A focus on continuous improvement must be as important as the race to realize student level impact. Partners must feel invested in the success of the system overall. The system does this through seeing value in supporting partners equitably to improve practice and by giving them the freedom to work collaboratively to solve problems.

3. <u>Policy.</u> People, funding and systems change. Policy is the one thing that sustains through all of the transition. Working to ensure that there is strong policy in place at the local and state level that supports funding, defines the value of the work, and provides context for new leaders is critical in sustaining the work of systems building.

Continuous Improvement
- Members of the Wallace staff—particularly Priscilla Little—were incredible thought partners throughout this process. Each city came to the cohort with a unique context, but Wallace was able to see through those challenges to create valuable peer learning networks among us. For example, on the surface, the connections between St. Paul and Baltimore are not readily apparent. However, being able to connect through discussions on equity and race, in relationship to program quality, has been incredibly helpful.

- Often, the work Family League does in Baltimore connects to other areas of work within the Wallace Foundation. Through check-in calls and reports, Family League's program officer would

connect the with other practitioners, or Wallace staff outside of the CS and OST systems building portfolio, who could provide valuable support.

- Wallace pushed Family League to consider areas of the work about which the agency was not thinking deeply enough. This reflective and supportive role allowed Family League to really focus its efforts in the right way.

- Being a Wallace grantee carried with it respect from many local and national funders. Having funding from Wallace allowed Family League to leverage those resources to attract other funders and system leaders which in turn allowed the agency to build out the infrastructure of its system.

What were your experiences with the technical assistance (TA) partners? What advice do you have for improving the initiative's approach to TA?
At times the pool of technical assistance providers seemed to lack diversity. This was especially pronounced in the initial year of Family League's grant. It seemed as though the agency was dabbling with different TA providers without much focus. This lack of focus was exacerbated by a lack of clear direction from Family League and a lack of understanding of the specific support and resources the TA providers could supply. In the final two years of the grant, Family League had a much clearer set of needs, and could work intensively with one TA partner—Collaborative Communications—to fulfill those needs.

As the agency's collective work moved into exploring deeper systems building issues—such as race, equity, and older youth—Family League needed to rely on peer connections as the TA team was not able to dive deeply with us on those issues.

What did you value most about the cross-site meetings? Is there anything you would recommend we had done differently to maximize their value to your work?
Cross-site meetings provided the opportunity to have face-to-face conversations with peer cities. The in-person meetings were great for relationship building—it was much easier to pick up the phone, or send an email, to talk through a challenge after building that initial relationship.

However, to maximize the benefit from these meetings, we would recommend:
- Providing better guidance on the teams Family League should bring. In some cases, the "wrong" person was at the table to engage in conversations and breakout sessions.
- Space the meetings out over three days. While the agency appreciated the thoughtful, meaty agendas, the pacing and lack of variety in setting made it very difficult to get everything needed out of those meetings.
- Provide additional time for peer coaching and conversations among cities. By the end of the cohort, each city had unique experiences to share; unfortunately, there was not the time and space to do so.

Submitted By:

_____ _____ _____ _____
President & CEO   Date   Board Chair   Date

System at a Glance
Name of City: Baltimore

DATA	YOUTH OUTCOMES	PROGRAM QUALITY	OPERATING BUDGET	CURRENT SOURCES OF REVENUE
How many programs are entering data into your MIS? 48 partners operating in 92 locations.	What, if any, youth outcomes are you tracking? (academic, behavior, SEL, etc.) We do not track youth outcomes, but do match school records to assess youth outcomes on attendance and state assessments.	Does your provider network have an agreed upon set of quality standards? If so, please name. *Yes, the network uses the* [Maryland Out-of-School Time Programs Quality Standards Framework](#) If you are using a quality assessment tool, what are you using? *The Youth Program Quality Intervention*	What is your annual system operating budget? $15.5M	Public revenue sources: • Baltimore City Mayor's Office • Governor's Office for Children • Baltimore City Public Schools • Housing Authority of Baltimore City • Baltimore City Health Department • Baltimore Department of Social Services • Baltimore City Police Department • Mayor's Office of Education Development • Maryland Department of Juvenile Services • Maryland Governor's Office of Crime Control and Prevention
What is the average daily attendance and/or the overall citywide participation rate in CS and OST programming currently? *4,090*	How, if at all, are you assessing youth outcomes? (list tools, surveys, assessments being used)	How many **programs** have participated in program quality improvement efforts over the course of the initiative?	If you also fund programs, what percent of your budget is for programming? *74.5%*	Private revenue sources: • Wallace Foundation • Foundation to Promote Open Society • National Summer Learning Association

	We collect average daily attendance and student retention figures.		What percent of your budget is for systems support? *3%*	- Hoffberger Foundation - Annie E. Casey Foundation - Weinberg Foundation - Kaiser Permanente - America's Promise Alliance - US Soccer Foundation - Kaboom! - Comcast
Do you have a data sharing agreement with your school district? No, but our research partner, BERC does. If so, do providers have access to school-day data such as attendance, grades, and behavior?	Overview of your results (Briefly describe your key findings) Students engaged in CS and OST and summer learning are more likely to attend school regularly, and less likely to be chronically absent.	How many **providers** have participated in program quality improvement efforts over the course of the initiative? 815 providers and 32 school day staff members have participated in professional development.		Prospective funding sources (what new organizations, people, and/or strategies are you exploring to help you fund your system?): The Director of Development is exploring a mix of public and private funding to support the CS and OST and summer learning system. We continue to broker opportunities to blend and braid funding across city agencies to support our programs, and continue to seek additional dedicated city and state dollars to support the community school strategy.