

Notes from the Out-of-School Community Forum, May 16, 2001

	What are the most important “take-aways” from the information presented? What most struck you? What gaps and strengths are revealed in the web of programming?	What corrections, changes, or additions should be made to the picture of out-of-school time that’s been presented? Have we gotten it right?	What specific changes or additions should be made to the list of challenges and strategies that were presented? What do you see as the most critical challenges to moving forward based on what you’ve heard?
	GROUP 1		
SMALL GROUP DISCUSSION	<ul style="list-style-type: none"> • Knowledge of same efforts – it would be so much easier if we partnered & collaborated • Kids’ involvement tonight • Were parents surveyed? 	<ul style="list-style-type: none"> • Before-School Programs – are there any 6 am to 8 am? • Non-traditional hours – we want more information & programs to accommodate evolution of school schedules & parent work schedules • What do we do for middle school and beyond? • System change across agencies; little collaboration around policy & advocacy • Look towards programs on weekends, including field trips • Transportation for youth needs to be affordable-access to services • More involvement from school administrators • Activities & learning for youth towards healthy lifestyles & making healthy choices 	<ul style="list-style-type: none"> • Staff development & training

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	GROUP 2		
SMALL GROUP DISCUSSION	<ul style="list-style-type: none"> • Impressed with positive things that kids care about • Bus passes-good idea for school 		<ul style="list-style-type: none"> • Invest more in middle school opportunities • Parents need to be more active in kids lives • Nonprofit/Government will not take youth volunteers under 18 • More ongoing programs for teens to volunteer (sports, art, martial arts) – can act as Assistant Coaches • Rotating menu of activities for teens-moves through county-such as 6 week art, 6 week science, sports, leadership, environmental, field trips, etc. • Students = Fee base w/ scholarships or free • Collaboratives = more interesting law enforce, ed., rec., colleges, etc. • Pilots/Grants = come & go – need sustainability

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	GROUP 3		
SMALL GROUP DISCUSSION	<ul style="list-style-type: none"> • Common problems – working for a common solution • Surprised at how much kids are doing • Kids want things to do & place to go, rather than staying home • Hard to work with/for youth when youth don’t feel respected by adults • Alcohol – not enough to know it is unhealthy • Physical activity level 	<ul style="list-style-type: none"> • Need description of financial barriers for young people accessing programs • Transportation 	<ul style="list-style-type: none"> • Recruitment & PR to youth • Programs should be linked to work with youth as they grow • Family involvement • Special Needs should include gifted & talented • Attention to policy • Quality – Standards continuing education

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	GROUP 4		
SMALL GROUP DISCUSSION	<ul style="list-style-type: none"> • When youth have an issue they can affect change • Percent of youth that do not feel that adults care about them • Low percent of returned surveys • Park district doesn’t want anyone in park after hours; kids want more lights • Lack of awareness of opportunities 	<ul style="list-style-type: none"> • Focused on middle school and high school youth • Gap in teen rep • What are you going to do about it? • Educating youth about resources and opportunities – better communication • Neighborhood data 	<ul style="list-style-type: none"> • Communication • Sports • ? Program evaluation • Youth involvement <p><u>Critical</u></p> <ul style="list-style-type: none"> • Funding • Staff • Youth involvement • Community awareness (before funding)

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	GROUP 5		
SMALL GROUP DISCUSSION	<ul style="list-style-type: none"> • Transportation costs for students • Cost barriers • Shelters – animals vs. teens • Homeless kids – out of school • Youth concerned about adult homeless – they are caregivers • Less than 20 percent of kids surveyed felt valued by adults • 46 percent free & reduced lunch 	<ul style="list-style-type: none"> • Lack of parental involvements • Parental education needed <p><u>Barriers</u></p> <ul style="list-style-type: none"> • Substance abuse • Teens aren’t parented • Middle school – lack of developmental information • Inconsistent parenting • Entitlement of teens • Need boundaries • Crosses socio-economic • Needs are in all communities 	<ul style="list-style-type: none"> • Parent education for teens • Parents in denial when problems happen with the law • Home visitation • Transportation – free pass on RT for middle & high school • Utilize senior transportation for kids • Costs • Focus on middle & high school programs - variety

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	GROUP 6		
	<ul style="list-style-type: none"> • North Sacramento not represented • Involvement of immigrant youth-build pathways for these young people • Out of school youth • Youth in private schools/home schooling • Increasing connection and access to schools – coordination among all school districts in the county - primarily in N. Sac • Connection between the city and all the school districts • Youth focus group results were very informative 		<ul style="list-style-type: none"> • Outreach to organizations & youth not represented • Single concept for youth development for Sacramento – common language for organizations, youth parents • Define steps to meet the vision

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	GROUP 7		
	<ul style="list-style-type: none"> • “Live longer” • Desire to be independent • Transportation & learning • 18 percent of adults don’t listen • Void on poverty • Those who don’t qualify for welfare • “Working poor” • Standard of living at \$16.41 • Need to be specific about low-income • Some areas having nothing 		<ul style="list-style-type: none"> • Police more community involved • Ask the community people - youth • Youth Commission – all youth, not just low-income need to work • Combine county-wide Youth Council • More accountability if money - where are the programs – how is the money spent – evaluation & data • Is there a county neighborhood service – like Sac City (combine youth, churches, etc.) • Mentorship programs • Teen mentors for middle schools • Out Reach – include in policy decisions • Coordinate resources • Training & job placement for all kids • Community building through jobs for youth – helping own community <p><u>Additional Challenges</u></p> <ul style="list-style-type: none"> • Get rid of eligibility barriers at the service level so all kids in community can be served

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	GROUP 8		
	<p><u>Gaps</u></p> <ul style="list-style-type: none"> • Hours that are not covered, older kids, nights & weekends • Transportation for out of school & school activities Services not coordinated or duplicated (gap) • Services not coordinated or duplicated <p><u>Strengths</u></p> <ul style="list-style-type: none"> • Ownership & involvement by youth who spoke • Kids can be enlisted as resources 	<p><u>Changes, etc.</u></p> <ul style="list-style-type: none"> • Schools redefined as Community Centers/Resource/Multi Centers (library, health, gov’t) • Older kids who are not in school (dropouts) • Hard to employ kids in criminal justice system • Foster kids – after 18 – homelessness; “aging out” 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> • Funding • CA Energy Crisis • Staffing • Keeping interest of kids & meeting needs of youth • Networking among/between programs • Information on what’s out there for kids

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GROUP 9		
<ul style="list-style-type: none"> • Lack of programs for 18-21, limited programs as teens get older • Teens forgotten until they get in trouble • Children not feeling valued by community • Lack of teen motivation/participation/sustain • Mentoring child/adult • Lack of parent involvement <p><u>Strengths</u></p> <ul style="list-style-type: none"> • Active participation in recruiting, finding lower bus passes, etc. 		<ul style="list-style-type: none"> • Gap on on/off • Programs while parents working • Transportation during summer to school or programs • 3-6 ends too early; needs to be lengthened • Involvement - how to get them in and stay in a program • What different agencies have to offer for After-School Programs • Trust & working relationships with schools • School facility used longer (more hours) • Need parent/business involvement and model it • In services-examples of how bridge gaps • Video games, TV, computer games (as babysitters)

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GROUP 10		
<p><u>Surprises</u></p> <ul style="list-style-type: none"> • 18 percent of youth think adults don’t value - adult staff are resistant • Numbers that felt “safe” – media doesn’t portray this <p><u>Disconnects</u></p> <ul style="list-style-type: none"> • 40 percent used alcohol • 71 percent realize its harmful <p><u>Gaps</u></p> <ul style="list-style-type: none"> • After school with life skills – “How to survive” • Transportation - effects 	<p><u>Other Data</u></p> <ul style="list-style-type: none"> • Number of youth employed • Number in after school that aren’t working or not in something • “Choice” – voluntary or involuntary (e.g. parents) • Data by neighborhood level 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> • Missing? <ul style="list-style-type: none"> Staff requirements -background checks? Quality Assurance - Monitoring • Highest priority • To discuss? <ul style="list-style-type: none"> Funding = transportation & facilities Program evaluation Diversity Quality programs Staff retention
GROUP 11		
	<p><u>Changes & Additions</u></p> <ul style="list-style-type: none"> • More youth voice – broader input from large # of youth • Neighborhood-based data • Raw data for additional analysis-raw data to neighborhood-based • Better match of needed data & supplied data • Incentive survey process • Students as survey deliverers • Don’t over-survey institutions 	<p><u>Core Challenges</u></p> <ul style="list-style-type: none"> • Soft, short-term funding challenge • Collaboration • Specific gaps in weekend programs • Appropriate programs for older youth • Staff hiring & training – competing with fast food restaurants, etc. <p><u>Top Priorities</u></p> <ul style="list-style-type: none"> • Funding • Transportation • Coordination • Facilities • Quality programs

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FOCUS GROUPS	<i>Collaboration</i>
What steps are needed?	<ol style="list-style-type: none"> 1. Common Vision 2. Common Calendars 3. Sharing resources for mutual benefit 4. Better bridge services to those receiving services 5. True commitment to vision, not current funding stream 6. Collaborations need to be intentional & strategic 7. Strong leadership & staffing support of collaboration itself 8. Outcomes that benefit all partners 9. Action over planning
Who's interested?	<ol style="list-style-type: none"> 1. Funders 2. Providers 3. Government 4. Kids 5. Community 6. Parents 7. Schools 8. Parks & Recreation 9. Faith-based Organizations 10. Law Enforcement 11. CBOs/Nonprofits 12. Cultural Organizations (chambers) 13. Businesses 14. Universities/Community Colleges

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FOCUS GROUPS	Collaboration
How do we organize ourselves to move the agenda forward?	<ol style="list-style-type: none"> 1. Assess strengths of partners & assign duties accordingly 2. Just do it! 3. Pilot programs 4. Develop work plan and continually evaluate & fine tune it 5. Task force to address targeted issue; develop work plan & move forward with specific intentions and strategies 6. Let community & neighborhoods know; attainable 7. How do partners hold each other accountable? Who will monitor activity?
Action Steps:	<ol style="list-style-type: none"> 1. Invite other stakeholders who were not represented tonight to join efforts 2. Organize ourselves into committees around collaboration <ol style="list-style-type: none"> a. Planning action plan b. Outreach to other stakeholders c. Develop vision d. How to share resources 3. A common vision, organized body & common concerns

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FOCUS GROUP	<i>Community Awareness</i>
What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?	<ol style="list-style-type: none"> 1. Programs that engage 2. Language & cultural barriers 3. Ability to communicate needs 4. Poverty 5. Knowledge of services 6. Lack of ability to receive info (no t.v., no paper, etc.) 7. Reducing money barrier
Who are the stakeholders in this process, and how can we involve those not currently at the table? What are the consequences of not involving specific stakeholder groups?	<ol style="list-style-type: none"> 1. Grassroots level; strong ties to community 2. Community ownership of programs – people in community volunteering <ol style="list-style-type: none"> a. Start neighborhood organizations b. Good Council members & local participation 3. Chambers engaging business 4. Service organizations
What steps are needed for implementation of the strategy/removal of the challenge?	<ol style="list-style-type: none"> 1. Area Youth commissions with youth driven, area/neighborhood-oriented 2. Partner with all stakeholders. Employ the assets to the area (e.g. facilities, businesses, schools, nonprofits, neighborhood associations) 3. Common ground – leave personal interests at the door 4. Develop/identify community leaders 5. Link to larger community
Action steps:	<ol style="list-style-type: none"> 1. Identify community groups 2. Bring together in districts 3. Ask what is needed in community but not provided 4. Businesses & their programs <ol style="list-style-type: none"> a. Incentives to businesses to provide services to all youth

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FOCUS GROUP	<i>Diversity – Cultural, Linguistics, Special Needs, Outreach</i>
<p>What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?</p>	<ol style="list-style-type: none"> 1. Languages 2. Many cultural groups (i.e. Asian) 3. Many have been here for generations 4. Economic diversity, poverty 5. "Trouble" crosses socio-economic lines 6. Color aware vs. color blind 7. Culture means more than color 8. Sexual preference 9. Disability – kids & parents 10. Language-appropriate outreach 11. Culturally appropriate program content 12. Gender appropriate 13. Disability appropriate 14. Provide activities which encourage mainstreaming 15. Availability for disabled 16. Decision makers are not diverse/responsive 17. Diverse programs 18. Cultural understanding proficiency 19. Parent groups 20. Community as stakeholders 21. Educators as stakeholders 22. College diversity areas come into H.S. & present programs
Challenges?	<ol style="list-style-type: none"> 1. Locate programs in neighborhoods of color 2. Leaders in community – education on getting funds 3. Locate parks where the kids are
Summary.	<ul style="list-style-type: none"> • Training to local communities on how to get resources • Training for staff on cultural competence/proficiency • Transform schools, faith-based centers to after-school programs • Involve business • Mentoring programs • Capacity building for all cultures • Communities – find leaders, support & assistance

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FOCUS GROUP	<i>Funding</i>
<p>What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?</p>	<ol style="list-style-type: none"> 1. Sacramento Public Library <ol style="list-style-type: none"> a. Community Learning Centers b. Wonder Wagon – Mobile c. Who else funds this Gold Rush 2. Childcare/Recreation <ol style="list-style-type: none"> a. “Homework” b. Grants – Fees 3. Sacramento Regional Foundation <ol style="list-style-type: none"> a. Youth Grants \$200 – 15,000 b. Donor-advised funds 4. Oak Park Neighborhood Multi-Service Center <ol style="list-style-type: none"> a. Life skills – 12 weeks – CalWORKs b. Whole “Person” – Healthy Person 5. EMT <ol style="list-style-type: none"> a. Leadership Institute b. “Assets” based c. Carve out sales tax
<p>How to build connections with Funders & Programs:</p>	<ol style="list-style-type: none"> 1. Incentives <ol style="list-style-type: none"> a. Dept. HHS b. Lobby to continue in ASP 2. Create a group to lobby public agencies 3. Clearinghouse to connect with funding/money
<p>Stakeholders</p>	<ul style="list-style-type: none"> • Public Health – Mental Health • Law Enforcement • Employment • Youth Voice • Parents' Voice

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FOCUS GROUP	<i>Parent Involvement</i>
What's happening?	<ul style="list-style-type: none"> • Parent education and support for older youth (developmental) • Address stereotype that parents don't care • Need to recognize cultural diversity in approaches to parenting • Parental access to information related to opportunities • Parent involvement in high school reform • School District running parent forums • AAYFC – All American Youth Football & ? Parent run, seasonal, July – Nov, fee based; emphasize parent involvement • Faith-based/ACT/Parent involvement/Run by kids
Possible Next Steps.	<ul style="list-style-type: none"> • Multiple barriers to increasing: Parental involvement Children's resistance Intimidation of parents • Explore neighborhood-driven process regarding OST • Multiple approaches Individual – case by case Community campaign Incentives
Action Steps	<ul style="list-style-type: none"> • Train parent advocate in a few neighborhoods • Get people together to talk about their children • Identify needs in neighborhood for their children • Possible organizations to do it (not connected to schools) ACT or other faith-based organizations Outgrowth of PTOs
Outcomes:	<ul style="list-style-type: none"> • Incorporate parental awareness and supervision • Incorporate feeling of support • Could create demand for activities • Plan activities

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FOCUS GROUP	Quality & Evaluation
What is it?	<ol style="list-style-type: none"> 1. Best practices <ol style="list-style-type: none"> a. Staff development b. Research backed 2. Standards – being monitored 3. Goals 4. Safety – Collaboration 5. Background checks
Context:	<ol style="list-style-type: none"> 1. To get funding 2. What works/what doesn't 3. Program refinement 4. Ongoing needs assessment (not just a snapshot)
Stakeholders:	<ol style="list-style-type: none"> 1. Youth (client satisfaction) 2. Parent involvement 3. Educators – Schools 4. Facility 5. Community/Faith-based Agency 6. Policy makers & funders 7. Specific groups: Child Action, Licensing, Boys & Girls Club, EMT (Evaluation, Management & Training), Linguistic/cultural groups & more
Steps:	<ol style="list-style-type: none"> 1. Get a sense of what people are already measuring and how. 2. Easy evaluation plans (affordable) 3. De-stigmatize evaluation 4. Institutionalize evaluation & standards (e.g. Logic Model, Marc Friedman) 5. Have staff develop evaluation model 6. Staff turnover

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FOCUS GROUP	<i>Recruitment, Training & Retention of Staff</i>
	<ul style="list-style-type: none"> • Not always about meeting qualifications & standards • Limited hours • Low wages, no benefits • Target college students • Career employees vs. short term • Intermittent • Get them to interview • Solution – Internship & pay
Stakeholders:	<ul style="list-style-type: none"> • Colleges, CBOs, Child Action (Newsletters to advertise), Faith-based organizations & volunteer agencies (Junior Achievement), Parks & Recreation, Cal-Sac, Marilyn Hopkins (CSUS), Dean of Health, Chambers of Commerce
What steps are needed for implementation of the strategy/removal of the challenge?	<ol style="list-style-type: none"> 1. Benefits for all 2. Standardized job descriptions 3. Community training program – Advisory group to develop training 4. More incentives (College units, etc) 5. Colleges: Paid internships, training in the community, AmeriCorps expansion 6. Professionalizing the field 7. Career ladder for youth 8. Stipend for trainers 9. Public service ann. – publicize the costs of care
How do we organize ourselves to move the agenda forward?	<ul style="list-style-type: none"> • Cal-Sac being part of what they are already doing [Moving Train] • Regional training (for Sacramento County and other counties?) <ul style="list-style-type: none"> Teens Hands-on, week long Higher Ed Diverse sub-committee All levels of providers Affordable, fee-based • Higher Education: Creating on going partnership with colleges for paid internships; linked to AmeriCorps

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FOCUS GROUP	<i>Transition from Teens to Adulthood</i>
<p>What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?</p>	<ol style="list-style-type: none"> 1. Seeing follow through – accountability 2. Transitional living, housing, skill development 3. Need to start life skills classes earlier – by age 13 4. Unrealistic expectations 5. Kids in foster system “age out” needs to be raised to gain skills 6. Case load too heavy/lack of qualified staff 7. Babysitting/Pretend parenting 8. Peer mentoring (Talk show panel) 9. School curriculum has become too limited 10. Lack of cooperation between administration and staff in organization 11. Money
<p>Who are the stakeholders in this process, and how can we involve those not currently at the table? What are the consequences of not involving specific stakeholder groups?</p>	<ol style="list-style-type: none"> 1. School boards 2. Board of supervisors 3. State/County Government 4. Community meetings in stakeholders' communities
<p>Action steps:</p>	<ol style="list-style-type: none"> 1. Networking/Collaborating 2. One-on-one mentoring 3. Peer engagement 4. Babysitting program 5. Community service as an elective in school 6. Class/job experience 7. Kids being busy – more activities geared towards teen girls 8. Make programs fun & engaging; incentives

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FOCUS GROUP	<i>Transportation</i>
Thoughts.	Money, access, convenience, no way to move kids from one place to another (buses tied up during needed transport hours). Parents have no way to transport kids to after-school programs. Private transportation providers focused on kids are closing – liability an issue.
What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?	<ul style="list-style-type: none"> • Private programs have vans • City recreation has limited buses • YMCA • Churches • Light Rail for older kids (limited) • Transportation/Air Quality Collaborative – have kids on it • County schools have busses • TANF transportation task force • Senior vans
What can we do to implement strategies?	<ul style="list-style-type: none"> • Support Act to ensure every kid who needs a bus pass gets one kids, district, business (keeps kids in school & out of trouble), parents, PTAs • Advocacy at state level for transportation funding and private foundations, districts, RT, Transportation Collaborative, TANF (DHA), DHHS • Advocacy: More neighborhood-based programs • Convene: transportation providers • Heighten awareness of the problem

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FOCUS GROUP	<i>Youth Engagement</i>
What's the context in Sacramento relevant to this challenge/task? What needs to be taken into account? What is the existing work?	<ol style="list-style-type: none"> 1. Youth are here (as experts)! 2. But not in large numbers (youth) 3. Token representations 4. Youth are institutionalized 5. Recognizing youths' strengths more
Who are the stakeholders in this process, and how can we involve those not currently at the table? What are the consequences of not involving specific stakeholder groups?	<ol style="list-style-type: none"> 1. Principals 2. Parents – acknowledgement 3. Police Department 4. Juvenile Hall 5. Foster Youth 6. Student bodies 7. Churches 8. 4H, Boys & Girls Club
Action Steps:	<ol style="list-style-type: none"> 1. Get youth at the table 2. Demonstrate results of involvement – even if small 3. Youth involvement in meeting & planning 4. Show it's a priority by putting it in school day 5. Demonstrate to those who aren't committed that it matters 6. Speaker Bureau Model Concept – youth involved