

Final Report
“Taking the Temperature on Afterschool in New Jersey”

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Submitted to:
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Introduction

For decades afterschool programs have provided safe environments for children to interact with caring and supportive adults and offer a host of recreational and enrichment activities. Afterschool programs have been provided by a variety of organizations, from local church or community based organizations, YMCAs, Boys and Girls Clubs and school districts. They have offered a range of activities from art, recreation, homework help and tutoring, karate, dance, music, crafts, mentoring, etc. With an estimated 73 million children and youth under the age of 18 living in the US¹ and with as many as 14 million “latchkey” children² the need for quality afterschool programs is great. However, a 2005-2006 survey by the Afterschool Alliance found that 3 in 4 afterschool programs were overcrowded and 86% of the providers surveyed said that there are children within their communities who need afterschool programs but do not have access to them. Additional reports from the National Institute for Out-of-School Time, the National Afterschool Association and Forum for Youth Investment have all stressed the need for additional funding to increase the number of quality afterschool programs across the country. In addition to the increased need, over the past ten years there has been greater attention paid to afterschool programs to provide activities for increased academic achievement. This shift in focus has come from the reauthorization of the Elementary and Secondary Education Act, as amended by the No Child Left Behind act of 2001 (NCLB), which has increased standards for academic achievement for all students, especially for those students who live in high poverty areas and who attend schools that consistently perform low on standardized tests. Afterschool programs are now seen as suitable venues to provide additional, targeted academic support to increase overall academic achievement.

With increased attention on need and the new emphasis on academic achievement, states and the federal government have created new models for afterschool programs. The 21st Century

¹ U.S. Census Bureau <http://factfinder.census.gov>

² Afterschool Alliance <http://www.afterschoolalliance.org>

Community Learning Center programs, authorized through NCLB, seeks to supplement the education of children who attend low performing schools and live in high-poverty areas with academic, artistic and cultural enrichment during out-of-school time hours, so that they may attain the skills necessary to meet state core curriculum content standards. Since 2004, \$3.9 billion has been appropriated to fund the program, with approximately 4,800 programs across the country. Additionally, states like California, through Proposition 49 and New Jersey, through NJ After 3, have committed state dollars to increasing the number of afterschool programs throughout their states. Large scale funding has also come from private and corporate foundations and various state agencies.

Current Status of Afterschool Programs in New Jersey

It is difficult to get a clear picture of the current status of afterschool programs in New Jersey. There are afterschool programs in operation across the state; however the actual number of programs or the number of children being served is not easily obtained. Licensing regulations only cover those programs that are run by non-profit organizations, but school districts that run their own programs are exempt from licensing requirements. Additionally the definition of “afterschool” or “out-of-school” time differs substantially, which is not only an issues faced by NJ, so what constitutes an afterschool program is difficult to ascertain. Are afterschool programs any programs that serve children afterschool with some type of academic, recreational or youth development program? Or can the term include weekend and summer programs. Depending how a program provider views their program there may be host of programs in operation who would fall under the umbrella of afterschool, but don’t consider themselves “afterschool” programs.

As stated above, there are different funding streams in NJ for afterschool programs. The New Jersey Department of Education is responsible for the 21st CCLC program and NJ After 3 is a non-profit organization, created and funded through state and private dollars, that provides funding across the state to community based organizations to provide or expand current

afterschool programs. Another funding sources provided through the department of education are for supplemental educational services providers, also mandated by NCLB. Like the 21st CCLC funding, supplemental service providers are geared towards providing services to students who attend low performing schools. Additionally, the department of human services provides child care vouchers for subsidies that can be used for afterschool programs; some municipalities provide financial support for afterschool programs in their communities; school districts provide funding to run afterschool programs in their district; funding from private foundations is received by school districts, community based organizations and other entities to provide afterschool programs; and some programs charge fees. Even with all of these options the general sense is there is not enough funding to fill the need.

The types of afterschool programs provided around the state vary considerably. The 21st CCLC and supplemental education services providers are exclusively for students who live in low income areas and attend schools in need of additional academic supports. The NJ After 3 program does not fund an exclusive population of students and is open to all community based organizations, who partner with school districts. There are programs that take place primarily in schools or in community based organizations, faith based institutions, at YMCAs, Boys and Girls Club, art and dance organizations and through colleges and universities. Some programs are purely art or recreation and some are programs that focus more on academic enrichment. Programs take place in all sections of NJ ranging from urban to suburban to rural locations.

In addition to a variety of service providers of afterschool programs, the individuals who work in these programs have a range of experience. The more academic focused programs require or prefer certified teachers. Some program directors and front line staff have bachelors or masters degrees, are college students or have just spent a number of years in youth development programs. However, in an effort to hire from the communities the

programs are located in, there are many programs with staff who are new to working in this type of setting, and who come with little or no training.

Through the creation of NJ After 3 it is apparent that New Jersey is committed to providing afterschool programs, however, due to a variety of circumstances and policies there is not definitive information on what is currently being provided and what is needed for afterschool initiatives in New Jersey.

Statewide Afterschool Forums

In an effort to further understand the current “state’ of afterschool programs in New Jersey, the Department of Education contracted with the New Jersey School-Age Care Coalition to hold statewide forums to assess what is currently taking place and what needs and concerns are in the afterschool community and to offer recommendations.

Nine forums were conducted at the following dates and locations:

- March 16, 2007, New Jersey School-Age Care Coalition, Westfield, NJ
- April 19, 2007, Trenton Afterschool Program, Trinity Episcopal Cathedral, Trenton, NJ
- April 20, 2007, Mt. Olive Public Library, Flanders, NJ
- May 9, 2007, 21st CCLC Program Directors Meeting, Princeton, NJ
- May 17, 2007, Boys and Girls Club of Hudson County, Jersey City, NJ
- May 18, 2007, New Jersey Historical Society, Newark, NJ
- June 14, 2007, Educational Informational and Resource Center, Sewell, NJ
- June 15, 2007, Camden Free Public Library, Camden, NJ

The moderator for the forums asked questions that covered five topical areas:

1. Program Needs
2. Networking
3. Professional Development
4. Funding
5. Policy

See attached Appendices A - I for individual forum reports.

In addition to questions provided by the moderator, the participants were encouraged to address any concerns or issues relating to afterschool programs. The forums were held during the day and one hundred and twenty five people attended the nine forums. The majority of attendees were those who currently operate an afterschool program, however, there were some attendees who were professional development providers or those interested in beginning an afterschool program.

Comments from Program Providers on Afterschool in NJ

The following are some of the central comments from the forums. More in-depth discussions surrounded professional development and funding, which will be discussed later in the report.

Program Needs

- Curriculums, Activities and Best Practices
 - Providers would like to see statewide directories (preferably online) that include research based curriculums and activities (searchable by age and topic) appropriate for the afterschool setting;
 - Additionally providers would like information on how to effectively evaluate the curriculums;
 - A forms repository for general forms to use for students, staff, fiscal and programmatic components (preferably online); and
 - For the New Jersey Department of Education to showcase curriculums that are research based and developmentally appropriate and to highlight best practices.

- School and Community Relationships
 - Providers would like a way to build better relationships with school district administrators and school building principals and staff;
 - 21st CCLC grantees suggested that school districts who receive 21st CCLC funds be required to attend trainings on relationship building as a requirement of the grant.
 - To have more space for supplies, activities and staff, in school based programs (possibly through MOUs); and

- To build better relationships with other community organizations that can provide additional resources through the afterschool program.
- Arts Enrichment:
 - Providers would like to see a specific directory created for performing and visual arts providers (art, music, dance, etc.) who can come provide services at the program site;
 - For those professional development providers who can provide assistance specifically in the arts for afterschool providers.

Networking

Providers felt that they get enough opportunities for networking, however, would always be open for more opportunities to meet others in their geographic area or who serviced the same types of children or who provided the same types of activities. Even though the providers wanted more opportunities all expressed that there days were always booked with other commitments in relation to running the afterschool program.

Professional Development

Most trainings were attended by project directors and site coordinators. Rarely was front line staff sent off site for trainings, but most programs tried to provide trainings in-house for those staff or turn-key trainings attended by management. Major issues that were discussed about professional development surrounded, having the time to hold trainings/professional development, the motivation of the staff to attend or the cost. With the program taking place afterschool program directors could not find time in the day to have staff attend trainings or professional development. Some offered the option of weekend trainings, but that led to increased cost for the programs. Additionally a large percentage of the programs that take place in schools use certified teachers and many of them do not believe they need any

additional trainings or the staff feel it is just a “job” and don’t feel they need any professional development. A concern repeatedly mentioned was the cost associate with providing professional development either on-site or the cost of sending staff to these trainings and paying staff to attend trainings (wages).

Most programs hear about professional development through: (in rank order)

- New Jersey School-Age Care Coalition (NJSACC)
- NJ After 3
- New Jersey Department of Education
- Institutions of Higher Education
- The Non-Profit Center at LaSalle University
- YMCAs (only for YMCA programs)
- National afterschool networks
 - National Institute of Out-of-School Time
 - National Afterschool Alliance
 - Partnership for Afterschool Education
- From corporate funders/sponsors
- Various networking and community meetings
- Mailings from various childcare organization
- Various flyers, brochures, newspapers, listserves
- Arts Organizations
 - Young Audiences
 - National Guild for the Community School of the Arts
 - Institute for Arts Organizations
- County Based Organizations
 - Resource and Referrals Agencies
 - Regional Health Consultants
 - Chamber of Commerce
- New Jersey Division of Youth and Family Services (DYFS)

Most programs tried to provide training to their staff on program specific policies and procedures and offer new staff orientations. Staff attended professional development and

training on a variety of topics, below are the most mentioned topics (3 or more times) staff attended training on and many of these were areas where staff wished to receive additional trainings.

- Games
- Bullying & Gangs
- Science
- Leadership
- Arts
- Physical Fitness
- Technology
- Youth Development
- Curriculum and curriculum development
- Homework help
- Evaluation
- Community and Family Involvement
- Behavior management
- Fundraising and grant writing
- Recruiting and retaining staff
- Diversity issues (staff and program participants)
- Staff Management
- Classroom Management
- Licensing
- How to communicate with parents and children
- Working with special education students in afterschool programs
- Working with students with special needs (physical, emotional)
- Partnership building
- Health and Safety
 - CPR, medication administration, child and domestic abuse, playground safety
- Nutrition
- Financial Literacy

Most providers attended workshops and conferences sponsored by New Jersey School-Age Care Coalition, those mandated by the New Jersey 21st CCLC and NJ After 3 program (for program grantees) or national conferences and workshops held by the National Institute on Out-of-School Time Summer Institutes or National Afterschool Association.

Funding

Most programs heard about their funding from a variety of sources, but a major concern was on finding additional funding and creating sustainability plans for program continuation or expansion. In addition to hearing about funding opportunities from their own funders, providers heard about or researched funding through:

- New Jersey School-Age Care Coalition
- NJ After 3
- Foundation Center (<http://www.foundationcenter.org>)
- Promising Practices website and listserv
- Afterschool Alliance website
- United Way
- Federal and state department of education websites
- Grants.gov
- Chronicle of Philanthropy
- Internet searches, word of mouth, networking, parent, community partners, school districts

Primary Sources of Funding (in no particular order)

- NJDOE – 21st CCCLC & Supplemental Services Provider Program
- Corporations
- Private Donors
- Vouchers & Scholarships (Division of Families, Workfirst, NJ Care for Kids, Kinship)
- County and local Parks and Recreation Departments
- Americorps & Learn and Serve
- United Way
- Foundations:
 - William Penn Foundation
 - Knight Foundation
 - PSE&G
 - W.T. Grant
 - Target
 - Dodge
 - Robert Wood Johnson
 - Ford
- Community Development Block Grants

- Program Fees
- Corporate Matching Gifts
- NJ After 3
- NJ Department of Human Services -
Family Friendly Grant
- Line item in State budget
- Federal grants
 - Collaborative
- School districts & School Based
Youth Services
- Mini- grants
 - NJSACC, Target, Barnes and
Nobles, All State Insurances,
American Business

Recommendations

Based on the comments and feedback from the forums, several recommendations for policy emerged:

1.1.1 Statewide needs assessment on afterschool programs

Afterschool providers would like to see a statewide needs assessment completed that can truly assess the current state of afterschool program in New Jersey. Currently there is no definitive information on how many children are currently participating in afterschool programs or how many children need access to an afterschool program. With differences in licensing standards for school districts and community based organizations that serve youth and with the range of programs that have the label “afterschool” it is difficult to know what is going on across the state. Suggested approaches were to do the assessment by county level so that county offices the NJ Department of Education and local licensing offices could gather information more effectively.

1.1.2 Modify NJ After 3 Model

Afterschool providers were pleased that the governor and state legislators are committed to providing funds for afterschool programs, but thought that the current NJ After 3 model was limited. Providers would like to see a model that allowed for programs that served a smaller number of students or programs that did not solely focus on academic achievement (i.e. performing and visual arts). Even though the NJ After 3 is not solely for children who at at-risk (educationally, socially, economically), program providers do not feel that there is enough of an effort to provide afterschool programs for those children who need them and who are not at-risk. Additionally afterschool providers felt that NJ After 3 does not allow programs to maintain their unique “identity” and that once they receive an NJ After 3 grant, that programs must assume the NJ After 3 name and identity.

1.1.3 Additional advocacy for afterschool programs in New Jersey

Afterschool providers would like to see additional funding allocated for afterschool programs. It was suggested that the funds can come through the NJ After 3 model, the New Jersey Department of Education, New Jersey Department of Human Services, New Jersey Department of Children and Families.

Providers would also like to see additional advocacy efforts on the importance of afterschool programs in supporting youth development and the benefit of what afterschool programs can provide. Providers want it made clear that afterschool programs are not the main educators of students, but that they do provide important and worthwhile opportunities for positive youth development.

1.1.4 Statewide campaign on the importance of afterschool

Providers feel with a considerable investment in the NJ After 3 organization, the state has shown its commitment to the necessity of afterschool programs, however, the providers do not feel that enough people understand the importance of afterschool programs for academic, social, cultural and emotional development in children. Afterschool providers would like to see a statewide media and print campaign on the importance of afterschool and the support of afterschool programs from appropriate state departments (i.e. Governor's office, New Jersey Department of Education, New Jersey School Boards Association, New Jersey Department of Children and Families, New Jersey Department of Human Services).

1.1.5 Professionalizing the field of afterschool

With the increase attention to and need for afterschool programs and the additional need to incorporate components for academic achievement into these programs there are new demands on those who work in this field. In an effort to provide quality and a comprehensive approach to afterschool programs the forum participants suggested

creating a system of training, education and accreditation to those who work in the afterschool field.

Across the country there is a movement to professionalize the field of afterschool professionals³ with locations like Boston, Massachusetts implementing a youth development associate credential. The mission of the credential is to “improve the overall quality of after-school and youth programs by ensuring that program staff has access to comprehensive educational opportunities that enable them to strengthen their skills, develop their knowledge, and advance in their careers.” (5).

In creating this system, providers would like to see (but not limited to):

- The creation of a youth development associate credential in New Jersey;
- Working with institutions of higher education to provide courses for youth development associate credential;
- Building a multi-tiered staff training system for all levels of staff (new and seasoned staff, front line staff, directors);
- Creation of standard job titles, duties and responsibilities and pay scales;
- Assistance in recruiting and retaining staff;
- A wide range of holistic staff training and/or professional development opportunities; and
- Additional opportunities for professional development and training within the state.

1.1.6 Reviewing Licensing standards

As it currently stands there are no licensing requirements for school district that operate their own afterschool programs. Afterschool providers from community based organizations feel that there is a dual system, whereas school districts do not have to

³ Report by the National Institute of Out-of-School Time “Setting the Stage for a Youth Development Associate Credential” http://niost.org/youth_devel_Setting_606.pdf

abide by the same facility, staff or student ratio requirements as community based organizations. Afterschool providers feel that if they provide programs *within* the school building that both they and the school district should have to abide by the same licensing requirements.

1.1.7 Develop afterschool policy through New Jersey School Board Association

Afterschool providers would like to see a policy developed by the New Jersey School Boards Association that supports afterschool programs and addresses relationship building between community based organizations that provide afterschool programs and school districts. Afterschool providers currently feel even though the school district is happy that they are providing services, the community based organizations have a difficult time building relationships with the school district administrators, schools boards, principals and school staff.

Program would like NJSBA association to endorse: memorandums of understanding between the schools districts and program providers; not allowing school district to charge afterschool providers fee for using the school facility to offer afterschool program; having student report cards and test scores shared with afterschool providers to create better coordination with school day activities; and appropriate space in the schools to have activities, supplies and office space for staff.

1.1.8 Coordinated effort of all youth development programs at the state level

With the variety of state level funding sources for those providing afterschool programs, program for youth development or activities during out-of-school time, afterschool providers would like to see coordinated efforts of state resources. Through either a commission or a department focused on out-of-school time programs, afterschool provider's feels like better coordination of services, training and funding at the state level would expand the field of afterschool throughout the state.

APPENDIX A

Taking the Temperature of Afterschool

Forum #1

Westfield, NJ

March 16, 2007

Attendees

1. Haydee Perez, Coordinator, 21st CCLC Program, New Jersey Department of Education
2. Diane Genco, Executive Director, NJSACC
3. Ethel Coaxum, Plainfield YMCA
4. Ginny Martin, CCCC of Union County
5. Kim Warden, Plainfield YMCA
6. Jim McGlynn, Citizen Schools
7. Dawn Sharp, The Salvation Army

How do you hear about professional development/training?

1. NJSACC Flash
2. 4 c's website
3. YMCA listserv (only for YMCA programs)
4. NJ After3
5. Citizen Schools (has internal training)
6. Higher education institutions
7. From corporate sponsors (i.e. Goldman Sachs provides capacity building training)

What types of training does staff currently attend?

1. How to manage people.
2. How to communicate with parents/children.
3. General program orientation training (provided by program provider).
 - a. Sometimes orientation trainings are held continuously because of high staff turnover.

Issues that prohibit attendance at trainings

1. Programs do not have enough funds to pay for staff to attend training (i.e. stipends for staff).
2. Programs do not have enough funds to pay for all staff to attend training, even if all staff need to attend:
 - a. Programs focus on turn-keying training
 - b. Programs try to find free trainings

What types of trainings would programs like to see provided?

1. How to work with the whole child; have staff understand developmental issues for children and adolescents.
2. Additional training on effective communication with parents and children.
3. Working with children with special needs.
4. Grant writing
5. Building bridges between afterschool program staff and school day teachers and administrators.
6. Mentoring for staff:
 - a. Frontline staff need mentoring on how to be effective program providers
7. Curriculum:
 - a. How to develop and use effectively

How do you hear about funding?

1. NJSACC
2. Foundation Center
3. "Hot Fax" from YMCA
4. "Roundtable" from Salvation Army
5. Promising Practices website and listserv
6. Afterschool Alliance website
7. United Way
8. Federal and state department of education websites

Primary sources of current funding (in no particular order)

1. Corporations and/or corporation foundations
2. Private Donors
3. NJDOE
 - a. 21st CCLC
 - b. Or funds from being a subgrantee of an NJDOE grant
4. Program fees
5. Vouchers (Division of Families, Workfirst, NJ Cares for Kids, Kinship)
6. Parks and recreation departments (mainly in-kind resources)
7. United Way
8. Division of Children and Families
9. Funding sources not mentioned at this forum
 - a. NJ After 3
 - b. Family Friendly

Sustainability Plans

1. Program providers said that sustainability planning is an on-going effort.
2. Would like to see created a comprehensive solution to community needs by assisting program providers, community based organizations and business come together in some way to create partnerships in an effort to serve more children, more effectively.

Areas program providers would like to policy developed

1. To raise awareness about the need to provide afterschool programs.
2. To raise awareness about what can and cannot be learned in afterschool programs.
3. Professionalizing the field of afterschool providers, youth development workers.
4. Creating specific cost on running an afterschool programs.
5. The benefit of extended learning times.
6. The shift of afterschool programs inheriting activities that no longer fit in the school day - because of the emphasis on testing (i.e. recreation, fine and performing arts).
7. Creating dual licensing standards for community based organizations and schools, since now school run programs are exempt from licensing.
8. Look into bill sponsored by Kennedy (Massachusetts) on afterschool programs.

How do programs network?

1. NJSACC conference
2. YMCA has an afterschool network where all of the YMCA providers meet
3. Meeting community providers
4. Advisory Committee meetings

Additional Comments

1. Curriculums
 - a. Would like to see an online, statewide directory of curriculums appropriate for afterschool:
 - i. Searchable by topic and age.
 - b. Would like additional information on how to effectively evaluate curriculums; how to evaluate staff's implementation of curriculum.
 - c. Would like New Jersey Department of Education to provide a showcase of curriculums that are researched based, developmentally appropriate.
2. Activities
 - a. Would like an online, statewide directory of activities that is appropriate for afterschool:
 - i. Searchable by topic and age.
3. A mechanism of sharing best practices across the state.
4. A directory of performing arts providers (arts, music, etc.).
5. Would like to go to one place to get information on professional development providers, curriculums, activities, etc.
6. Networking:
 - a. Would like to create opportunities for community providers to come together to talk about community needs,
 - b. Would like opportunities to build bridges between afterschool providers and school day teachers and administrators:
 - i. To build stronger collaborations between schools and program providers, especially with principals and curriculum staff
 - c. To network around specific topics (i.e. conference calls),

7. Funding
 - a. Need to get information out to those who are eligible to use vouchers and to programs on how to accept vouchers,
 - b. Programs would like additional funding to hire better qualified staff,
8. Would like assistance writing grants:
 - a. Grant writing takes up a large amount of time for the project directors
 - b. One program had a grant writer on staff, one program uses grant writer from national office (Salvation Army) and another program uses a freelance grant write grants.

Resources that could be of assistance to program providers

1. NJDOE Professional Development Providers database
2. SEDL has searchable online directory of curriculums
3. Promising Practices website and listserv
4. National YMCA curriculum
5. Salvation Army (Primetime curriculum)
6. SchoolAge Notes has workbooks of activities that can be purchased
7. County Division of Arts - county directory of arts providers
8. New Jersey Professional Development Center has a list of professional development providers
9. New Jersey Association of Professional Grant Writers
10. Association of Fundraising Professionals

APPENDIX B

Taking the Temperature of Afterschool Forum #2 Trenton, NJ April 19, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Ronnie Ragen, TCMS
4. Rip Pellatru, Princeton Friends
5. Tina Blackledge, TASP
6. Tricia Mayers, TASP
7. Don Addison, Greater Trenton Area YMCA

How do hear about professional development/training?

1. NJSACC Flash
2. NAA
3. Mailings from various childcare organizations
4. NJDOE (21st CCLC grantees
5. American Camping Association
6. NYSACC
7. YMCA
8. NIOST
9. National Guild for Community Schools of the Arts
10. Young Audiences
11. Women in Development (Mercer County)
12. Childcare Connections/Resource and Referral Agency
13. Bonner Foundation (Princeton)
 - a. Provides trainings to grantees
14. Programs sponsored by Rutgers University
15. Institute for Arts Organizations
16. Community Schools of West Windsor
 - a. Trains their own staff and allows others to attend training
 - b. Will also provide trainers

What types of trainings does staff currently attend?

1. YMCA Kids Education training (Back to Basics training)
2. Trainings on special education sponsored by NAA or NJSACC:
 - a. The need has increased to attend trainings such as these
3. Behavior Management

4. Fundraising and grant writing:
 - a. Mercer County College offers trainings
5. Center for Not-for-Profits of NJ:
 - a. Provides training on staffing issues for non-profits, funding, advocacy
6. Financial Literacy:
 - a. Commerce bank provides programs on financial literacy for children and adults. Can sign up for these trainings at local branches
7. NJ Coalition for Financial Literacy for Children
8. Dodge Foundation:
 - a. Provides training for grantees on issues relating to non-profits, governance, finances
9. NJSACC Conference and trainings
10. Prudential and Verizon:
 - a. Provides trainings for grantees
11. NJ Chamber of Commerce
12. Attend some professional development/training is provided by qualified partners.
13. Attend some programs provided their own trainings in-house or have other trainers come to site:
 - a. On topics such as parent/staff orientations

Who attends professional development/trainings?

1. Mainly site coordinators and program directors,

Issues that prohibit attendance at trainings

1. Lack of funding to send staff or to pay staff to attend
2. Would like to send more staff to trainings and see more training provided within the state
3. Would like trainers to be able to come to sites to provide training

What types of trainings would programs like to see provided?

1. Issues related to children's law and legal issues surrounding children
 - a. Possibly to be provided by the NJ State Bar Foundation or local Chambers of Commerce
 - b. Redwood provides trainings online about changing laws in relation to children
2. How to interact and communicate with parents
3. How to get men involved in working in childcare/afterschool programs

How do you hear about funding?

1. NJSACC

Sustainability Plans

1. It is important to create personal connections:

- a. With foundations and corporations that either fund you or who are in your community;
 - b. Attend networking events and/or join local Chamber of Commerce, Rotary Clubs;
 - c. Keep connected with potential funders; and
 - d. Join boards and have your own board network on your behalf.
2. Create partnerships.
 3. Make sure everyone knows about your program:
 - a. Have a budget for PR & Marketing.
 4. Fundraisers.

What type of supports do partners/collaborators/funders offer?

1. In-kind supports
2. Volunteers
3. Supplies and materials
4. Trainings/professional development

Primary Sources of Current Funding (in no particular order)

1. 21st CCLC
2. Americorps
3. Community Development Block Grants
4. Vouchers from Resource and Referral agencies
5. Foundations/Corporations
 - a. PNC
 - b. Mattel
 - c. Bank of America
6. Endowments
7. Children's Futures – Robert Wood Johnson Foundation (Trenton Based Initiative)
8. Program fees
9. United Way
10. Corporate matching gifts from individuals who donate
 - a. Red Cross
 - b. Susan B. Komen Foundation
 - c. Deloitte and Touche

Program Needs

1. Grant writing:
 - a. Primarily done by program director;
 - b. Some programs have grant writers, but few do;
 - c. Would like to have a grant writer on staff.
2. Need assistance in finding new sources of funding

- a. Would possibly like businesses and corporations to sponsor scholarships to send kids to afterschool programs.
- b. Foundations want you to change at some point because they will not continue to give money for the same thing:
 - i. Solid evaluations with proven results may assist in gaining and/or keeping funders;
 - ii. May need to look at new trends and see if they can be incorporated into the program:
 - 1. Obesity
 - 2. Recreation
 - 3. Early childhood
 - 4. Nutrition
- 3. How to engage parent to become participants and/or more active in the program; either through attending meetings or as volunteers.

How do programs network?

- 1. Collaborate and partners with organizations in the community:
 - a. Higher education institutions
 - b. Recreation Departments
 - c. Girl Scouts
 - d. Local arts organization
 - e. School districts (public and private)
- 2. Attend professional meetings in the community.
- 3. Collaborate with others funded by the same agency.

Policy Issues

- 1. Change relationships between community based organizations and school districts:
 - a. Would like more support and understanding by schools administrators,
 - b. Stop charging fees to use school space, cuts into funds available to provide program,
 - c. Creation of community school environment and to help school administrators and legislators see that afterschool is an extension of the school day,
 - d. Eliminate difference in licensing standards for community based organizations which don't exist for schools.
- 2. Transportation issues
 - a. Cost;
 - b. State imposed mileage restrictions impacts ability to use buses that may be in good shape.
- 3. Summer camp requirements are different than afterschool requirements.
- 4. NJ After 3
 - a. This model does not work for majority of afterschool programs;
 - b. Too many regulations; and
 - c. Makes already established program compromise their mission.

5. Why are afterschool programs becoming more and more academic and too much emphasis placed on homework completion:
 - a. Afterschool programs should not be seen as the main educators.

APPENDIX C

Taking the Temperature of Afterschool

Forum #3

Flanders, NJ

April 20, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Jason Kolucki, Site Coordinator, Mt. Olive Child Care and Learning Center
4. Jeannie MacConchie

How do hear about professional development/training?

1. NJSACC
2. NIOST
3. Local colleges and universities
4. NJDOE – through 21st CCLC program

What types of trainings does staff currently attend?

1. Workshops on:
 - a. Games
 - b. Bullying
 - c. Curriculum
 - d. Science
 - e. Leadership
 - f. NIOST trainings sponsored by NJSACC
2. It is difficult to find the time to attend trainings because of the demands of running a program.
3. Some staff lack motivation to attend training, they only see what they do as a job and not a career.
4. It is difficult to get certified teachers to attend trainings because they don't feel as if they need training because they are already teachers.
5. Most of the afterschool staff in Phillipsburg are teachers and attend school district trainings.
6. In-house trainings:
 - a. Staff orientations
 - b. DYFS trainers brought to program site to provide training
 - c. Trainings provided by NJ After 3; the majority of this training is off-site

Who attends professional development/trainings?

2. Mainly site coordinators and program directors,

What types of trainings would programs like to see provided?

1. Building bridges to school district administrators:
 - a. Assist school administrators and teachers in becoming knowledgeable of program;
 - b. How to build relationships with the school principal.
2. Grant writing
3. Emergency planning/school safety for afterschool programs.
4. Trainings that can be provided online.
5. Mandated training for all staff of 21st CCLC program and not just the program directors.

How do you hear about funding?

2. NJSACC
3. Foundation Center (online)
4. Word of mouth

Primary Sources of Current Funding (in no particular order)

1. 21st CCLC
2. School-Based Youth Services Program
3. NJ After 3
4. Program fees
5. Family Friendly grant

Program Needs

1. Additional funding to send staff to training and to provide more trainings on site:
 - a. Maybe have some type of scholarship fund that people could tap into to attend trainings.
2. To have more money through NJ After 3 for supplies and materials.
3. Need additional space in schools to run programs; need additional storage space in schools (the schools have little space to offer).
4. How to motivate staff to want to learn about the field of youth development.
5. Additional support from school leadership.
6. Have online toolkit of forms (possibly through 21st CCLC website).
7. Need assistance in creating sustainability plan:
 - a. Because of the socioeconomic status of the children served they would never be able to pay the full amount of what the program is worth,
 - b. Having partnerships helps, but still need additional fiscal support.

How do program network?

1. Through 21st CCLC Program Director meetings, however, more could be done. Possibly bring in potential partners/collaborators.
2. Through NJ After 3 meetings.
3. Would like more opportunities to network; maybe through focus group settings like the forum.

Policy Issues

1. Change NJ After 3 model so that there could be difference service models. There are schools that have need but cannot meet the expectation of the number of students NJ After 3 expects all programs to have.
2. Change ratios for school programs don't have to abide by licensing standards.

APPENDIX D

**Taking the Temperature of Afterschool
Forum with NJ 21st Century Community Learning Centers Program Directors
D & R Greenway Land Trust
Princeton, NJ
May 9, 2007**

Attendees

1. 21st CCLC Project Directors – attendance form with New Jersey Department of Education
2. Erika Kelley, Education Program Development Specialist
3. Sonya Reynolds, Education Program Development Specialist

How do you hear about professional development and training?

1. New Jersey Child Care Training
2. NJSACC
3. Communities in Schools of NJ
4. Division of Youth and Family Services
5. Prevent Child Abuse of NJ
6. Partnership for a Drug-Free NJ

What types of trainings does staff currently attend?

1. 21st CCLC project director meetings
2. NJSACC conference
3. First-Aid/CPR
4. Social Decision Making Problem Solving (UMDNJ)
5. Communities in Schools of NJ
6. Child abuse and neglect issues
7. In house training:
 - a. class management
 - b. project based learning
 - c. age appropriate issues
 - d. curriculum development
 - e. differentiated instruction
 - f. evaluation
 - g. team building
8. Drug/alcohol abuse for staff and parents

Who attends professional development/trainings?

1. Mainly program directors and sometimes site coordinators,

What types of trainings would programs like to see provided?

1. Grant writing;
2. Sustainability;
3. Finding funding;
4. Staff development training for employees who are from the community;
5. Building bridges with school administrators/teachers:
 - a. Would like to see something mandated in 21st CCLC NGO that superintendents and/or principals have to attend at least one training per year as a condition of the grant.
6. Multicultural training for staff and students;
7. Child and adolescent development; age appropriate behaviors;
8. Classroom managements;
9. Communicating with parents and community members;
10. Training for business managers and fiscal staff on overseeing grant and fiscal issues for non-profits.

Barriers to attending/offering trainings

1. TIME:
 - a. Project directors would like to attend more trainings but overseeing the program doesn't leave them time to do so.
 - b. Some of the staff are school teachers who work during the day and are too tired to attend training in the evening or on weekends.
2. Money:
 - a. Some directors expressed they need assistance in properly budgeting for trainings.
 - b. Need additional money to pay for staff to attend off-site trainings, to pay staff for their time spent at trainings or to bring trainers on-site.
3. Space/locations;
4. Attitudes of teachers - some don't believe they need any additional training.

How do you hear about funding?

1. NJSACC
2. NJDOE
3. Vendors
4. SEDL
5. Afterschool Alliance
6. NJPDC

Primary Sources of Current Funding (in no particular order)

1. 21st CCLC
2. School district funds
3. NJ After 3
4. Foundations

- a. PSE&G, W.T. Grant, Dodge, Robert Wood Johnson, Ford
- 5. Dr. Martin Luther King Commission
- 6. Collaborators
- 7. In-kind resources
 - a. United Way
- 8. Program fees
- 9. Mini-grants
 - a. NJSACC, Target, Barnes and Nobles, All State insurance, American Business Collaborative, Workforce Development
- 10. Scholarships from resource and referral agency
- 11. Family Friendly Centers

Funding Needs

- 1. Some have grant writer, however, most don't.
- 2. Project directors feel proficient in writing grants, however, do not have the time because they spend all of their time overseeing the program.
- 3. Project directors are seeking funding for portions of the program instead of trying to find another large grant that would cover everything, thinking this would be a better approach.
- 4. Some grantees are distressed at not knowing what they will do once the funding for 21st CCLC for their cohort runs out; several expressed needing to scale back the program substantially:
 - a. Would like assistance on how to get school district to contribute additional funds to the program.
- 5. Grantees are frustrated that the cost of living, transportation, etc. has changed, but the amount of their award has stayed the same.
- 6. 21st CCLC would like to see a team approach to sustainability planning, amongst grantees in the same cohort.

How do program network?

- 1. Project directors network consistently through 21st CCLC project directors meetings and with partners/collaborators at advisory committee meetings:
 - a. Collaborators and Partners offer:
 - i. Professional development opportunities;
 - ii. Field trips;
 - iii. Assistance in promoting the program;
 - iv. Parent/child activities;
 - v. Scholarships and discounts for other services for students.

21st CCLC Program Needs

- 1. Building their credibility with foundations.
- 2. Would like to have "petty cash" so that they don't have to do a budget modification so often and that they can get reimbursed for project supplies easier.

3. Assistance in finding capable staff.
4. Understanding the differences and similarities of NJ After 3 and 21st CCLC (why can't they both serve the same populations).
5. When 21st CCLC ends will the grantees be allowed to get NJ After3 funding without an application process or will they be looked on more favorably because of being 21st CCLC grantees.
6. How to better connect their program to Supplemental Educational Services program.

APPENDIX E

Taking the Temperature of Afterschool Forum #4 Boys and Girls Club of Hudson County Jersey City, NJ May 17, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Rose Oja, Aljira (Newark)
4. Derrick Ladson, Boys and Girls Club of Hoboken
5. Susan Martz, Director, Office of Educational Support Services, NJ Department of Education
6. Paula Benjamin, Boys and Girls Club of Clifton
7. Jon Ticci, Boys and Girls Club of Hudson County
8. Charles Brown, NJ After 3
9. Jamil Harris, Boys and Girls Club of Hudson County
10. Mustafa Rourk, Boys and Girls Club of Hudson County
11. Margaret Holtz, Boys and Girls Club of Hudson County
12. Sebastian Rodriguez, NJ After 3
13. Beth Kilmer, Hoboken Charter School

How do hear about professional development/training?

1. NJ After 3
2. PASE
3. NJSACC/Afterschool Flash
4. Boys and Girls club website

Who attends professional development/training?

1. Mandates for all Boys and Girls Club staff to attend:
 - a. The BGC staff do a lot of in-house or BGC sanctioned training, but they do seek out additional trainings;
 - b. Has funding to send staff to training or to bring trainers on-site, funding is not an issue;
 - c. Some training is on weekends or teacher in-services days.

What types of trainings does staff currently attend?

1. Youth development
2. Curriculum
3. Arts

4. Physical fitness (SPARKS curriculum)
5. Technology:
 - a. Club Tech, national curriculum sponsored by Microsoft; all youth can participate not just those affiliated with BGS clubs,
6. Crayola sponsored trainings
7. Drug awareness, gang awareness, child and domestic abuse, scared straight programs:
 - a. Provided by the Hudson County Prosecutors office or the Camden County Bar Association.

What types of trainings would programs like to see provided?

1. Basic "101" training for new staff working in afterschool program; a standard training all new employees across the state could take.
2. How to mentor new staff
3. Nutrition/Fitness
4. First-aid/CPR
5. Safety/emergency planning – how to develop and implement
6. Grant writing

How do you hear about funding?

1. Boys and Girls Club
2. NJSACC
3. NJ After 3

Primary Sources of Current Funding (in no particular order)

1. Program fees/tuition
2. Vouchers
3. NJ After 3

Possible Sources of Funding

1. Sponsorship and/or funding from local banks and chain stores.
2. NJ Transit – transportation vouchers for older students.
3. Supplemental Educational Services program.
4. Fee for summer programs.

How do program network?

1. Boys and Girls Clubs
2. Arts organizations in New York and Newark
3. PASE
4. Would be interested in networking via online chats and forums

Policy Issues

1. Have different state supported models of funding, possibly based on the number of children a program can serve and the types of activities (outside of purely academic enrichment, i.e. arts, recreation) that can receive funding.
2. Create policy that would have afterschool be an extension of the school day and not an add-on.

Program Needs

1. Relationship building with school day staff and administrators.
2. Space issues in schools.
3. Building relationships with other community organizations that can provide additional resources for children like assistance with college admissions, social and family supports, etc.

APPENDIX F

Taking the Temperature of Afterschool Forum #5 NJ Historical Society Newark, NJ May 18, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Raymond Marin, Newark Public Schools
4. Patrice Cohen, 21st CCLC Plainfield
5. Maribel Jusino Iturrabale, NJ Historical Society
6. Susan Morton, Westfield YMCA
7. Angelica Covello, Programs for Parents
8. Simona Bana, Programs for Parents
9. Lissette Norton, Programs for Parents
10. Kiran Gaudio, NJ After 3
11. Sheri Durkee, NJ After 3
12. Janet Horowitz, NJ After 3
13. Debbie Kim, NJ After 3
14. Dr. Wayne R. Dyer, East Brunswick Public Schools
15. Brandon M. LoCascio, 21st CCLC Bayonne
16. Annejane Fencik 21st CCLC Bayonne
17. Denise Shipman, 21st CCLC Plainfield
18. Jill Dombrowsky, 21st CCLC Easter Seals
19. Catherine Peala, Nai-Ni Chen Dance Company
20. LeeRoy Jefferson, 21st CCLC Paterson

How do hear about professional development/training?

1. NJSACC
2. flyers
3. Community Meetings
4. NJ After 3 grantee network

What types of trainings does staff currently attend?

1. Conferences
 - a. NJSACC
2. Youth development
3. Arts and music
4. Program content

5. 21st CCLC project directors meetings
6. Responses were similar to prior forums.

Who attends professional development/trainings?

3. Mainly program directors and some site coordinators, however, it depends on the training.
4. All NJ After 3 staff attend all NJ After 3 mandated trainings:
 - a. Twice a year NJ After 3 holds regional trainings for all staff;
 - b. Additionally they provide site based training for front line staff,
5. Newark afterschool programs provide trainings on weekends,
6. Some programs provide training on days when the school district provides professional development days.

What types of trainings would programs like to see provided?

1. Classroom management
2. Communicating and dealing with parents
3. Planning engaging activities
4. Risk management
5. Fundraising
6. Seeking and writing grants
7. Dealing with students with special needs or mental health issues
8. Transitional activities to do when there is limited time
9. Evaluation
10. Promoting afterschool program
11. Working with children who speak different languages
12. Cultural awareness
13. Gang Awareness
14. Staff recruitment/retention
15. Building relationships with school district

Barriers to providing trainings

1. All staff cannot attend due to cost.
2. Need to be able to bring training to site.
3. Would like to see additional trainings provided in NJ.

How do you hear about funding?

1. Searching internet
2. Word of mouth
3. Networking
4. Foundation Center (online resource)
5. Grants.gov
6. NJSACC Flash
7. Vendors

8. Chronicle of Philanthropy
9. Parents (grant opportunities through parents jobs/businesses)

Primary Sources of Current Funding (in no particular order)

1. NJ After 3
2. NJ 21st CCLC
3. Mini-grants
 - a. PSE&G
4. Americorps
5. Learn and Serve
6. Private donations
7. Foundations and Corporations
8. Program fees
9. In-kind resources from school district and direct funds
10. NJ Cares for Kids
11. NJ Workfirst
12. Scholarships and vouchers
13. United Way

Additional Fiscal Comments

1. Some programs have grant writer, but not all.
2. Project director primarily writes grants, but it is extremely time consuming.
3. Training is provided for sustainability training (for NJ After 3 grantees) but additional training/workshops are always good.
4. 21st CCLC would like to see a team approach to sustainability planning, amongst grantees in the same cohort.

How do program network?

1. Through professional development workshops and trainings.
2. For 21st CCLC and NJ After 3 grantees, during project directors meetings.
3. With other grantees funded by same foundation.
4. Local chamber of commerce
5. Grantmakers.org
6. Programs would be interested in networking in online forums and chats through NJSACC.

Program Needs

1. Money
2. Supplies
3. Online, searchable, statewide provider directory
4. Online, searchable, statewide activity directory
5. How to build better community partnerships
6. Staff retention (when 21st CCLC funding comes to a close)

7. Understanding all licensing issues

Policy Issues

1. To make access to afterschool a statewide issue and not just for at-risk children.
2. To make funding afterschool programs a priority.
3. Understanding the impact quality afterschool programs have on child/adolescent development.
4. To mandate school districts have better relationship with afterschool providers.
5. Create stronger advocacy strategy for lobbying for afterschool programs and funding.
6. Create afterschool model in NJ like Philadelphia Safe and Sound initiative.
7. Need a better sense of the true needs of afterschool programs and providers in NJ
8. Expanding scope of stakeholders in NJ.

APPENDIX G

Taking the Temperature of Afterschool Forum #7 Sewell, New Jersey June 14, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Mary Ann Sheppard, REAL - 21st CCLC
4. Barbara Donohue, REAL - 21st CCLC
5. Linda Johnson, Ft. Dix CYS
6. Cindy Cho, CCTS - 21st CCLC
7. Tania Pawlik, NJ After3
8. Traci Scott, NJ After3
9. Cindy Angelo, 21st CCLC
10. Shanna Baehmer, NJ After3
11. Colleen Moore, Pitman Panthers Club
12. Susan Armstrong, Pitman Panthers Clubs
13. Pat Bruder, EIRC
14. Edie Benjamin, Just Kids
15. Annette Njie, Afterschool program in Trenton
16. Art Howard, Afterschool program in Trenton
17. Mark Valli, NJ After 3

How do you hear about professional development/training?

1. Flyers
2. NJSACC Flash
3. OST Listerv - University of Pennsylvania
4. Newspaper
5. Brochures, mailings
6. University and community colleges
7. Regional Health Consultants (county based)
8. NJ Department of Education
9. Networking and coordinators meetings
10. NJ After 3
11. NJ 21st CCLC
12. EIRC
13. Center for Youth Development (Philadelphia)
14. Montgomery Early Learning Centers (PA SACC)

15. Non-Profit Development Center
16. PQAS
17. Chamber of Commerce
18. LaSalle University Non-Profit Center

What types of training does staff currently attend?

1. Grant writing
2. Youth leadership engagement
3. Non profit governance
4. Classroom management
5. Staffing and supervision
6. Positive youth development
7. Dealing with children with special needs and health issues
8. Licensing
9. Core standards for quality afterschool (as set by National Afterschool Association)
10. How to make science fun
11. How to create an appropriate afterschool classroom space, environment
12. Developing lesson plans in math, health and fitness
13. Evaluation
14. Community and Family involvement
15. Behavior modification and crisis de-escalation
16. Recruiting and retaining youth and staff
17. Diversity
18. Medication administration
19. Service learning
20. Partnership building
21. Health and safety (CPR, child abuse, etc.)
22. Effective disciplinary techniques
23. Food and snack distribution
24. Playground safety
25. Homework help
26. Stress management for youth and staff
27. Cooperative games
28. Working with middle school afterschool programs

What types of trainings would programs like to see provided?

1. Stress management for youth and staff
2. Building staff morale
3. Working with the school district and staff within the school building
 - a. NJ After 3 provides some training about this topic with grantees
4. Motivating parents and staff
5. Regional resources for families and parents
6. How to identify and report child abuse

7. Administrative duties of running an afterschool program
8. Program planning for site coordinators – how to design, implement and evaluate an afterschool program
9. Connecting with community resources
10. How to build advocacy groups for afterschool
11. How to run meetings
12. Team building and effective communication for staff
13. How to identify good staff
14. How to delegate and use your staff
15. Emergency planning for afterschool programs:
 - a. Not just relying on schools' emergency plan;
 - b. How do you include everyone and make everyone aware of the plan.
16. Archiving, showcasing, marketing program to media, school district, stakeholders, etc.
17. Event planning (making sure those who need to know or should know about an event are notified).
18. Gang awareness and prevention
19. Time management
20. How to fundraise
21. Bullying (student to student, staff to student)
22. Dealing with special education students
23. Cultural awareness and sensitivity training for staff students
24. Privacy issues (parental info, child custody issues, inappropriate comments, etc.)
25. Adolescent sexual development
26. A series of trainings by topical areas
27. How to evaluate professional development and training that staff attend; how to evaluate whether staff uses what they learned in training in program
28. Training for site coordinators on how to evaluate and supervise staff

Who attends trainings?

1. Project directors, site coordinators

Issues that prohibit attendance at trainings

1. Money – to either pay the staff to attend or to pay trainers:
 - a. Need to learn how to budget and plan appropriately for trainings, but it is difficult because there are no standard cost.
2. Time – majority of staff works during day which may push the training during the program time.
3. Would like trainers who can come on-site and do training:
 - a. But need to find trainers who know about issues of afterschool programs.
4. Some training/professional development is a second thought to staff (i.e. school day teachers who feel they don't need additional training).
5. Need to have varied levels of trainings for the different levels of staff who work in the afterschool program.

- a. Trainings on a continuum
- b. Creating individual professional development plans for staff (and monitoring the plan).

Other comments on Professional Development/Training

1. Would like to have a statewide yearly calendar of training.

How do you hear about funding?

1. Federal government listserv
2. Researching foundations online
3. NJSACC Flash
4. Major Corporations websites
5. NJ Department of Education
6. County organizations
7. Foundation Center
8. School districts

Primary sources of current funding (in no particular order)

1. NJ 21st CCLC
2. NJ After3
3. Local branches of major companies (Target, etc.)
4. School district
5. Childcare vouchers
6. United Way
7. Local healthcare providers (in-kind resources)
8. Community Development Block Grant
9. County funds, City/County Dept. of Recreations
10. School Base Youth Services Programs
11. Robert Wood Johnson Foundation
12. Funders give information on other funding opportunities
13. Annie E. Casey Foundation
14. Family Friendly Funding (DHS)
15. Program fees
16. Gear-Up
17. Local branches of banks
18. US Golf Association
19. US Soccer League
20. NJ Cares for Kids
21. William Penn Foundation
22. Knight Foundation

Grant Writers

1. Some programs have but the majority don't; project director writes grants

Sustainability Plans/Issues

1. Attend grant writing workshops.
2. Getting parents to understand they need to pay some program fees.
3. School districts can't support the program, but they don't want their students to have to pay to attend.
4. Sustainability is a big issue; will additional funding come from NJ After 3?
5. Some programs charge for certain "club" aspects of program to cover cost associated with clubs.
6. Title I, Supplemental Education Services, College Workstudy students, Americorps are used to supplement funds.
7. Working with Workforce Development Programs to get staff.
8. Working with collaborators to provide certain aspects of program; some collaborators have money to provide services and just need participants.

Areas program providers would like to policy developed

1. Standard syllabus of possible trainings and workshops for staff per their years of service in afterschool programs.
2. Create a youth workers certificate program.
3. Working with higher education on certification program for individuals who want to work in afterschool.
4. Gaining college credit for working in afterschool program or providing classes to take for credit.
5. Working on policy to legitimize the field of professionals in the field of afterschool
6. Building exemplary staff training systems (i.e. Philadelphia).
7. Need additional attention paid to families who make "too much" but still can't afford to send their kids to afterschool programs.
8. Sliding fee scales.
9. Not allowing school districts to charge for community based programs to use school buildings to serve children in the district.
10. Work with NJ School Board Association on policy on afterschool.
11. For 21st CCLC program – being allowed to use program fees charged in one year for subsequent years.

Networking

1. Need a workshop on how to network, how to build relationships.
2. Not enough hours in a day to do networking along with everything else.
3. Staff should see what parents could offer in terms of networking (what can their companies offer, who do they know, etc.).
4. What can staff members offer in terms of networking, what are their connections.
5. Should consider networking with vendors who service school district and community based organizations that work with the School Based Youth Services Programs.

APPENDIX H

Taking the Temperature of Afterschool

Forum #8

Camden, New Jersey

June 15, 2007

Attendees

1. Diane Genco, Executive Director, NJSACC
2. Jessica Heiberg, NJSACC
3. Anastasia Joseph, Greater Paterson 21st CCLC
4. Carmen Pendleton, Rutgers-Camden Center for the Arts
5. Robert Jakubowski, Big Brothers, Big Sisters of Camden County
6. Erika Kelley, NJ Department of Education
7. Carol Dann, Communities in Schools of NJ
8. JoAnn Berkley, DUE Season Charter School
9. Eusheka Bartley, Boys and Girls Club of Camden County
10. Lauren Hill, Education Law Center
11. Phyllis Sanders, Camden County Department of Children's Services
12. Anne Erickson, Pleasantville Tech Academy, 21st CCLC
13. Alice Bowman-Crooper, Educational Consultant
14. Maria Pinaro, Bridge Program (Our Lady of Lourdes Hospital)

How do you hear about professional development/training?

1. Funders
2. NJSACC Flash
3. Non-Profit Center for South Jersey and LaSalle University
4. NJ Department of Education
5. From other trainings attended

What types of training does staff currently attend?

1. Positive youth development
2. Diversity

What types of trainings would programs like to see provided?

1. Afterschool 101:
 - a. Program basics;
 - b. Recruitment and retention of staff and students;
 - c. How to implement staffing plan (how many staff are needed, job responsibilities);
 - d. Engaging activities;

- e. Pitfalls/lessons learned;
 - f. Licensing; and
 - g. Multilevel training for staff at different stages in career.
2. Reporting, data collection, evaluation.
 3. How to align training to program activities.
 4. Training community members to work in afterschool programs.
 5. Opportunities to visit other afterschool programs in the area.
 6. How to communicate with parents and students:
 - a. Creating guidelines for proper interaction
 7. Sustainability
 8. Inclusion (special education) for school age population in afterschool.

Who attends trainings?

2. Project directors, site coordinators

Issues that prohibit attendance at trainings

6. Money – to either pay the staff to attend or to pay trainers:
 - a. Need to learn how to budget and plan appropriately for trainings, but it is difficult because there are no standard cost.
7. Time – majority of staff works during day which may push the training during the program time.
8. Location – finding a free or inexpensive site.
9. Too much packed into one day.
10. Some training/professional development is a second thought to staff (i.e. school day teachers who feel they don't need additional training).
11. Suggestion – if a training is being offered and not full, there should be a way to invite others to attend for small fee.

How do you hear about funding?

9. Researching foundations online
10. NJSACC Flash
11. NJ Department of Education
12. Foundation Center
13. NJ After 3
14. Grants Station (online)
15. Techsoup.org
16. Other funders

Primary sources of current funding (in no particular order)

1. NJ Department of Education
2. Foundation websites
 - a. Foundation Center.org
3. NJ After3

4. Line item in state budget
5. Private funding
6. DYFS
7. Local branches of banks
8. Local branches and foundations of major companies (Target, etc.)
9. United Way
10. Federal grants

Grant Writers

1. Some programs have but the majority doesn't; project director writes grants.

Sustainability Plans/Issues

1. Some staff are seeking funding for program by specific program areas.
2. Some staff are building relationship with possible funders and/or collaborators.
3. Using data to show program value.
4. Using advisory board.

Program Needs

1. Transportation
2. Technology and support:
 - a. Need computers
3. Working with school district and building relationship with school building staff.
4. MOUs with school district.
5. Challenge finding different organizations to provide services to program.

Areas program providers would like to policy developed

1. Forming relationship with NJ School Board Association.
2. Sharing data and test scores of students with afterschool program providers.
3. Sharing information on children's behavior with afterschool programs.
4. NJ Department of Education issuing statement and /or including in mission support of and need for quality afterschool programs.
5. Coordinating of NJ After 3, NJ 21st CCLC, Supplemental Education Services, School Based Youth Services Programs.
6. Needs assessment of afterschool programs in NJ, done by county level.
7. Resource development.
8. Capitalizing on the states' current efforts to support afterschool programs and providers.

Networking

1. Would like to network with other afterschool programs in South Jersey area:
 - a. It is difficult to find out all of the non-licensed (school based or purely afterschool) programs in Southern, New Jersey.
2. Most network through professional affiliations.

- 3 Would like to get additional communications from other afterschool programs in South Jersey area.
- 4 Possibly using technology (i.e. blogs) to network.
- 5 Need to reach out to smaller “mom and pop” afterschool programs.