



Alexandria

a community report | 2017



out-of- school

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a community report | 2017

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introduction

The time between the last school bell and when parents arrive home from work has long been a concern of families, law enforcement and community members due to the potential dangers and risky behaviors that take place after school. Many of Alexandria's children are alone and unsupervised between 3:00 and 6:00 p.m., the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. The hours after school when children are on their own are not just a time of risks, it is also a time of lost opportunities to help students grow and develop the skills and competencies to make positive life decisions that can lead to their future success (afterschool alliance, 2014) .

It is common knowledge that the majority of Alexandria's school age children have working parents and many live in single parent households where the parent works full time. Ensuring the safety of their children during these after school hours is crucial. The Afterschool Alliance report "America After 3PM" highlights the need for afterschool programs to keep children safe, inspire learning and support working parents. Their survey data indicates that 78% of Virginia parents agree that afterschool programs help give working parents peace of mind about their children when they are at work; 77% of Virginia parents agree that afterschool programs help working parents keep their jobs; and, 79% of Virginia parents support public funding for afterschool programs

children and youth master plan

Unanimously approved in June 2014 by Alexandria City Council and Alexandria City Public School Board, the City of Alexandria's Children and Youth Master Plan placed a significant focus on services available for Alexandria's youth during out-of-school time.

Out-of-School Time is directly addressed within the Master Plan as follows:

- Create an integrated and aligned out-of-school time system that includes review of best practices/ quality, assessment of needs and preferences, identification of service gaps, access (no wrong door/ single point of entry), affordability and opportunities to develop civic responsibility.
- Align in-school and afterschool programs that deliver academic/social enrichment with school curriculum in instances where students are not meeting grade level expectations.
- Ensure that City-supported out of school time programs include adequate access to health, wellness, sports, and fitness activities in all areas of the city that are free or low-cost and located at neighborhood schools/recreation centers.

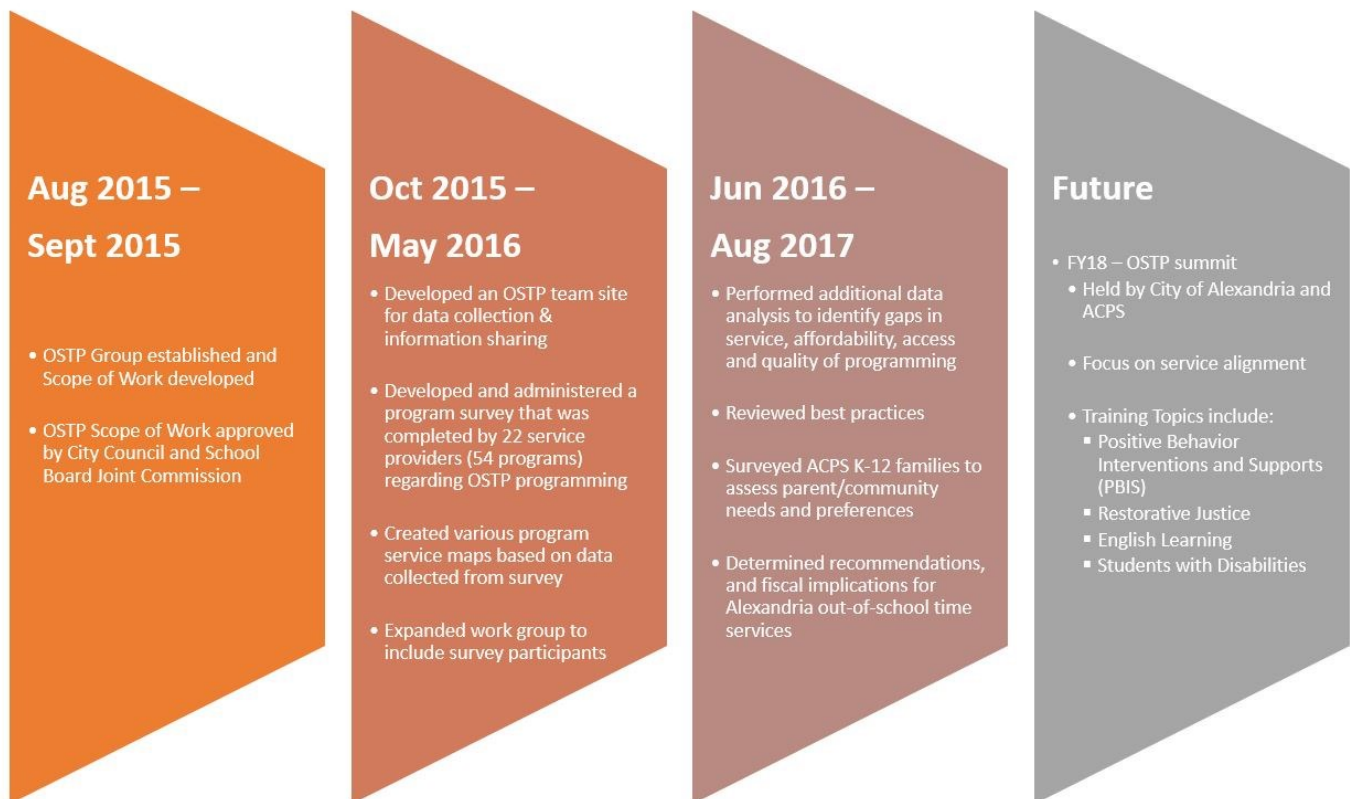
governance

Due to the complexity of stakeholders involved with Out-of-School Time Programs (OSTP) in Alexandria and in order to appropriately address the goals and strategies outlined within the Children and Youth Master Plan, in the spring of 2015, the Alexandria City Council and School Board Joint Commission called for the development of a work group to address the City’s OSTP needs. See Appendix, page 22.

milestones

Figure 1 demonstrates the major milestones of the Out-of-School Time Work Group:

Figure 1



what is ostp?

As the name implies, out-of-school time programs are targeted to the hours that school-age children are not in school. According to national standards, OSTPs operate ten hours or more per week on an ongoing basis and provide a variety of regularly scheduled, structured and supervised activities where learning opportunities take place. They do not include single focused activities such as PTA-sponsored enrichment programs, music lessons, sports practice, tutoring, or school-based clubs. OSTPs may occur before school, after school, weekends, or during seasonal breaks or intersessions.

While many community partners and parent organizations in Alexandria do not meet the established definition for OSTP, they certainly add to the valuable service options available to students and their families during critical after school hours. For a comprehensive list of programs serving Alexandria’s school-age youth after school please see the Appendix, page 23.

best practices

Multiple institutions nationwide produce significant research and documentation of best practices that deliver quality OSTPs. The most commonly recognized standards for the OSTP profession come from the research and development of the Core Knowledge and Competencies framework produced by the National AfterSchool Association. The OSTP core knowledge and competencies were established to create agreements across programs and funding streams about how to work with and on behalf of children and youth during out-of-school hours. According to this framework, providers of high quality OSTPs consistently display the characteristics illustrated in Figure 2 below. For additional information on the characteristics of high-quality OSTP, see the Appendix page 23.

Figure 2



The OSTP best practices recognized within the industry are in keeping with Alexandria's Children and Youth Master Plan goals. In addition to the core competencies listed, the OSTP Work Group recognizes the following best practices which can be utilized, improved and measured in publicly funded programs and encouraged in all OSTP programs offered in Alexandria.

The National Institute for Out-of-School Time scored the following practices as having strong empirical support for program quality.

- Variety of activities that support physical, social, emotional, and cognitive growth
- Flexibility of programming and opportunities to exercise choice
- Emotional climate that is safe, positive and supportive

Additional best practices cited in much of the professional literature on quality OSTPs highlight the importance of the following:

- Program mission and philosophy
- Intentional programming
- Active forms of learning
- Stable and well trained staff
- Effective partnerships: school, community and family
- Data collection, program evaluation and continuous improvement
- Building healthy relationships between youth and adults
- Promoting healthy peer relationships and positive behavior
- Health and wellness education and physical fitness
- Effective program administration

academics

To better support the academic achievement of students participating in OSTPs, research emphasizes experiential and active learning that complements school curriculum as opposed to simply increasing the amount of time students spend on specific subject areas. "Balancing academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts" is considered an effective OSTP approach to supporting students' academic performance (Little, Wimer, & Weiss. *After School Programs in the 21st Century*). In fact, the United Way endorses making every effort to align OSTP with schools through ongoing communication mechanisms, shared goals, shared personnel and joint planning to ensure seamless support to the youth they serve.

benefits of services

Research clearly demonstrates multiple benefits of OSTP to youth and communities. Benefits for children and youth regularly participating in OSTPs include:

- better school attendance and engagement in learning
- reduced behavioral issues
- improved test scores and grades
- less involvement in risky activities
- opportunities for recreation that support healthy development

existing programs

out-of-school in Alexandria

Figure 3 below demonstrates programs existing during the 2014-15 school year that received funding from the City of Alexandria and/or Alexandria City Public Schools; and that met the established definition for OSTPs by providing regularly scheduled, structured and supervised services to school-age youth for ten or more hours per week on an ongoing basis:

Figure 3

Organization	Program	Locations	Capacity	Enrolled	Grades	Days	Sessions
Alexandria Department of Recreation, Parks and Cultural Activities (DRPCA)	Power-On Program	Charles Barrett Recreation Center Charles Houston Recreation Center Cora Kelly Recreation Center Douglas MacArthur Recreation Program John Adams Recreation Program Mt. Vernon Recreation Center Patrick Henry Recreation Center William Ramsay Recreation Center	1,260	1,148	K-6	Monday -Friday 2:30pm -6:00pm	After-school, Seasonal Breaks, Summer
	Power-Up Program*	Francis C. Hammond Middle School	125	45	6-8	Mon-Fri 3:15pm -6:00pm	After-school
			150	116	5-9	Mon-Fri 9:00am -6:00pm	Summer
	Teen Center	Cora Kelly Recreation Center	70	22	6-9	Monday -Friday 3:00pm -7:00pm	After-school, Seasonal Breaks, Summer
	Therapeutic Recreation	Nannie J. Lee Recreation Center	30	28	K-12	Monday -Friday 2:30pm -6:00pm	After-school, Seasonal Breaks, Summer
Alexandria Redevelopment Housing Authority (ARHA)	Ruby Tucker Learning Center	322 Tancil Court Alexandria, Virginia 22314	65	65	K-12	Monday -Friday 2:30pm -6:00pm	After-school, Seasonal Breaks, Summer
Boys and Girls Club of Greater Washington	Dunbar Olympic Boys & Girls Club of Alexandria	401 N. Payne Street Alexandria, Virginia 22314	500	375	K-12	Monday -Friday 2:30pm -8:00pm	After-school, Seasonal Breaks, Summer

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality afterschool care available to parents who work, many children must care for themselves or be supervised by older siblings, responsibilities that distract them from schoolwork.

(Out-of-School Time Resource Center)



Organization	Program	Locations	Capacity	Enrolled	Grades	Days	Sessions
Higher Achievement	Alexandria Academy	Francis C. Hammond Middle School	90	70	5-8	Monday, Tuesday & Thursday 2:30pm -6:00pm	After-school, Summer
Community Lodgings, Inc.	Learning Centers	Fifer Learning Center 607 Notabene Drive Alexandria, Virginia 22305 Brookside Learning Center 601 Four Mile Road Alexandria, Virginia 22305 Brent Place Learning Center* 375 South Reynolds Place Alexandria, Virginia 22314	195	142	K-12	Monday -Friday 2:45pm -8:30pm	After-school, Seasonal Breaks, Summer
The Campagna Center	Campagna Kids	George Mason Elementary School James K. Polk Elementary School Jefferson Houston School John Adams Elementary School Lyles Crouch Traditional Academy MacArthur Elementary School Matthew Maury Elementary School Mount Vernon Community School Patrick Henry Elementary School Samuel Tucker Elementary School William Ramsay Elementary School	1,496	845 (licensed capacity)	K-5	Monday -Friday 2:30pm -6:00pm	After-school, Seasonal Breaks, Summer

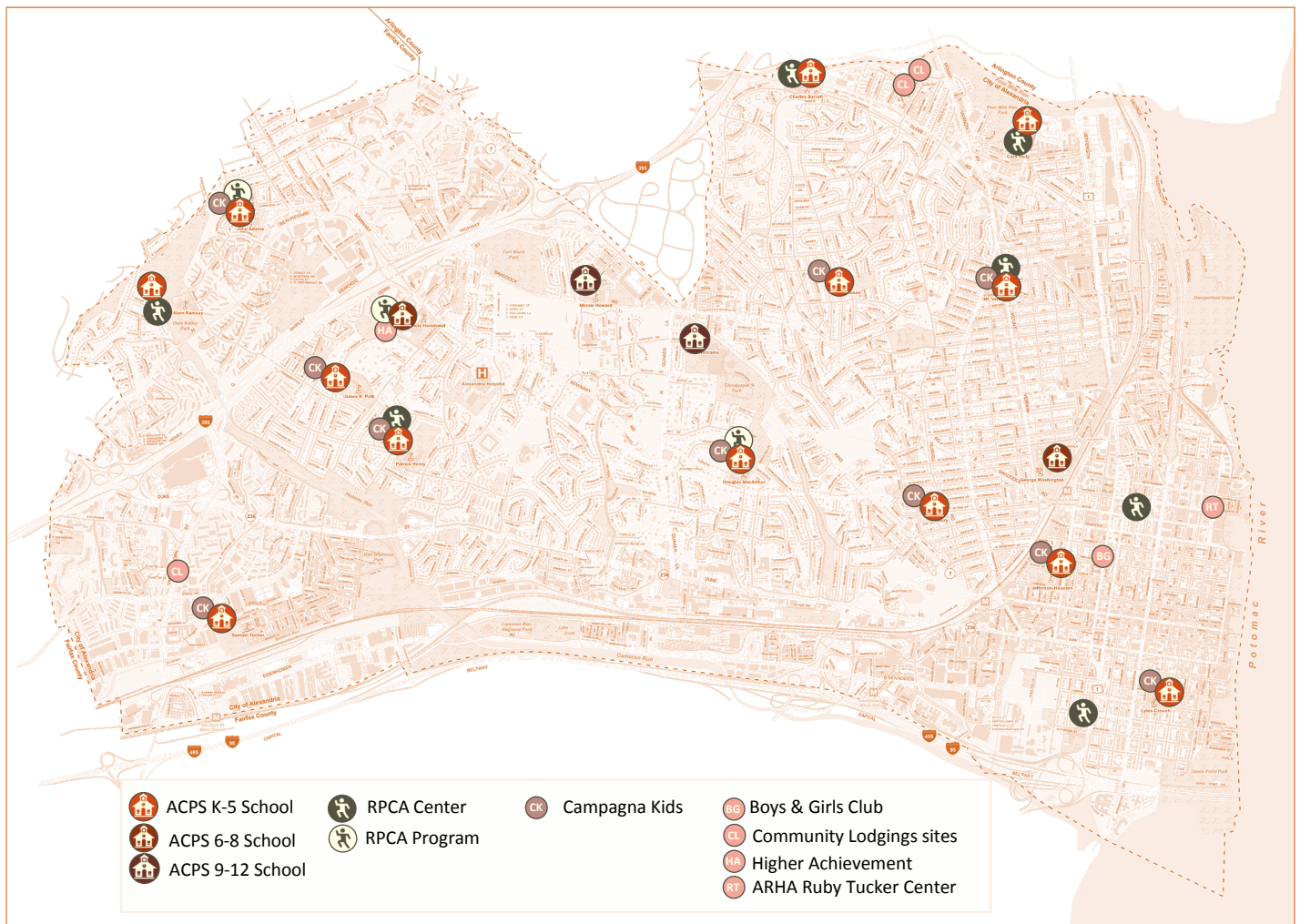
*Programs no longer in service

location of existing programs

Figure 4 below illustrates the spatial distribution of the OSTPs existing in 2014-15 and the proximity of each to the Alexandria City Public Schools (ACPS) building served.

It is important to note that qualifications for services vary for each program and some programs, such as those offered by Community Lodgings and the Alexandria Redevelopment Housing Authority (ARHA), are limited only to those children and youth who reside within their housing communities.

Figure 4



funding existing programs

Funding for the OSTPs existing in 2014-15 came from a variety of sources. Figure 5 below demonstrates the funding sources and the percentage of overall program funding that was provided from each source during the 2014-15 school year.

Figure 5

Organization	Program	Funding Sources				
		Federal	State	City	ACPS	Private
Alexandria Department of Recreation, Parks and Cultural Activities (RPCA)	Power-On Program	10%	0%	45%	0%	45%
	Teen Center	10%	0%	60%	0%	30%
	Therapeutic Recreation	5%	0%	70%	0%	25%
	Power-Up Program	10%	0%	45%	0%	45%
Alexandria Redevelopment Housing Authority (ARHA)	Ruby Tucker Learning Center	0%	0%	0%	10%	90%
Boys and Girls Club of Greater Washington	Dunbar Olympic Boys & Girls Club	1%	2%	7%	5%	85%
Higher Achievement	Alexandria Academy	0%	0%	3%	7%	80%
Community Lodgings, Inc.	Fifer Learning Center	0%	0%	11%	31%	58%
The Campagna Center	Campagna Kids	9%	0%	34%	18%*	39%

*Reflects in-kind contribution of space provided for program services

assessment of services

user satisfaction and service preferences

To understand what Alexandria families need and value most from OSTPs, two separate surveys were administered during June of 2017: user and current/potential user.

user survey

According to enrollment records, over three-quarters of Alexandria's youth participating in an after-school program attend one of the two largest OSTPs serving youth in Alexandria City: Power-On facilitated by the Alexandria Department of Recreation, Parks, and Cultural Activities (RPCA) and Campagna Kids facilitated by The Campagna Center. To assess the satisfaction and service preferences of families whose elementary-school-aged children participate in these two programs, a set of common questions were created by the OSTP Work Group and were included in both of the program's end-of-year user surveys. Two hundred and ninety two RPCA families completed the survey, for a response rate of 24%; and 218 of Campagna Kids families completed the survey, for a response rate of 29%.

highlights

Results from the user surveys conducted by both the RPCA Power-On staff and Campagna Kids staff include the following highlights:

- Families indicate a high level of satisfaction with current services (Figure 6).
- Families generally feel that the program services offered are worth the financial investments made (Figure 7).
- The most important program features indicated by families in both programs were enrichment activities, social skills, tutoring/homework help and physical fitness/sports (Figure 8).
- An increase in academic support was identified as the most common request by families across both programs. (figure 9).
- Over one-third of families surveyed recommended making no changes to the program (Figure 9).

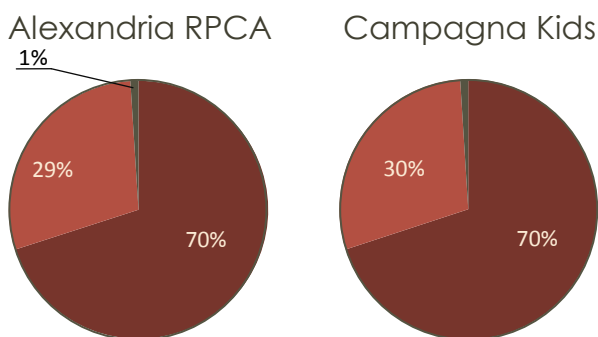
Participation in various structured out-of-school time activities has been shown to have the greatest impact and most positive effect on those who are most at-risk. Research suggests that out-of-school time programs can benefit youth socially, emotionally and academically, however those who participate more frequently and for longer periods of time are most likely to benefit from out-of-school time opportunities.

(Harvard Family Research Project 2006)



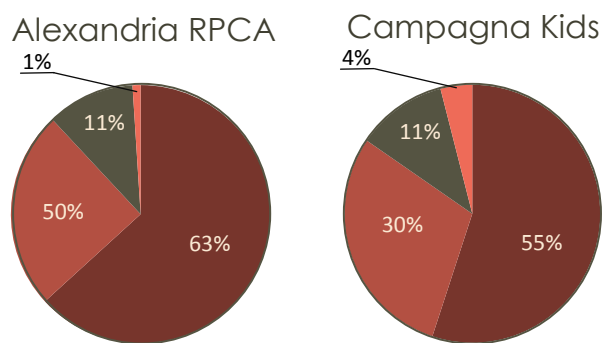
satisfaction

Figure 6



value

Figure 7



Very Satisfied	Satisfied	Not Satisfied	Very Satisfied	Satisfied	Not Satisfied
140	58	2	106	46	0

Excel-lent	Very Good	Good	Ade-quate	Excel-lent	Very Good	Good	Ade-quate
127	50	22	2	82	44	17	6

Figure 8

Most Important Program Features

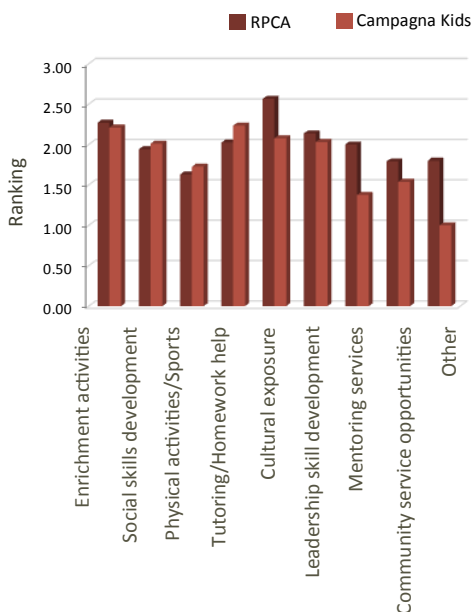
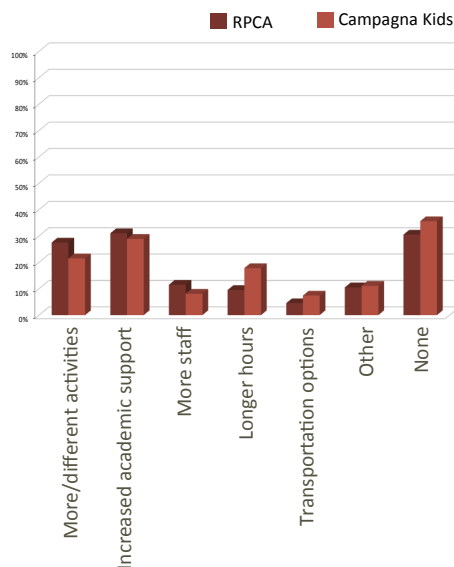


Figure 9

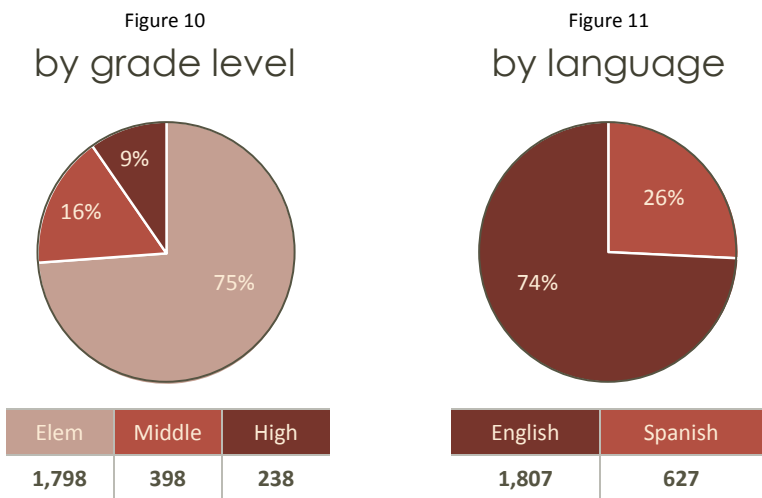
Preferred Program Changes, if any



current & potential user survey

To better understand the extent to which Alexandria families are utilizing OSTPs that provide services to students during afterschool hours, reasons why families may/may not choose to enroll their children in an OSTP, and what additional OSTP services families may need, ACPS distributed a survey division-wide to K-12 families. The survey was administered in the both English and Spanish to reflect the languages spoken by five percent or more of ACPS’ Limited English Proficient families.* Two thousand four hundred and thirty four ACPS families completed the survey. While the exact participation rate cannot be determined since the percentage of families with multiple children in school division is unknown, responses represented every grade level from each of the division’s elementary and secondary schools, completed the potential user survey.

total participants = 2,434



highlights

Results of the current & potential user survey across all grade levels include the following highlights:

- Less than half of all families (43%) indicate that their child is enrolled in any afterschool program (Figure 12).
- For students attending an afterschool program, most attend 4 to 5 days per week (38%) (Figure 13).
- RPCA serves the highest number of students during afterschool hours (Figure 14).
- Cost is the number one reason families give for their child not attending an afterschool program (Figure 15).
- The primary reason families indicate that they do/would enroll their child in an afterschool program is to gain skills for school success (Figure 16).
- Families identify summer care as the greatest OSTP need following afterschool services (Figure 17).

*Percentage of language representation by School Division that the Department of Justice recommends written translation of documents for.

Figure 12

During the hours of 3pm to 6pm, does your child attend an after-school program?

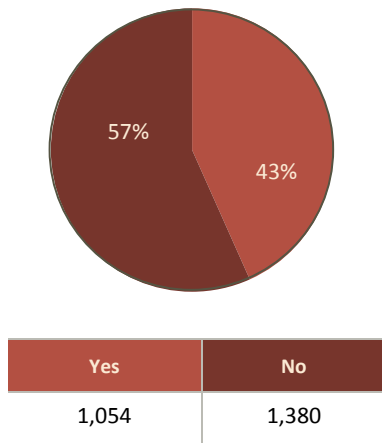


Figure 13

How often does your child attend?

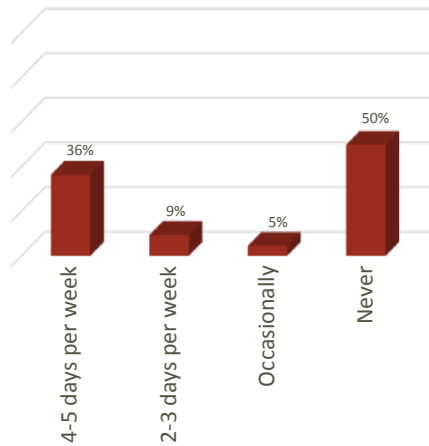


Figure 14

If your child attends an afterschool program, please select which one:

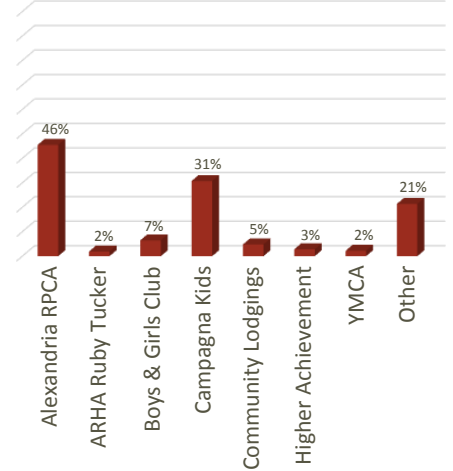


Figure 15

If your child does not attend an afterschool program, please indicate why not.

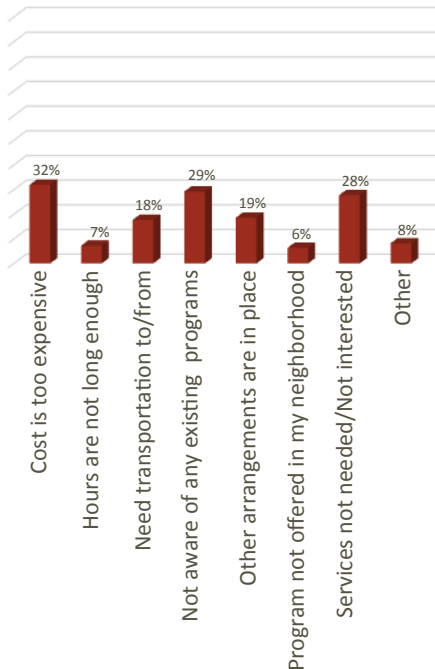


Figure 16

Please identify why you do/would enroll your child in an afterschool program.

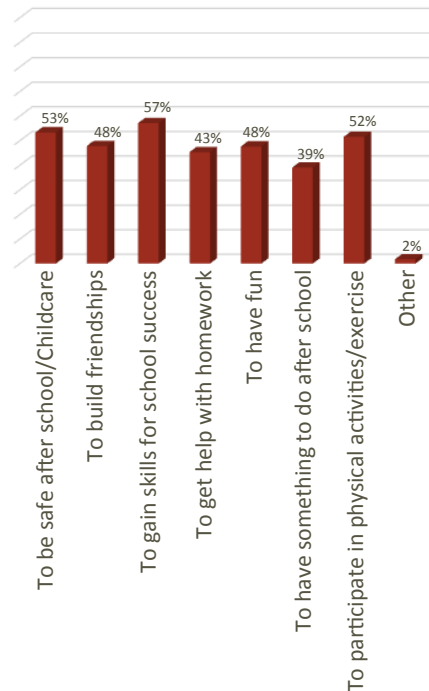
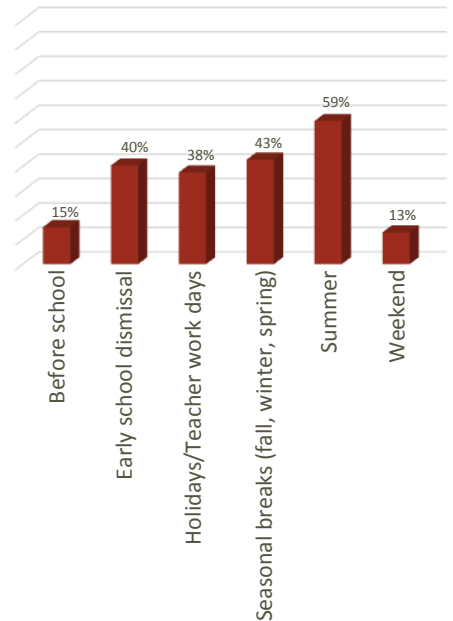


Figure 17

What other type of out-of-school programming does your family need for your school-age child?



elementary school (grades K-5)

Below are the outcomes of the current/potential user survey for parents/guardians of ACPs students in grades K-5 and demonstrated by the language the survey was completed in (English/Spanish).

Figure 18

During the hours of 3pm to 6pm, does your child attend an after-school program?

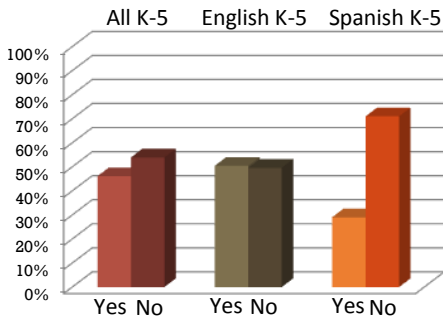


Figure 19

How often does your child attend?

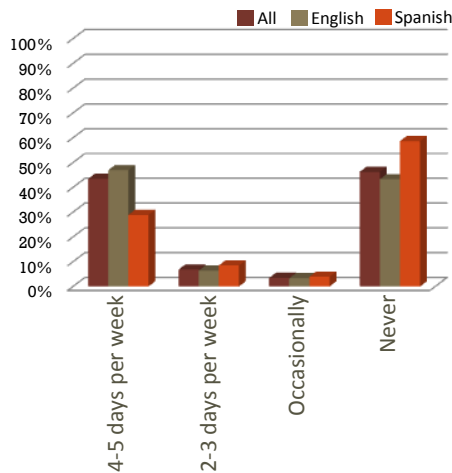


Figure 20

If your child attends an afterschool program, please select which one:

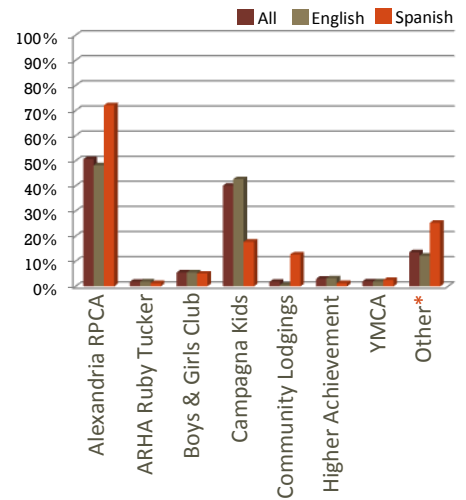


Figure 21

If your child does not attend an afterschool program, please indicate why not.

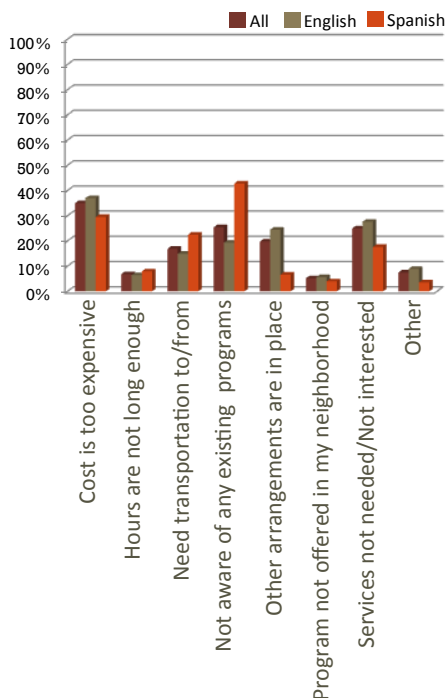


Figure 22

Please identify why you do/would enroll your child in an afterschool program.

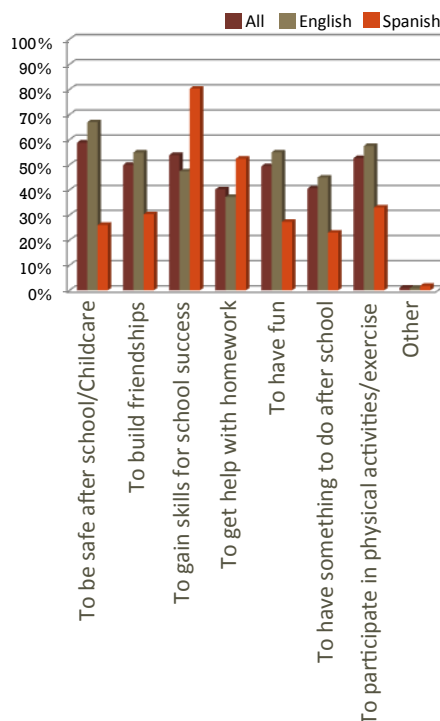
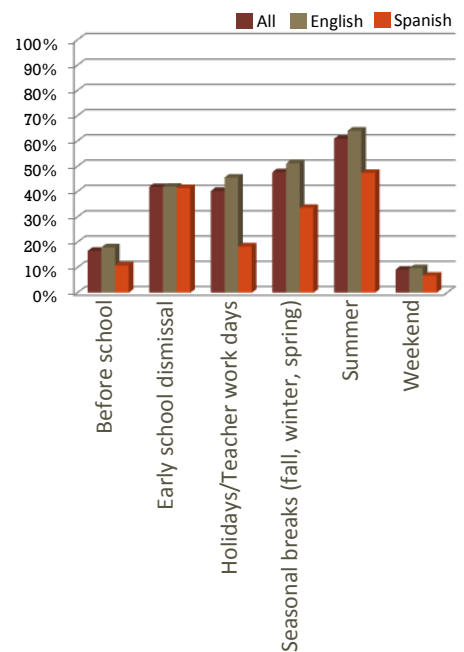


Figure 23

What other type of out-of-school programming does your family need for your school-age child?



*Other was identified as PTA-sponsored/afterschool enrichment programs for the majority of K-5 families completing the survey in English (47%) while afterschool tutoring was identified the most often for K-5 families completing the survey in Spanish (55%).

highlights

Results from the potential user survey for families with children in elementary school include the following highlights:

- Less than half of all families (46%) indicate that their elementary-school-aged child is currently enrolled in an afterschool program; Families completing the survey in English are 40% more likely to indicate that their elementary-school-aged-child attends an afterschool program than families completing the survey in Spanish (Figure 18).
- For elementary-school students attending an after-school program, the greatest percentage (43%) attend between 4 to 5 days per week (Figure 19).
- The RPCA serves the highest percentage of elementary-school students in Alexandria (51%) followed by the Campagna Kids (40%); Families completing the survey in English are nearly 2.5 times more likely to report that their elementary-school-aged child attends Campagna Kids as compared to families completing the survey in Spanish (Figure 20).
- Cost is the number one reason that families give for their elementary-school-aged child not attending an after-school programs; Families completing the survey in Spanish are more likely to cite transportation issues and/or indicate they are unaware of any existing programs while families completing the survey in English are more likely to not be interested in programming and/or have other arrangements in place (Figure 21).
- Safety/childcare is the primary reason families indicate they do/would enroll their elementary-school-aged child in an afterschool program; Families completing the survey in Spanish are more likely to indicate interest in programs that provide homework help and/or that help their child gain skills for school success compared to families completing the survey in English (Figure 22).
- Families of elementary-school-aged children indicate that in addition to afterschool care, summer care is the greatest other need for out-of-school time services (Figure 23).

Low household income appears to be a persistent barrier. The gap in OSTP activity participation, at the national level, between low-income 6- to 11-year-olds and their non-low-income counterparts was 27 percentage points in 2011-12, and 29 percentage points for 12- to 17-year-olds.

(ChildTrends, 2014)



middle school (grades 6-8)

Below are the outcomes of the current/potential user survey for parents/guardians of ACPs students in grades 6-8 and demonstrated by the language the survey was completed in (English/Spanish).

Figure 24

During the hours of 3pm to 6pm, does your child attend an after-school program?

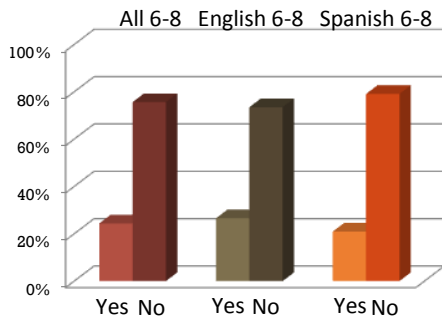


Figure 25

How often does your child attend?

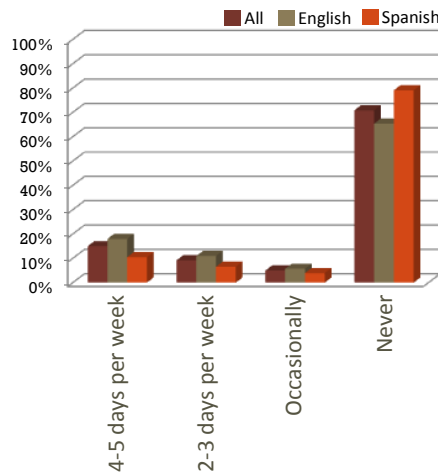


Figure 26

If your child attends an afterschool program, please select which one:

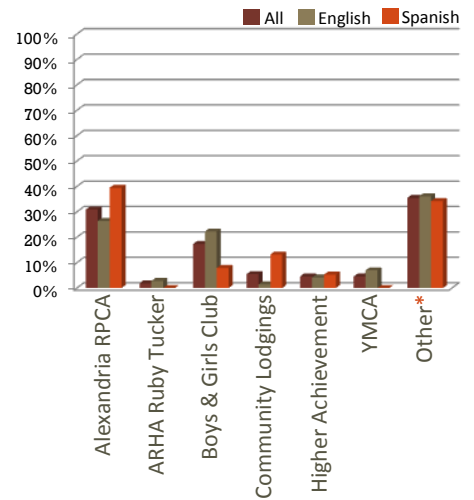


Figure 27

If your child does not attend an afterschool program, please indicate why not.

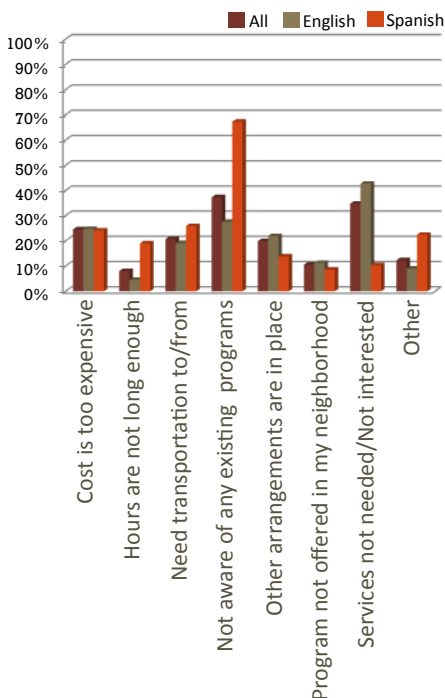


Figure 28

Please identify why you do/would enroll your child in an afterschool program.

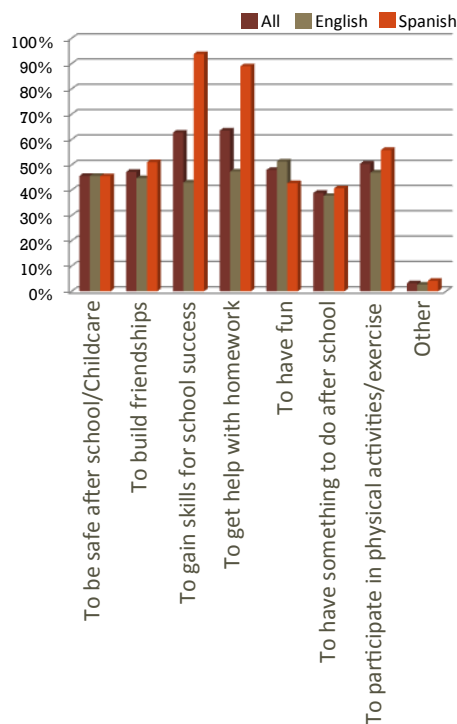
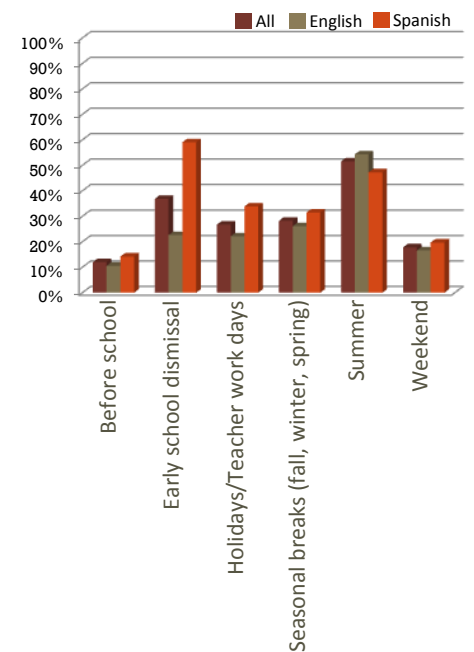


Figure 29

What other type of out-of-school programming does your family need for your school-age child?



*Other was identified as sports by the majority of middle school families completing the survey in English (42%) while afterschool tutoring was identified the most often by middle school families completing the survey in Spanish (80%).

highlights

The results from the potential user survey for families with children in middle school include the following highlights:

- Less than a quarter of all families with middle-school children (24%) indicate that their child is currently enrolled in an after school program (Figure 24).
- The rate of participation in afterschool programming is lowest among middle-school-aged youth with a low percentage (15%) participating 4-5 days per week (Figure 25).
- While the RPCA serves the highest percentage of middle-school students (31%), a higher percentage of families indicate that their middle-school-aged child does not attend any of the existing OSTPs but instead participates in other opportunities, including sports, afterschool tutoring services and school-based clubs (35%) (Figure 26).
- Families completing the survey in English are 4 times more likely to indicate they do not need and/or are not interested in programming while families completing the survey in Spanish are nearly 2.5 times more likely to indicate they are not aware of any existing programs (Figure 27).
- To receive help with homework is the primary reason families of middle-school-aged youth indicate they do/would enroll their child in an afterschool program; however families completing the survey in Spanish are significantly more likely to demonstrate interest in programs that help their child gain skills for school success or receive homework help compared to families completing the survey in English(Figure 28).
- Families of middle-school-aged youth indicate that in addition to afterschool care, summer care is the greatest other need for out-of-school time services (Figure 29).

The afterschool hours are the time that middle-school students are most likely to experiment with drugs, alcohol, and tobacco and engage in other unsafe or dangerous behaviors. When these kids have a place to go that is staffed by caring adults, they are much less likely to engage in this kind of unhealthy behavior.

(National Institute on Out-of-School Time, 2017)



high school (grades 9-12)

Below are the outcomes of the current/potential user survey for parents/guardians of ACPs students in grades 9-12 and demonstrated by the language the survey was completed in (English/Spanish).

Figure 30

During the hours of 3pm to 6pm, does your child attend an after-school program?

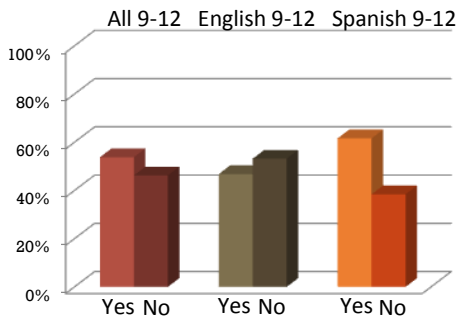


Figure 31

How often does your child attend?

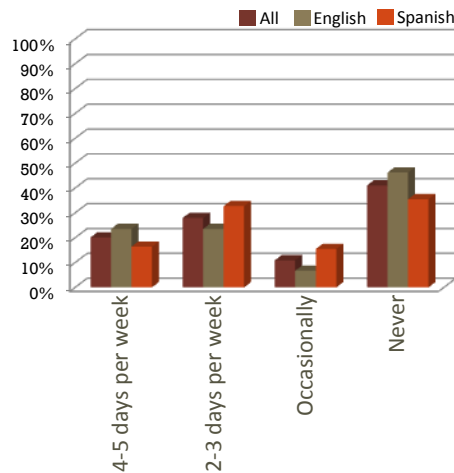


Figure 32

If your child attends an afterschool program, please select which one:

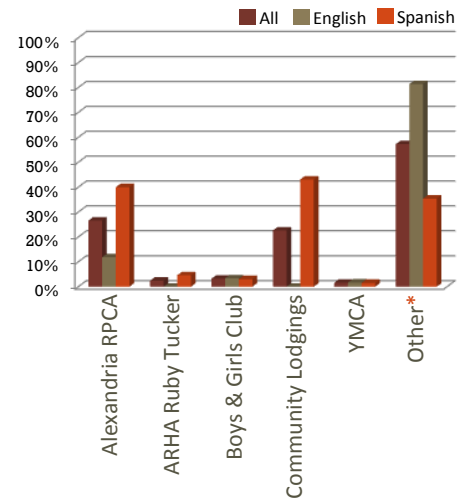


Figure 33

If your child does not attend an afterschool program, please indicate why not.

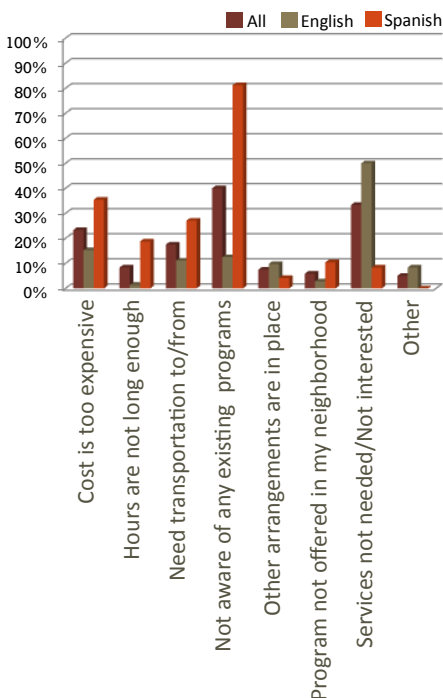


Figure 34

Please identify why you do/would enroll your child in an afterschool program.

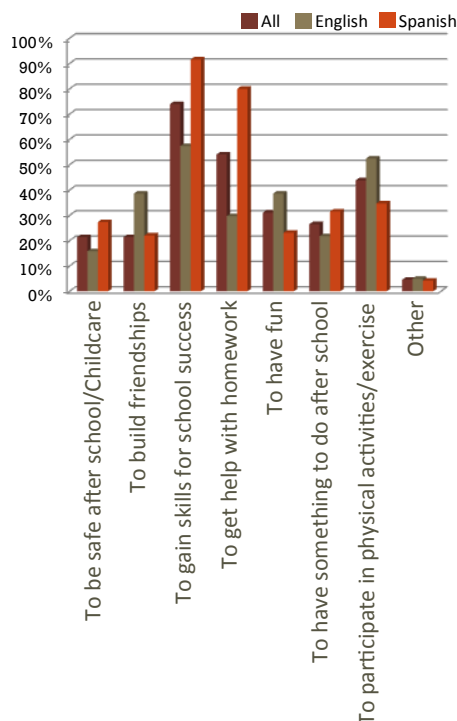
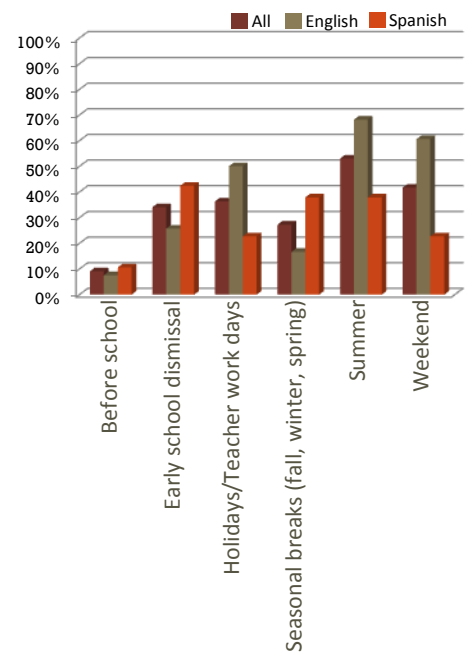


Figure 35

What other type of out-of-school programming does your family need for your school-age child?



*Other was identified as sports for the majority of high-school families completing the survey in English (59%) while afterschool tutoring was identified the most often for high-school families completing the survey in Spanish (74%).

highlights

Results from the potential user survey for families with high school students include the following highlights:

- Roughly half of all families with a student in high-school (54%) indicates that their high-school-aged-child participates in an afterschool program (Figure 30).
- High school students are more likely to attend programming between 1 to 3 days per week (Figure 31).
- The highest percentage of families (57%) indicate their high-school-aged-child does not attend any of the existing OSTPs but instead participates in other opportunities, including sports, after-school tutoring services and school-based clubs (Figure 32).
- Families of high-school students completing the survey in English are 6 times more likely to indicate they do not need and/or are not interested in programming while families completing the survey in Spanish are nearly 6 times more likely to indicate they are not aware of any existing programs (Figure 33).
- The primary reason families of high-school students indicate they do/would enroll their high-schooler in an afterschool program is to help them gain skills for school success (74%); however families completing the survey in Spanish are significantly more likely to demonstrate interest in programs that help their child gain skills for school success or receive homework help compared to families completing the survey in English (Figure 34).
- Families of high-school-aged students indicate summer care to be the greatest other need for out-of-school time services; however parents of high-schoolers are more likely than parents of any other grade level to indicate a need for services during the weekend (Figure 35).

Out-of-school time programs offer teens, especially those living in disadvantaged urban areas, a welcome retreat from the streets and a place to be with friends.

(ChildTrends, 2009)



recommendations

The following recommendations made by the OSTP Work Group are based on: 1) the demonstrated gaps in existing OSTP services in Alexandria; 2) needs identified by families who are current and potential users of Alexandria's existing OSTPs; and 3) best practice research as it relates to improving the academic, social/emotional and health/wellness needs of Alexandria's youth through the provision of OSTP services.

leadership

- Extend the initial charge of the OSTP Work Group to ensure a continued focus and commitment to OSTP services in Alexandria
- Identify and consider funding options to maintain and expand OSTP in Alexandria

ostp work group

- Coordinate, plan and implement Alexandria's first annual Out-of School Time Summit designed to offer an ongoing platform for collaboration, professional development and the alignment of OSTP services citywide

The first forum, to take place during the 2017-18 school year, will focus on integrating student support services received during the school day with programming provided during afterschool hours. OSTP and other community provider staff will have the opportunity to participate in a variety of trainings, to be facilitated by ACPS Student Support Team staff, including the following:

- Implementing Positive Behavior Intervention and Supports (PBIS)
- Engaging in Restorative Practices (i.e. Community Circles)
- Working with Students with Special Needs
- Supporting English Learners
- Collaborate with ACPS Offices of School Business and Community Partnerships and Communications to increase families awareness of existing OSTP services and the cost options available to them (i.e. sliding scale)
- Expand available services to meet the afterschool and weekend needs of middle-and high-school school-aged youth in Alexandria, including Charles Houston and Cora Kelly Teen Centers
- Determine OSTP standards, based on best-practice research, to be established as guidelines for the delivery of afterschool service provided across the city of Alexandria
- Continue the collection of data, including the facilitation of annual OSTP user and potential user surveys; increase opportunities to capture information across the multitude of races/ethnicities and language groups served in Alexandria to better identify specific needs and target services appropriately

continued focus

Alexandria's City Council, ACPS School Board and the OSTP Work Group will continue to focus on a strategic effort to better address the following characteristics of high-quality OSTP services:

learning environments and curriculum

- Increasing opportunities for the integration of project-based learning aligned with ACPS curriculum as a component of OSTP services
- Hiring of certified educators to support students learning during out-of-school times

program planning and developments

- Collaboration with ACPS to provide ongoing professional development opportunities to Alexandria's OSTP staff necessary to align in-school and out-of-school services
- Collaboration across City agencies, community organizations and ACPS to identify shared space for the provision of needed OSTP services to Alexandria's children and youth, including increased opportunities on the west side of the City

a community perspective

Twenty-two local community organizations serving Alexandria's children and youth during afterschool hours participated in a 2015-16 focus group of the OSTP Work Group to identify the components critical to a coordinated OSTP effort in Alexandria. The components identified were:

- shared descriptive database
- staff/volunteer recruitment and training
- annual providers summit
- local standards of quality
- shared vision and common outcomes
- pooling of resources to strengthen curriculum
- public webpage for City OSTP opportunities
- knowledgeable providers



appendix

out-of-school-time work group

The Out-of-School Time Work Group consists of staff representatives from the Department of Recreation, Parks and Cultural Activities (RPCA), Department of Community and Human Services (DCHS), Alexandria City Public Schools (ACPS) and the Campagna Center, reaching the largest segment of school age children and youth. Participation was expanded at each phase of the implementation process to ensure broad community and stakeholder input.

committee members—

Alexandria RPCA	Alexandria DCHS	Alexandria ITS	ACPS	The Campagna Center
James Spengler Margaret Orlando William Chesley	Kate Garvey Ron Frazier Debbie Anderson	James Bryant Jason Agatone	Julie Crawford Shanna Samson	Tammy Mann Edith Hawkins

10 characteristics of quality ostp

Below are the 10 characteristics of high-quality OSTPs included in the Core Knowledge and Competencies Framework produced by the National AfterSchool Association.

1. child/youth growth and development

Knows the typical benchmarks of growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.

2. learning environments and curriculum

Creates a high-quality learning environment and implements age-appropriate curricula and program activities.

3. child/youth observations and assessment

Understands and applies observation and assessment techniques and tools to meet individual needs.

4. interactions with children and youth

Recognizes the importance of relationships and communication in the practice of quality child and youth care, and implements guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

5. youth engagement

Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.

6. cultural competency and responsiveness

Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.

7. family, school and community relationships

Builds on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth services.

8. safety and wellness

Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

9. program planning and development

Supports staff and serves as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

10. professional development and leadership

Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

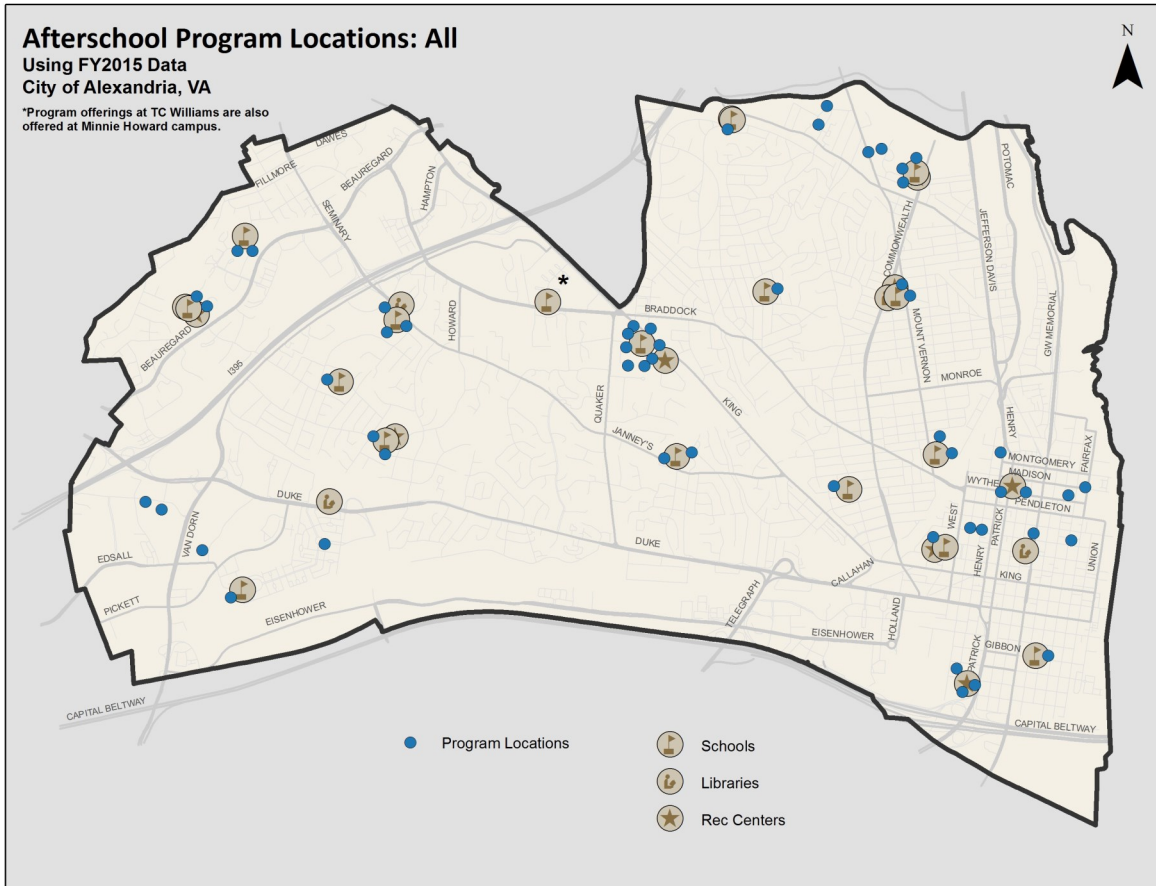
additional afterschool opportunities

Below is a comprehensive list of all programs that received funding directly from the City of Alexandria, the Alexandria Fund for Human Services and/or Alexandria City Public Schools and that provided afterschool services to Alexandria students at various days and times during the 2014-15 school year, including those that do not meet the established OSTP definition.

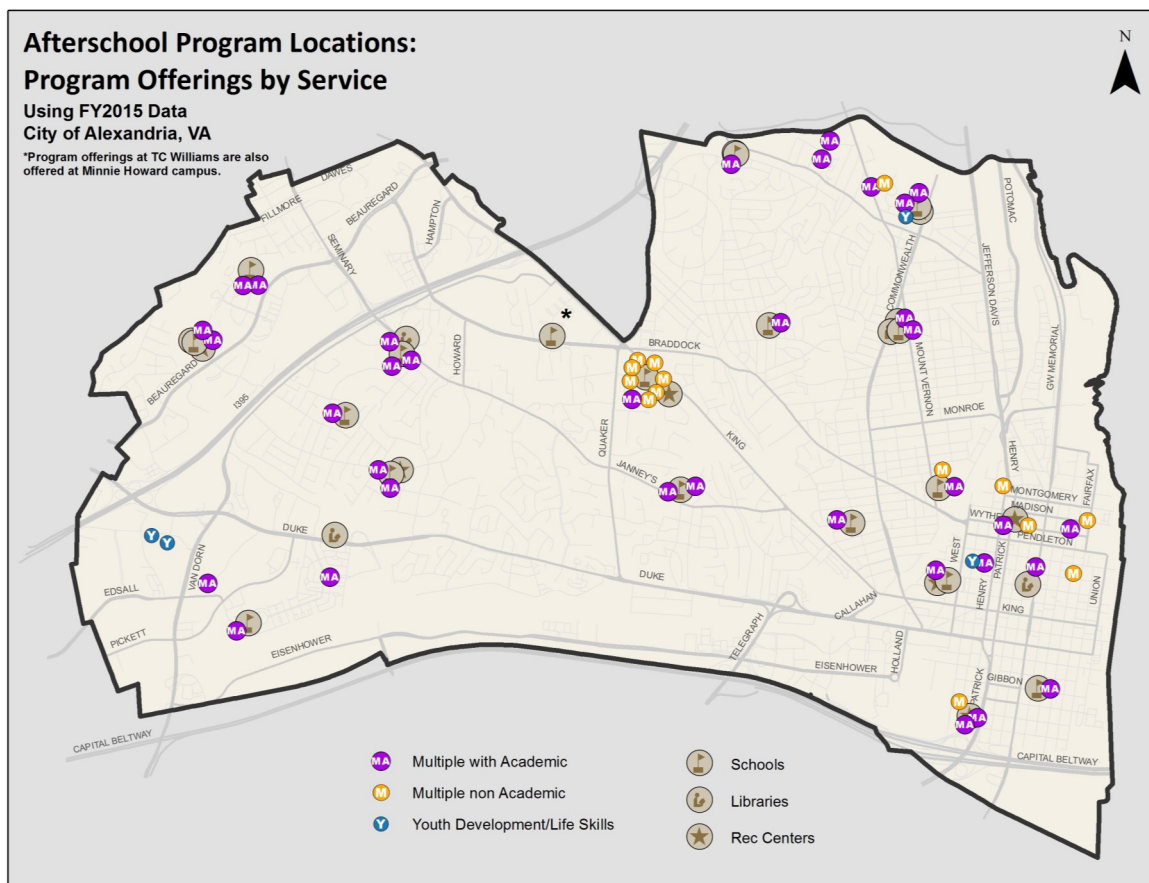
Organization	Program	Locations	Capacity	Enrolled	Grades	Days	Sessions
Alexandria Department of Recreation, Parks and Cultural Activities (DRPCA)	Power-On Program	Charles Barrett Recreation Center Charles Houston Recreation Center Cora Kelly Recreation Center Douglas MacArthur Recreation Center John Adams Recreation Center Mt. Vernon Recreation Center Patrick Henry Recreation Center William Ramsay Recreation Center	1,260	1,148	K-6	Monday - Friday 2:30pm - 6:00pm	After-school, Seasonal Breaks, Summer
	Power-Up Program*	Francis C. Hammond Middle School	125	45	6-8	Mon-Fri 3:15pm - 6:00pm	After-school
			150	116	5-9	Mon-Fri 9:00am - 6:00pm	Summer
	Teen Center	Cora Kelly Recreation Center	70	22	6-9	Monday - Friday 3:00pm - 7:00pm	After-school, Seasonal Breaks
	Therapeutic Recreation	Nannie J. Lee Recreation Center	30	28	K-12	Monday - Friday 2:30pm - 6:00pm	After-school, Seasonal Breaks, Summer
Alexandria Department of Community and Human Services	Girls Circle		30	14	6-8	Monday & Wed 3:20pm-4:10pm	After-school
Alexandria Redevelopment Housing Authority (ARHA)	Ruby Tucker Learning Center	322 Tancil Court Alexandria, Virginia 22314	65	65	K-12	Monday - Friday 2:30pm - 6:00pm	After-school, Seasonal Breaks, Summer
Alexandria Seaport Foundation	Hammer-Heads Club	George Washington Middle School	200	185	6-7	Tuesday & Thurs 3:15pm-4:15pm	After-school
Best Buddies	Best Buddies Middle and High School Project	Francis C Hammond Middle School George Washington Middle School T.C. Williams High School	Open	101	6-12	varies	Varies
Boys and Girls Club of Greater Washington	Dunbar Olympic Boys & Girls Club	401 N. Payne Street Alexandria, Virginia 22314	500	375	K-12	Monday - Friday 2:30pm - 8:00pm	After-school, Seasonal Breaks, Summer
Bridges to Independence	Pathways to a Better Future	1108 Jefferson Street Alexandria, Virginia 22314	30	30	6-12		

Organization	Program	Locations	Capacity	Enrolled	Grades	Days	Sessions
Capital Youth Empowerment Program	Project Success	401 N. Payne Street 25 W. Reed Street 5920 Stevenson Avenue 200 South Whiting Street	180	177	6-12	Varies (2 days/wk; 1.5 hrs/day)	After-school
Concerned Citizens Network of Alexandria	Rise and Reach for Excellence	Francis C. Hammond Middle School	40	40	6-8	Monday-Thurs 3:15pm-5:15pm	After-school
Community Lodgings, Inc.	Learning Centerc	Fifer Learning Center 607 Notabene Drive Alexandria, Virginia 22305 Brookside Learning Center 601 Four Mile Road Alexandria, Virginia 22305 Brent Place Learning Center 375 South Reynolds Place Alexandria, Virginia 22314	195	142	K-12	Monday-Friday 2:45pm-8:30pm	After-school, Seasonal Breaks, Summer
	Alexandria Academy	Francis C. Hammond Middle School	90	70	5-8	Monday, Tuesday & Thursday 2:30pm-6:00pm	After-school, Summer
Liberty's Promise	Civics and Citizenship	T.C .Williams High School	300	250	9-12	Monday & Wed 3:30pm-5:30pm	After-school
Tenants and Workers	Youth Educated and Active	3801 Mt. Vernon Avenue Alexandria, Virginia 22305	varies	varies	6-12	varies	After-school, Summer
The Art League	Space of Her Own (SOHO)	305 Madison St Alexandria VA	15	12	5	Tuesday 4:00pm-8pm	After-school
The Campagna Center	Building Better Futures	T.C. Williams High School	115	143	9-12	Tuesday & Thursday 3:30pm-5:30pm	After-school
	Campagna Kids	George Mason Elementary School James K. Polk Elementary School Jefferson Houston School John Adams Elementary School Lyles Crouch Traditional Academy MacArthur Elementary School Matthew Maury Elementary School Mount Vernon Community School Patrick Henry Elementary School Samuel Tucker Elementary School William Ramsay Elementary School	1,496	765	K-5	Monday-Friday 2:30pm-6:00pm	After-school, Seasonal Breaks, Summer
The Reading Connection	Read A-Loud and Family Reading Workshops	ALIVE! ARHA Ruby Tucker Center Carpenter Shelter	100	70	K-5	Read-a-Louds Vary 1 hr/session	After-school
Wright to Read	Literacy Tutor Mentor Program	City-wide	125	89	K-5	varies	After-school, Seasonal Breaks, Summer

The maps below illustrate the locations and the services offered by the additional programs serving Alexandria's children and youth during afterschool hours in FY 2015.



Map 1: Afterschool Program Locations



Map 2: Afterschool Program Offerings by Service Type

The following three maps illustrate the location of the additional afterschool programs in Alexandria by the educational grade level of the children and youth served during 2014-15 school year.

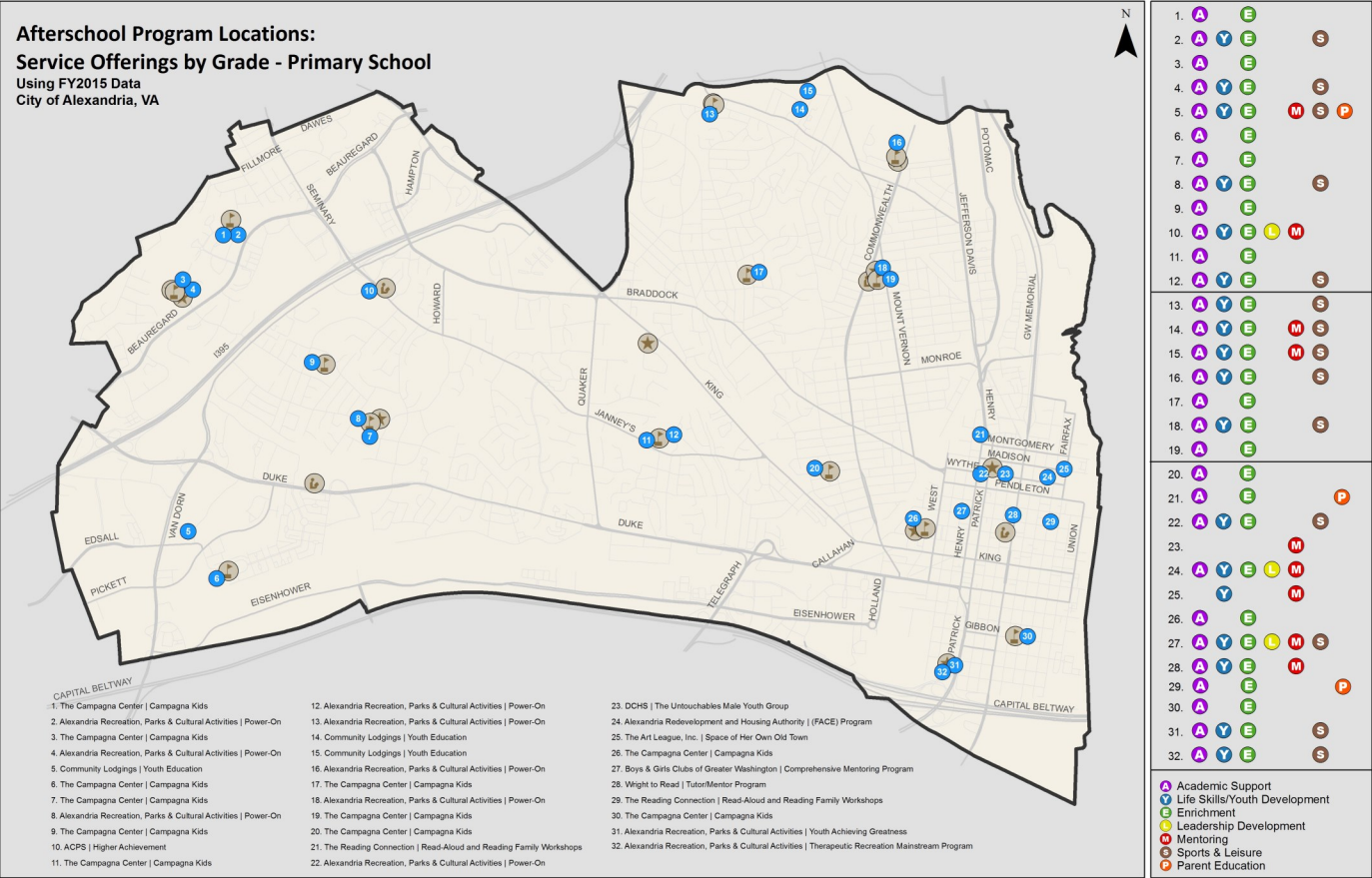


Figure 3: Locations for Programs Serving Elementary School Students (K-5)

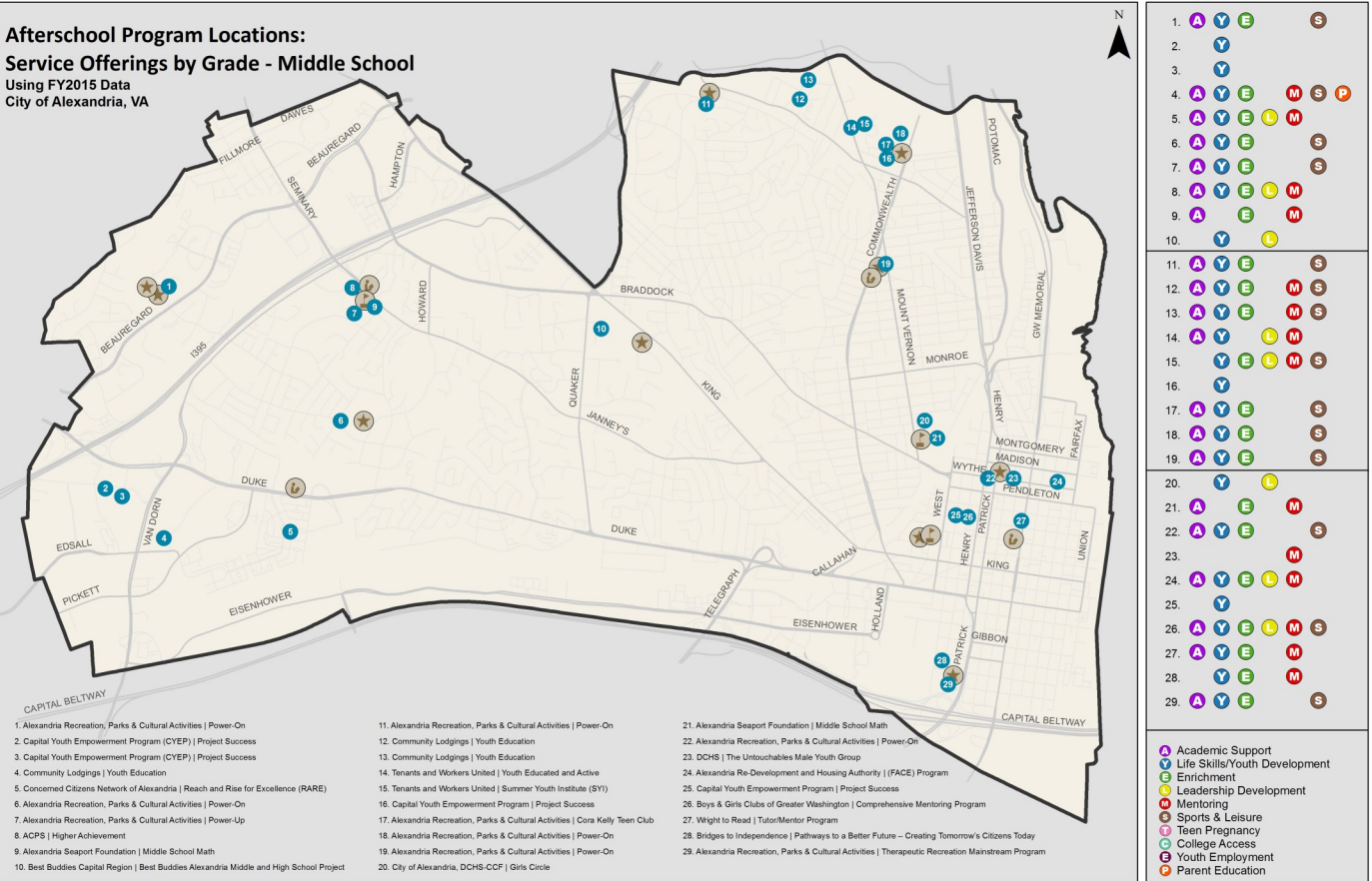


Figure 4: Locations for Programs Serving Middle School Students (6-8)

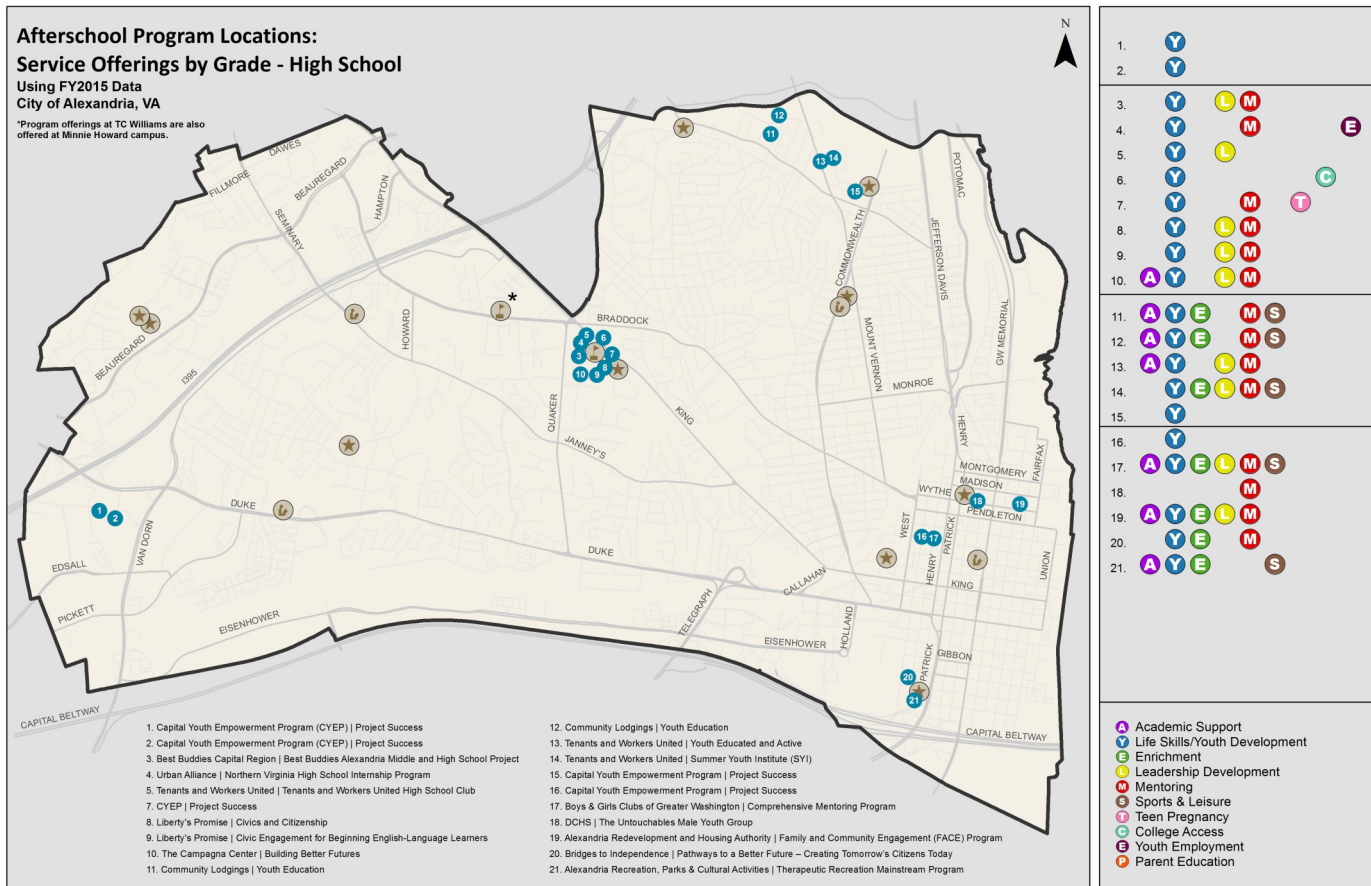


Figure 4: Locations for Programs Serving High School Students (9-12)

A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness.

(Harvard Family Research Project 2006)



