

AFTER-SCHOOL GROWS UP



Chicago: After School Matters By Tony Proscio

How Four Large American Cities Approach Scale and Quality in After-School Programs



Photographs courtesy of After School Matters.

Chicago

After School Matters (ASM)

BY TONY PROSCIO

IF THERE WERE A TEXTBOOK for launching a new public-private initiative in after-school services (or in any other young and comparatively unorganized field), it would no doubt offer prudent advice like: Take time to plan all the early moves before you start. Tackle the easier tasks and manageable problems first. Build on activity already under way. And start forming partnerships with organizations that already have some history of working together. In short, to borrow some management clichés of the moment: Map your strategy and harvest the “low-hanging fruit” first. If there were such a textbook for after-school programs, it probably wouldn’t have sold well in Chicago.

Instead, Chicago’s newest and most ambitious after-school program, called After School Matters (ASM), seemed to start by going deliberately after the highest and rarest fruit first, guided by only the sketchiest of maps. Instead of starting with young children, who are generally considered easier to recruit and retain in after-school programs, the Chicagoans focused on teenagers. Instead of starting with a year or so of planning and team-building, which some potential funders encouraged, ASM’s founding chair, Maggie Daley, says “we went straight into

action. A drawn-out planning process just isn’t our style.” Instead of organizing a leadership team among already-friendly agencies with collaborative backgrounds, it enlisted three city departments with histories of mutual rivalry and fiercely guarded independence (two of them even have their own, separate governing boards and funding authorities). Instead of setting up relatively simple, low-cost activity like homework help or pick-up ball games, After School Matters created paid apprenticeships, in which students learn from master practitioners, draw a small weekly stipend, and develop marketable skills that can lead directly to summer or part-time jobs.

One piece of conventional advice did apply in Chicago: After School Matters started with something that was already working, and built from there. The precedent, by then roughly a decade old, was a summer and after-school arts program called Gallery 37 (named for an undeveloped downtown lot, designated Block 37, where the program held its early programs under a tent). The success of Gallery 37 had grown from a single day camp for teenage artists to a large, nationally acclaimed network of master classes and academies in up to 40 schools around the city. Maggie Daley, the wife of Mayor Richard M. Daley, was a founder of Gallery 37, and was fairly sure that the

same idea would be useful for high schoolers of all sorts, including those whose interests and talents lay in fields other than the arts. With strong support from her husband, the mayor, Mrs. Daley set out to complete the Gallery 37 vision with additional programs like Tech 37, for budding programmers and Web designers; Sports 37 for aspiring day-camp counselors, lifeguards, and coaches’ aides; and later Words 37, for budding storytellers, broadcasters, journalists, and communicators of all sorts.¹

Taken together, in Mrs. Daley’s vision, these programs or some variation on them should be available to as many as half the city’s high school students by 2007. After School Matters would achieve that goal first by marshalling the forces of — at a minimum — the city’s three most relevant bureaucracies: the Park District, the Chicago Public Schools, and the library system. It would meanwhile enlist help from nonprofit organizations around Chicago to implement, expand, and adapt the basic model.

But apart from building on the strength of Gallery 37, and growing from a few initial high schools to a wide cross-section of the city, the creation of After School Matters has seemed less like a case of cautious incrementalism than something more like a Big Bang. For example, to carry out such an ambitious and

1 The After School Matters programs and their history are described in much greater detail in a related publication, “No Idle Hours: Making After-School Time Productive and Fun for Chicago Teenagers,” 2002, available from The After School Project, 180 West 80th Street, Second Floor, New York, NY, 10024, or at

diverse program, Mayor and Mrs. Daley set up After School Matters as a whole new nonprofit organization that is not just a funding intermediary or source of technical assistance, but the direct provider of most of the initial programs. At the time this is written, in its fourth year of operation, After School Matters runs programs — either directly or with nonprofit groups — in 24 of the city’s 95 high schools, each of which offers the whole menu of apprenticeships plus a more loosely structured recreation program, called Club 37. Unlike the apprenticeships, the clubs let students drop in anytime for activities with adult supervision and coaching, but with no stipends and no requirements.

From a pilot launch in six schools, beginning in the 2000-01 school year, After School Matters had spread to 18 schools by the end of 2002-03. (Given its ten-year head start, Gallery 37 was then operating on its own in roughly a dozen other places.) As this report is written, in the fall semester of 2003-04, the full roster of clubs and apprenticeships is running three days a week in 24 schools, with a projected expansion to 48 — just under half of all Chicago public high schools — by the end of the 2006-07 academic year, three years from the date of this publication.

It is not necessarily a goal for After

School Matters to reach every high school in the city, even in the long run. “There are many high schools in Chicago that have great programs for teens after school,” says Executive Director Nancy Neir Wachs. “We’re not the only ones doing anything for teens. There are some excellent programs in some places. But we are the only ones with regular after-school activities for teens in the most underserved schools. And those are the first schools where we made it a point to be involved.”

Apprenticeships at most locations are limited to not many more than 100 students — 20 each in the arts, technology, communications, lifeguarding, and general sports — plus another 30, on average, in any given day’s club session. The total amounts to just over 10 percent of the total enrollment of the average participating high school. Overall, the apprenticeships serve about 3,300 students a semester, plus another 3,600 or so in clubs.

Structure and Start-up

AT ITS HEART, After School Matters is built on a three-way collaboration among the schools, parks, and libraries. This seemed at first, to many insiders, like an improbable alliance. The three bureaucracies share, as an executive of one of them put it, “a

historical animosity dating back many years... ‘Your school kids disrupt my parks and libraries,’ ‘your libraries don’t serve my students,’ ‘your programs aren’t run well enough to use my facilities,’ all the Balkanization and rivalry you’d expect from longstanding bureaucracies with separate professional credentials, separate unions, separate missions, separate ways of doing business.” Although Mayor Daley gained effective control of the Chicago Public Schools in 1995, the school board and the Park District board retain many hallmarks of legal autonomy, including separate revenue streams, labor contracts, and internal management structures. On paper, only the library system answers directly to the mayor, though in reality none of them can do much without his approval.

To unite these traditional rivals into a single coherent program, Mayor and Mrs. Daley turned to one of the city’s top-ranking public officials, B.J. Walker. With the official title “chief of human infrastructure,” Ms. Walker is the mayor’s coordinator of city programs dealing with youth, poverty, housing, and human services. The head of one city agency described her role this way: “On human service issues, when you’re dealing with B.J., you’re dealing with the mayor — except that she’s the part of the mayor that’s always paying attention to you.” To forge an alliance among the schools,

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parks, and libraries, Ms. Walker devoted roughly one-third of her time for more than a year, working the phones and the city e-mail networks, personally talking wary principals and park officials into cooperating with the program, navigating around liability issues and other logistical roadblocks, and occasionally arm-wrestling the more recalcitrant employees and middle managers, until the program came together in 2000.

While Ms. Walker and the mayor were lining up the city bureaucracy, Mrs. Daley and a newly recruited staff were organizing After School Matters as a new nonprofit, modeled partly on Gallery 37. For the first few years, After School Matters took shape around four program themes: arts, tech, sports, and lifeguarding. The fifth, communications, was added two years later. Within After School Matters, each of these themes had a program director coordinating the staff recruitment, curriculum development,

and job opportunities for that branch of activity — as well as school and community liaison, quality control, and all-around troubleshooting — at each of the six, then 12, then 18 pilot sites.

Not surprisingly, by the second or third year, the workload for these coordinators became nearly impossible. Not only were there too many far-flung sites for each person to cover — programs were going on in neighborhoods across all of Chicago's 227 square miles, an area more than four times the size of Boston — but increasingly the challenges had less to do with mastery of a given discipline, and more to do with managing general operational problems site-by-site, community-by-community, and bureaucracy-by-bureaucracy. Eventually, After School Matters decided that the coordination work needed to be organized by region, rather than discipline. As the program grew, it became more important for staff to build relationships in a given set

of communities and among the participating agencies, officials, and organizations in each place — to visit often, anticipate problems, and view the program in its totality — than to be masters of a given technical skill.

That will become increasingly important in ASM's next phase of growth, in which more (and often smaller) nonprofit community organizations will take responsibility for much of the expansion to new sites and new branches of activity. In the early years, After School Matters struck working partnerships mainly with nonprofits they called "teaching organizations," groups that had expertise in a given branch of activity like arts, video production, or athletics. In the next phase, which is just beginning as this is written, many more nonprofit participants will be chosen not necessarily for any given expertise, but for their connections to particular neighborhoods and their ability to marshal resources, recruit students and instructors, and plan interesting activities in those communities. Says Executive Director Nancy Wachs, "We now see our regional directors not only working with our programs in the schools, but getting very familiar with their community, knowing the CBOs that are doing interesting things and that want to partner with teens. So number one, they develop those relationships, and then

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we look to see whether we can provide some funding and technical assistance to some of these groups as an intermediary.”

Working with more community groups will relieve ASM of some of the burden of directly replicating its program school-by-school, and may provide opportunities to expand the apprenticeship menu to new areas of activity (horticulture, construction, and health care are being discussed, for example). But it will also mean overseeing many more contracts, building management relationships with small nonprofit contractors whose back-office capacity may be weak, and serving as a large contracting intermediary with all the complications involved in disbursing and accounting for payments of government money to multiple third parties. The advantages and pitfalls of this next phase of growth will be the subject of a later discussion.

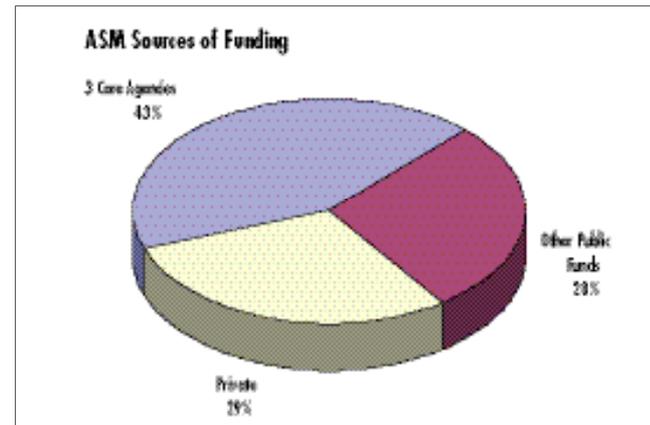
Facilities, Faculty, and Funding

THE MAIN CHALLENGES to building any large-scale after-school program include finding facilities with enough space, finding good instructors who are knowledgeable and effective with kids, and finding the money to pay for it all. With the launching of After School Matters, the city’s three-way bureaucratic partnership

provided a big part of the answer to two of these challenges: facilities and a substantial amount of the funding. As for the third, the newly created nonprofit organization started out by assembling a curriculum, recruiting talented, driven instructors, training them, and working with them to design individual apprenticeships that would make the most of their talents and those of the students.

As the program took shape, virtually all its activities were in facilities controlled by one of the three city agencies — primarily schools and parks — and a majority of its funding came from those agencies as well. Virtually all activity took place in city-owned facilities until 2003, when some 30 community-based organizations began offering programs in facilities of their own. Thanks to an escalating effort in private fundraising, as well as more diverse sources of public funding, the three core agencies now provide about 43 percent of the total budget. But After School Matters remains overwhelmingly a creature of city funding, real estate, and materiel, and thus to a considerable degree an expression of the original three-agency partnership.

In the 2003-04 fiscal year, with ASM’s



total budget close to \$18 million, roughly \$8 million came from the school, park, and library systems. Some \$5.5 million came from private sources, including a giant annual fundraising event at Soldier Field that in 2003 brought in more than \$3 million in one stroke. The remainder was a blend of various public sources funneled through a handful of city agencies, including the Mayor’s Office of Workforce Development, the Chicago Department of Human Services, and the federal Empowerment Zone. In short, the official support of the Daley Administration accounts, at the time this is written, for more than 70 percent of the After School Matters budget and nearly 100 percent of its facilities.

More than half of the contribution from the three core agencies is in-kind. The school system, for example, designates an after-school administrator

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(usually an assistant principal) at each site, and provides engineers, security, custodians, and program liaisons from its regular payroll. Some transportation and supplies also come in-kind from the school system. The Park District designates a total of 13 employees, including park coordinators, lifeguards, and lifeguard instructors, to staff After School Matters programs at 24 sites. But these contributions, amounting to more than \$4 million, don't represent all of the in-kind value that After School Matters receives from the school, park, and library systems. For example, there is no allowance for the cost or depreciation of



facilities, for the time and effort of department executives and middle-managers, or for the occasional resource that a given school, park, or library might provide ad-hoc, simply because it's needed at the moment. Including these extra items would make the budgeting more speculative, but it would also show an even greater economic contribution from the three original agencies than the current numbers reflect.

If funding and facilities for After School Matters are overwhelmingly contributed by city agencies and programs, the third basic requirement of an after-school system — talented, committed adults — comes mainly from outside of government. Only a handful of ASM's instructors are public school teachers or park employees. Most are artists, coaches, tech professionals, or people otherwise working in the fields in which they lead after-school activities. (Apprenticeships are typically led by one of these professionals and a teaching assistant, though some have two co-leaders.) They may be recruited directly by After School Matters, by a nonprofit "teaching organization" or, increasingly, by other community-based organizations running programs. At \$18-\$30 an hour for instructors and \$12-\$17 for assistants, these adults are paid less than a typical teacher, but the purpose of recruiting from outside the city workforce isn't mainly fis-

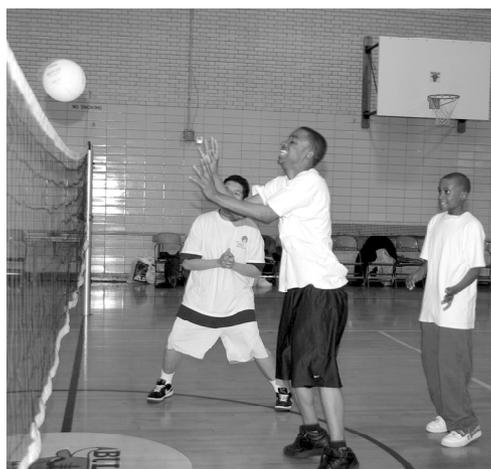
cal. The goal is to give students an experience that contrasts sharply with the normal school day — a chance to interact with adults who are more at home in the workplace than in the classroom.

Scope and Reach

GIVEN THE COMPLEXITY of the apprenticeship model — the need to recruit students of widely varying interests and personalities, to offer a menu of programs that appeals to all of them, to sign up master practitioners from the arts, sports, and private industry to act as instructors, and most of all to smooth out the many tensions among the three participating bureaucracies — it was essential to start small and get a few working prototypes to prove this could succeed. In that light, it is perhaps not remarkable that, midway through After School Matters' fourth academic year, the clubs and apprenticeships enroll at any one time roughly 6 percent of the total high school population in the Chicago Public Schools. But over the course of the first four years, that has meant that a total of 24,000 teens have been served by the program at one time or another. Seen that way, a goal of reaching half the high school student body — around 50,000 students — seems not so remote.

The pace of expansion continues to accelerate as After School Matters extends to more schools, more contracts, more sources of public funds, and more variations on the current menu of apprenticeships. A series of high-level meetings in mid-2003, launched by Mayor and Mrs. Daley, significantly increased the rate of expansion, not least by causing the redirection of some workforce and youth development funding toward After School Matters. One example: a portion of the city's allocation under the federal Workforce Investment Act (WIA) will fund three or four new apprenticeship programs, beginning in the spring semester of 2004. But WIA grants come at a price: a body of new requirements that are specific to those funds — for example, enrolling a given number of teenagers in programs that confer a work-related credential.

In another case, the city redirected some of its youth development budget to ASM — money that previously went to a network of community-based referral agencies for youth. In the mayor's plan, this \$1.2 million reallocation will still go to neighborhood groups, since After School Matters immediately began soliciting proposals from such groups to run apprenticeships and other after-school programs with the money. The result will therefore be not only an expansion of ASM's apprenticeships, but also a substantial growth in the



number and kind of nonprofit groups that participate in the program.

The size and pace of these budget shifts have had three immediate effects on After School Matters: First, they have provided a new circle of organizational alliances and funding agreements with city agencies and neighborhood nonprofits — a potentially useful set of working relationships for a new program with no statutory claim to funds or authority of its own. Second, besides providing new dollars, the changes enlist more frontline forces with which to expand the program — especially neighborhood groups, which are expected to help in recruiting students and instructors, designing curricula, and gauging parents' and students' needs.

The third effect of expanded funding and a widening mandate may be more worrisome. The sudden growth has con-

fronted After School Matters' small staff with an enormous management challenge: the prospect of a much wider program, with more partners and models, more fiscal and regulatory obligations, and more contracts in more locations than ever before. Some of the new funding will give ASM additional management and administrative staff to support these new responsibilities. But that means training and deploying perhaps a dozen new employees in a short period — a 33 percent jump in staffing in only a few months. Planning and hiring for this expansion are under way as this report is being written.

Enrollment and Costs

IN THE MEANTIME, in the second semester of the 2003-04 school year, After School Matters had apprenticeship slots available for 4,100 students, of whom 68 percent, or about 2,800, were present on an average day. It cost about \$7.1 million to run these programs for the full year — not including the cost of stipends paid to participating students (more on that in a moment). This total includes both cash expenditures — mainly salaries and contract payments to nonprofit groups, plus ASM's costs of recruitment, management, and overhead — and in-kind contributions

2 This is a rough approximation, and probably a slight underestimate. The reason is that ASM is expanding rapidly, semester by semester. The enrollment in the second semester of any given year is therefore larger than in the first semester. Yet the total expenditure of \$7.1 million covers the entire year — including the

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from city agencies at the school level, like supplies, transportation, custodial staff, and so on. It does not include time spent by city managers (from principals on up) or the capital costs of school, park, and library facilities. With those assumptions, ASM estimates the annual cost of apprenticeships at around \$1,740 per available slot.²

The apprenticeship stipends, by far the most unusual feature of the After School Matters programs, add another \$3.2 million to the total. Apprentices are paid a maximum of \$45 a week (\$15 per session, three times a week) for 10 weeks a semester, meaning that each participant, by enrolling for two semesters and attending every session, could earn up to \$900 a year. In reality, though, stipends end up costing less than 90 percent of that amount because of unfilled slots, dropouts, and occasional absences. On average, the stipends bring the total per-student cost of an ASM apprenticeship to \$2,520 a year.

Club programs, which pay no stipends and have no attendance requirements, cost considerably less: just over \$4 million in the 2003-04 school year. Estimating a per-student cost for clubs is mostly guesswork, since attendance varies widely from day to day and students are free to drop in and out as they please. Still, using a rough estimate of 3,600 attendees on

an average day and 11,000 to 12,000 over the course of a year, these programs cost between \$350 and \$1,000 per student per year, depending on how one estimates the number of students.

Broad vs. Deep

IF THE GOAL is to bring after-school opportunities to half the city's high schoolers, there are several possible ways to go about it. One is to bring the program to more schools, as ASM is now doing. Another is to enroll more students in each school. As a first priority, the program has concentrated on reaching schools in the least well-served neighborhoods — places where other after-school activity is comparatively rare, and where the program's paid apprenticeships and work opportunities might supplement a weak job market. So long as there were still neighborhoods meeting that profile where ASM had not yet begun work, expanding to those new locations was the first priority. But as the program approaches a point where the neediest neighborhoods are being served, or will be soon, the question of breadth vs. depth becomes more pressing: Is it more useful to continue extending the clubs and apprenticeships into other areas, including better-served neighborhoods — which would ensure, among other things, that

After School Matters doesn't become a program solely for the needy? Or would it be best to try to reach more teens in the current schools, some of which have long waiting lists to participate?

One way of approaching those questions would be to compare the costs of the two alternatives. The comparison doesn't yield a decisive answer, but it illustrates the factors that After School Matters will have to weigh as it considers each option. It costs about \$113,000 a semester, not including stipends, to operate the full menu of After School Matters programs, including five apprenticeships and a club, at any given school (see graph below for a breakdown of the total). Of that \$113,000, roughly half goes for instructors and supplies. Those are costs that would increase in direct proportion to the number of participating students, almost regardless of whether students are added at the same school or at a new one. But other costs — say, for school custodians, engineers, security, and liaisons, or perhaps for some administration and marketing — might be more elastic. Already, the money being spent on facility-related items like custodial and engineering services is benefiting other activities beyond After School Matters, since some schools have other activities of their own going on during the same hours. Covering an additional apprenticeship

program or two in the same building would probably pose no extra cost in those budget lines. Nor might there be additional marketing costs, especially if the school already has a waiting list. By contrast, opening a program in a new school would mean raising the full \$113,000, in cash or in-kind, for a complete new operation.

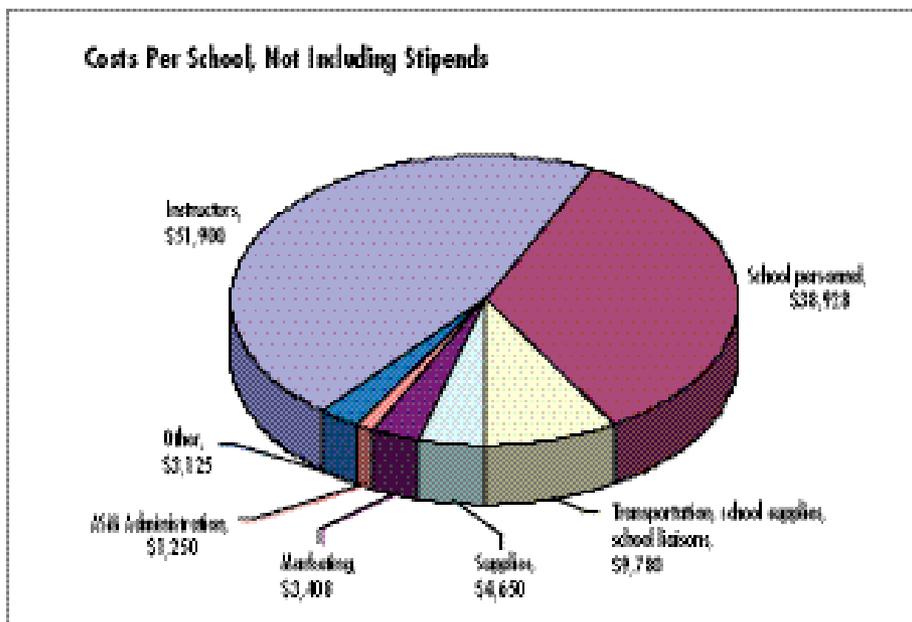
That is not, by itself, an argument for aiming at larger programs instead of more schools. And in fact, reaching more students at current schools is not nearly as simple as it might seem. First, even when student demand for more apprenticeships and clubs is strong, not all sites have enough space or the right facilities for an

expansion. Gyms and computer labs pose particular limits, given that they are expensive or impossible to enlarge and in many cases are already being used to maximum capacity. But auditoriums, art rooms, and other specially equipped spaces can be just as limiting. Depending on the kinds of activity students want and the configuration of any given school, there may not always be enough space, or the right kind of space, to accommodate the demand. This may be solved, over time, if community nonprofit groups begin to offer additional space for some activities. But if that happens, there will still be no way of ensuring that the right kind of facilities turn up in the

neighborhoods that most need them.

A second complicating factor is that students' enthusiasm for after-school apprenticeships may not necessarily correspond to the particular activities available at their school. Expanding the menu of possible subjects — construction, horticulture, and health care are under discussion — is one obvious solution. But that will mean reaching out to adults in new fields, developing new curricula, and stocking up on new kinds of equipment and supplies. All of that is manageable, and the After School Matters staff is enthusiastic about it. In fact, the decision to organize the staff around geographic regions was intended partly to make it easier for managers to tailor programs for each school, and to adjust the mix as the students' interests change. But even so, designing and launching apprenticeships in new subject areas poses another layer of administrative cost and complexity on top of the already heavy demands on a growing organization.

A third element of the broad-vs.-deep discussion is whether significantly more students in each community will really want (or be able) to participate in a fixed, three-day-a-week regimen. "There may be a natural limit" to the possible apprenticeship enrollment in each school, says ASM Associate Director Marisa Gonzales Silverstein. "At some point, you run out



of teens who can commit to a regular schedule and show up consistently. They may really want the apprenticeship, but when it comes time to make the commitment, sometimes they find they can't. There are kids who have other things they have to do after school, including child care and work." Expanding club activities would be the easiest way of reaching more students without confronting this problem, but especially in the winter, that puts additional demand on gyms and park clubhouses, which may already be in full use.

To wrestle with these issues, and to test how much the program could expand in current schools, After School Matters plans a "saturation" pilot beginning in the spring semester of 2004. At three schools, apprenticeship options will be expanded to nine per site instead of five, creating space for up to 80 more students. Experience in those three schools will help After School Matters determine whether expansion should go deep as well as broad, and if so, how deep it could go in any given school.

Sustainability: Envisioning the Future

ALTHOUGH ITS GROWTH has been fast and ambitious, After School Matters is still a young organization. Its momentum has



been propelled largely by the power of the Daleys' vision and official sponsorship, as well as the ability of mayoral aide B.J. Walker to line up huge city agencies and their resources behind the project. At this stage, there is no reason to doubt that these advantages will continue. Yet the rate and scope at which the program plans to

expand, and the distance it still needs to travel to reach its goal of serving half the teenagers in Chicago, mean that After School Matters will need not just to maintain its current base of support, both political and financial, but enlarge it considerably.

A significantly expanded apprenticeship program means not only raising more

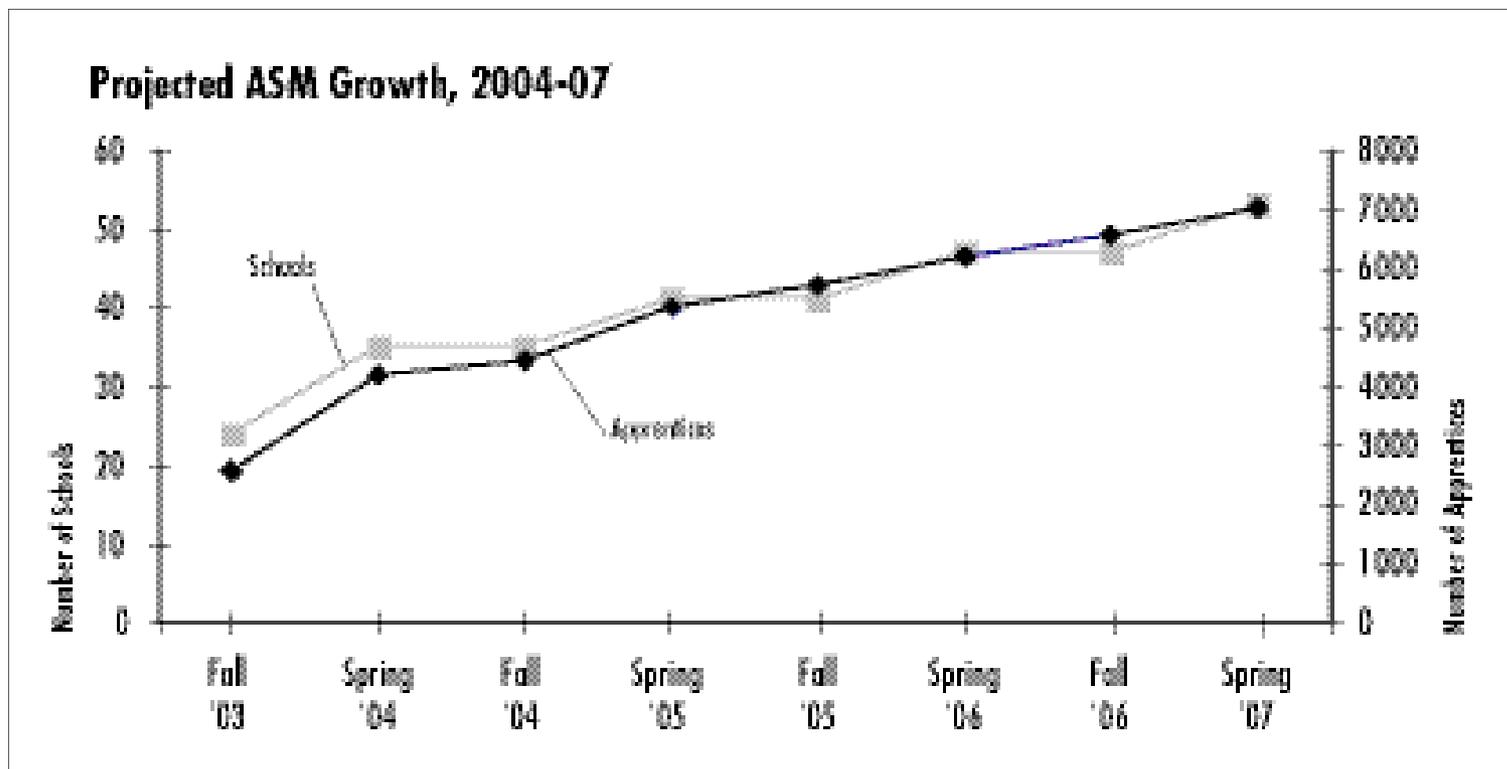
money, but also operating in more communities, with more public and private organizations, more city officials, and more marketing and outreach to more kinds of students. Each expansion to new neighborhoods means serving a slightly different profile of teenagers and families; forming a new set of working relationships with school, park, and library personnel; and navigating a new and unfamiliar terrain of neighborhood interests, leaders, opportunities, and problems. In some neighbor-

hoods, the arrival of a large, fast-growing new organization with powerful backers and a multimillion-dollar budget may provoke some anxieties, even resentments, among smaller community organizations.

After School Matters has assets to counteract some of that resistance. For one thing, parents in virtually any neighborhood react favorably to new after-school opportunities, and there is no reason to believe ASM is an exception. And the political popularity of the Daleys, which is

generally strong throughout the city, surely rubs off to some extent on an organization that they created and publicly endorse. Even so, the staff still needs to scramble, in each new neighborhood, to establish its bona fides as a reliable partner in the community, not a competing force. For that purpose, doing business directly with local organizations can't hurt.

Operating more of the program through contracts with neighborhood nonprofits therefore has a triple advantage:



...as After School Matters draws money from more and more sources, the demand for performance and outcome measurements will surely increase proportionally.

- It makes possible a major expansion of the program without a proportional increase in ASM's central organization.
- It draws leadership from organizations that have a unique knowledge of each area's teens, the available adult talent, and the usable facilities. And:
- It builds political goodwill and a supportive constituency that are essential if After School Matters is to prove itself as a truly citywide effort and not just a project of the city's downtown leadership.

Evaluation

ALONG WITH BUILDING A CRITICAL MASS of political, financial, and neighborhood support, the final element in making ASM a lasting, secure program will be evaluation. On that front, the basic work is still under way, and it may be several years before firm conclusions can be reached. Researchers at the Chapin Hall Center for Children at the University of Chicago have been collecting data on applicants and participants in After School Matters programs, as well as on other students in the same schools, to learn how they spend their out-of-school time, the degree to which their interest is engaged by the various activities available to them, and the perceived value of After School Matters' apprenticeships and clubs to the students who join them. Descriptive data on apprentices show that the program is reaching students who are similar in most

basic respects — gender, ethnicity, and age — to the overall student body of their schools. More substantively, Chapin Hall has found that the apprentices genuinely like the experience and feel that it meets their expectations: 90 percent say that instructors helped them learn new skills; 75 percent report that instructors held their interest; 81 percent credit instructors with encouraging them and making them feel comfortable in the activity they were practicing. Satisfaction levels seem relatively consistent across all the various kinds of apprenticeships.

This constitutes fairly basic information, as evaluations go, though it is expected to grow richer as the program matures and data begin to accumulate for more schools over more semesters. Meanwhile, though, as After School Matters draws money from more and more sources, the demand for performance and outcome measurements will surely increase proportionally. Workforce and youth-employment programs, for example, will want information not only on students' satisfaction, but also on the work-related skills and employment potential resulting from the apprenticeships — something that hadn't figured prominently in After School Matters' initial plans for data collection.

Yet problems of this kind, at least for now, are mostly a side-effect of success. After School Matters faces rising expecta-

tions largely because of its swift expansion, widening networks of operation and funding, and a growing national reputation. That can bring pressure and stress to any organization, but it can also be exhilarating. "We're going to learn a lot about how to do this," says Associate Director Marisa Gonzales Silverstein, speaking of the planned expansion in 2004. "We're dealing with just a ton of change and growth. But it's leading to something potentially really important. And knowing that gives you a little extra momentum for getting the job done."

Acknowledgments

With the After-School Corporation

New York, New York

www.fascorp.org

Lucy Friedman
Julie Hertzog
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With After School Matters

Chicago, Illinois

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Maggie Daley
Nancy Wachs
Marisa Gonzales Silverstein
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B.J. Walker, City of Chicago
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David J. Doig, Chicago Park District
Arne Duncan, Chicago Public Schools

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Debe Loxton
Larry Kraft-Orozco
Deanna Gauarza
Norma Mendoza
Joaquin Martinez
Estella Mena

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Lynn Leszczynski, YMCA of San Diego
Noah Jones, YMCA of San Diego
Miriam L. True, San Diego City Schools

Other Scholars and Commentators

Jean Grossman, Public/Private Ventures
Robert Halpern, Erikson Institute for Graduate Study in
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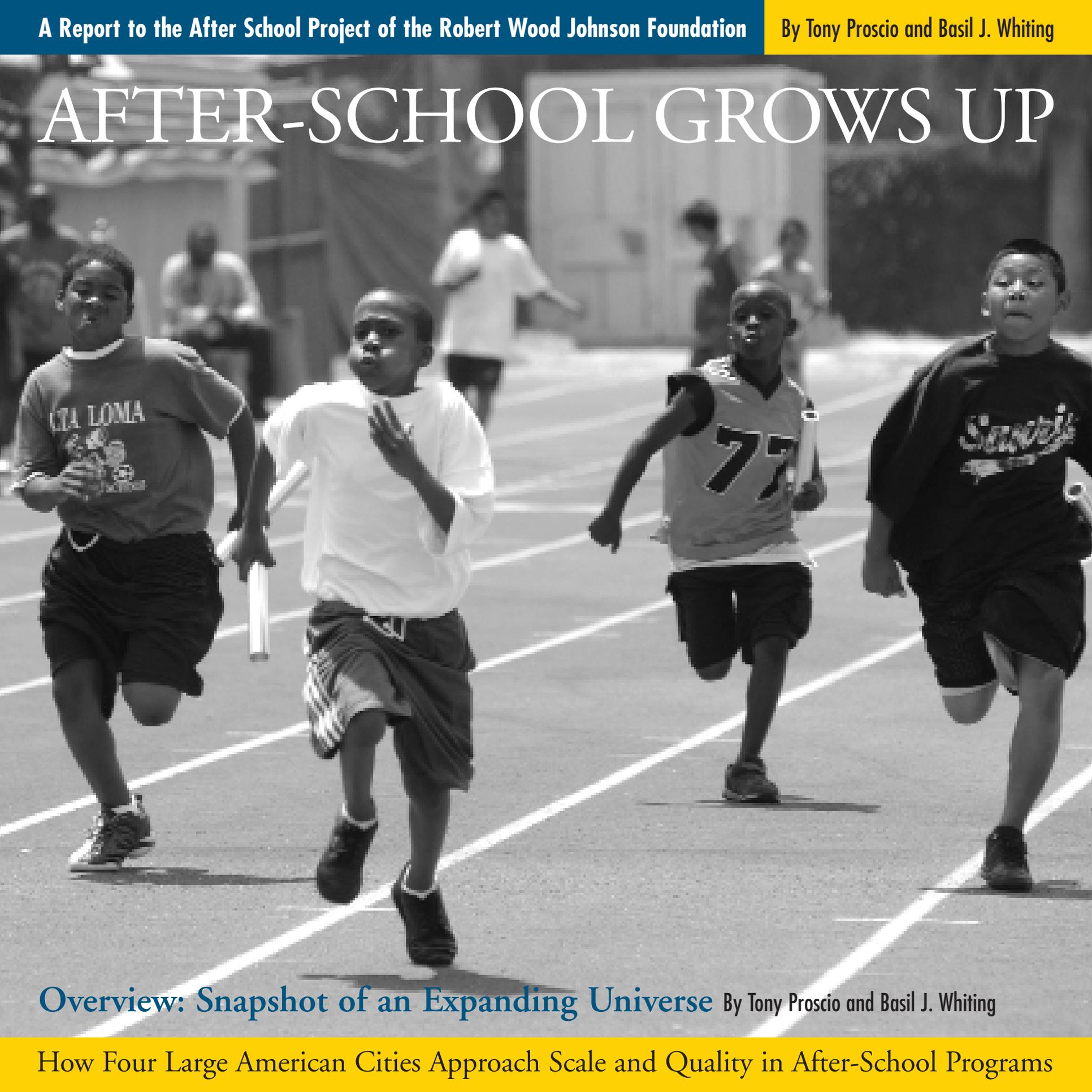
About the After School Project

THE ROBERT WOOD JOHNSON FOUNDATION created the After School Project in 1998 as a five-year, three-city demonstration aimed at connecting significant numbers of young people in low-income neighborhoods with responsible adults during out-of-school time. To that end, the Project focuses on developing: (1) consistent, dedicated revenues to support after school programs in low-income communities; (2) an array of developmental opportunities for youth, including physical activity and sports, educational, social, and recreational programs; and (3) strong local organizations with the necessary resources, credibility, and political clout to bring focus and visibility to the youth development field.

For more information, please write to:

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AFTER-SCHOOL GROWS UP



Overview: Snapshot of an Expanding Universe By Tony Proscio and Basil J. Whiting

How Four Large American Cities Approach Scale and Quality in After-School Programs

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