



THE POUGHKEEPSIE
CHILDREN'S CABINET

OUT-OF-SCHOOL
ENRICHMENT AND LEARNING
**REPORT AND
RECOMMENDATIONS**

2022

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WHAT ARE CHILDREN'S CABINETS?

Imagine if leaders of all of the agencies and organizations that serve children and youth in your community came together at one table to improve their collective ability to meet the needs of children. Picture your superintendent talking with your head of libraries, strategizing with your health commissioner, and collaborating with your summer and after school providers to create a civic ecosystem that enables all children to thrive. We call this a Children's Cabinet.

Across the nation, Children's Cabinets are "advancing a new paradigm for systems of support and opportunity for children and youth using coalition building and policy change. Children's Cabinets are collaborative action bodies composed of agencies inside and outside of government, with responsibilities and interests in seeing children thrive in school and in life."

A Children's Cabinet provides a space for government agencies and community stakeholders (such as your Children's Hospital, United Way, or Boys and Girls Club) to create a shared vision for kids in your community and then work together to make that vision a reality. By seamlessly coordinating the supports and services that your community provides, Children's Cabinets address young people's holistic needs as they grow and develop.

-Excerpt sourced from the Local Children's Cabinet Network: [Children's Cabinet Toolkit: A Roadmap for Getting Started in Your Community](#)

WHAT IS THE POUGHKEEPSIE CHILDREN'S CABINET?

The Poughkeepsie Children's Cabinet (PCC) is a cross-sector coordinating body whose mission is to connect all members of the Poughkeepsie community who support children in order to create and coordinate a cradle-to-career system of services, supports and opportunities that ensures every child can thrive in Poughkeepsie regardless of race, ethnicity, gender, poverty or circumstance.

The PCC emerged as an outcome of the first-ever Poughkeepsie Summit at Harvard University in August of 2019, convening more than 20 local officials and nonprofit leaders to discuss community development opportunities related to the City of Poughkeepsie's future, with a focus on improving opportunities and shifting material conditions for young people in Poughkeepsie. This summit was the first of its kind and was organized by a group of young professionals with deep ties to the City of Poughkeepsie including Rob Watson Jr., James Watson and Klynn Grier.

The PCC was established as a collaborative citywide initiative that seeks to ensure that children, youth, and families can thrive across all aspects of their lives inside and outside of school. It is co-chaired by Rob Rolison, Mayor of the City of Poughkeepsie, and Dr. Eric Jay Rosser, Superintendent of the Poughkeepsie City School District. Through a first-time partnership between the City of Poughkeepsie government, Poughkeepsie City School District and leading local anchor institutions, the PCC is dedicated to addressing intergenerational issues of inequity through systems change.

The PCC works to: i) Identify gaps in services and streamline service delivery, ii) Bolster strategies, policies and programs that work and, iii) Align resources to meet the holistic needs of young people. This innovative approach brings together cross-sector partners to break down silos and reimagine how decisions that impact children, youth, and families are made.

The Cabinet is composed of:

- An Executive Committee with leaders from the faith-based community; philanthropy and business; city and county government; nonprofits and community-based organizations; hospitals and health networks; elected and appointed officials; and, the Poughkeepsie City School District. The Cabinet also includes the presidents of 5 local higher education institutions: The Culinary Institute of America, Dutchess Community College, Marist College, SUNY New Paltz, and Vassar College.
- Two citywide working groups in i) Early Childhood and, ii) Out-of-School Enrichment and Learning that convene subject matter experts to develop programmatic and policy solutions for the Executive Committee and general public's consideration. The Cabinet will launch two additional working groups in 2022 focused on "College, Career and Civic Readiness" and "Integrated Health and Human Services."
- A Youth Engagement Program being implemented with the support of the Marist College Center for Civic Engagement and Leadership, Marist College Center for Social Justice Research, Vassar College Office of Community-Engaged Learning and the Forum for Youth Investment.
- A support team of staff, advisors and consultants that help operationalize and implement the Cabinet's cradle to career agenda.

The PCC is a member of the Local Children's Cabinet Network, a national initiative of the Harvard Graduate School of Education's (HGSE) Education Redesign (EdRedesign) Lab, The Forum for Youth Investment and the Children's Funding Project. The PCC is also a member of the By All Means Communities of Practice initiative of the HGSE's EdRedesign Lab. Through By All Means, Poughkeepsie joins a select group of communities that are reimaging systems of opportunity for children, youth and families, including: Chattanooga-Hamilton County, TN; Chelsea, MA; Louisville, KY; Oakland, CA; Partnership for Resilience - Chicago Southland and Southern Illinois; Providence, RI; and Somerville, MA.

THE POUGHKEEPSIE CHILDREN'S CABINET OUT-OF-SCHOOL ENRICHMENT & LEARNING WORKING GROUP

EXECUTIVE SUMMARY

In March of 2021, The Poughkeepsie Children's Cabinet (PCC) launched two citywide Working Groups (Early Childhood; and Out-of-School Enrichment and Learning) geared towards the development of a comprehensive plan for children, youth and families from cradle to career in the City of Poughkeepsie. In the months prior to this launch, The Children's Cabinet held a community-wide call for applications where community members could nominate potential Working Group members and apply directly to be considered for each Working Group.

Working Group Chairs and Members were selected in consultation with Children's Cabinet Executive Committee members, staff, City of Poughkeepsie Mayor Rob Rolison and Poughkeepsie City School District Superintendent Dr. Eric Jay Rosser. To begin, Working Group Chairs were appointed to steer each Working Group's process. Dr. Julie Riess, Executive Director of DAY ONE Early Learning Community, chaired the Early Childhood Working Group. Mario Johnson, Director of Marist College Upward Bound, chaired the Out-of-School Enrichment and Learning Working Group. Approximately 10-15 community members of diverse backgrounds were recommended and invited to join each Working Group based on longstanding professional expertise and lived experience in the two Working Group topic areas. All Working Group Members signed on to serve in a volunteer capacity for an approximately six-month period. Within the Out-of-School Enrichment and Learning Working Group, membership included representatives from local nonprofits, afterschool and summer enrichment programs, local government, higher education and Poughkeepsie City School District.

Over approximately six months, Out-of-School Enrichment and Learning Working Group members met virtually—twice a month for 90 minutes each meeting—to unpack structural barriers and opportunities related to whole child development for children ages 0-5 in the City of Poughkeepsie. Members were tasked with developing a report to submit to the Children's Cabinet Executive Committee with recommendations and guidance for advancing major structural changes in its area of focus. Throughout this process, Working Group members structured their discussions using a civic design framework that provided a phased approach to their discussions and exchanges. Members had meetings dedicated to: i) Introducing the topics of discussion and getting to know each other ii) Framing the issues of their sector to build consensus on what the central challenges are iii) Ideating solutions to pressing public problems iv) Developing a series of proposals that could serve as potential recommendations v) Prioritizing recommendations and, vi) Presenting a final set of recommendations to the public. Working Group members were also charged with drawing on their expertise of the local landscape alongside reviewing research, reports and national best practices in their respective sectors. Members also participated in national events and exchanged with leaders from communities across the country engaged in similar efforts.

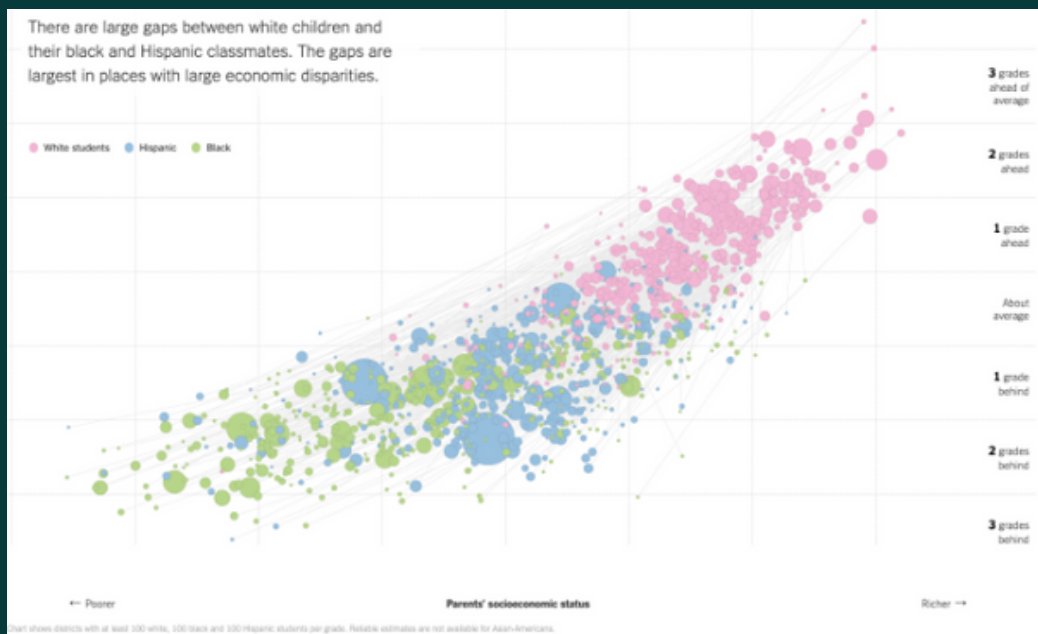
The following report presents recommendations for implementation in areas that include public policy, data collection, addressing coverage gaps, fiscal allocations, programmatic innovations and new approaches to family and community engagement. It is our hope that this report will serve as a roadmap for a new citywide agenda in child and youth development. While we are proud of the diverse voices that shaped this document, we recognize that more work needs to be done to elevate the knowledge, perspectives and experiences of the City of Poughkeepsie community-at-large.

We hope that this document contributes to the start of a new era in collaborative action for the Out-of-School Time sector and builds upon ongoing efforts by countless local leaders and organizations to make the City of Poughkeepsie a place where children, youth and families come first.

WHY WE NEED A CITYWIDE MOVEMENT WHERE CHILDREN, YOUTH AND FAMILIES COME FIRST

WHAT WE KNOW NATIONALLY

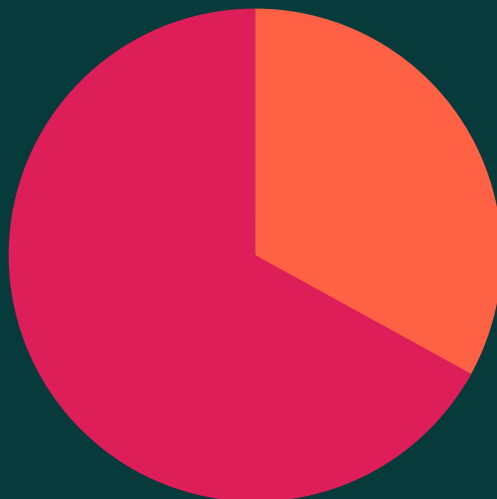
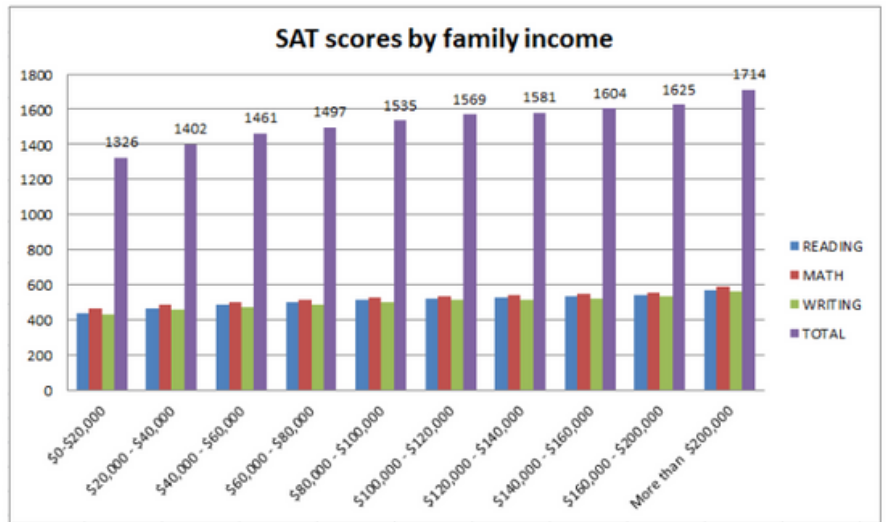
- Public education in the United States is not the great equalizer it was created to be. Race, zip code and socioeconomic status continue to be leading determinants of educational attainment, career success and intergenerational wealth in the United States and the City of Poughkeepsie.
- Incoming Poughkeepsie City School District 6th graders begin middle school two grades behind. This phenomenon reflects what national research shows us: students from poorer households consistently perform below grade level while students from higher income households perform above grade level.



WHAT WE KNOW NATIONALLY

SAT Score by Family Income Level

High SAT scores are highly correlated with the wealth of a student's family.



In School
33%

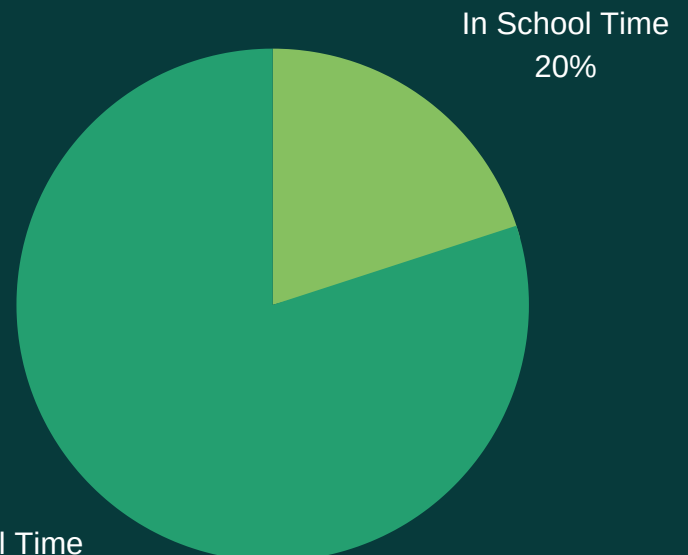
Student achievement in the classroom is largely shaped by what happens outside of school

Two-thirds of the variance in educational attainment amongst students in the United States is due to out-of-school factors such as poverty, home environment and community investment.

Out of School Factors
67%

Children spend only 20% of their waking hours in School.

During their K-12 years, children and youth will spend only 20% of their waking hours in school. 80% of their time is spent outside of school.



Out of School Time
80%

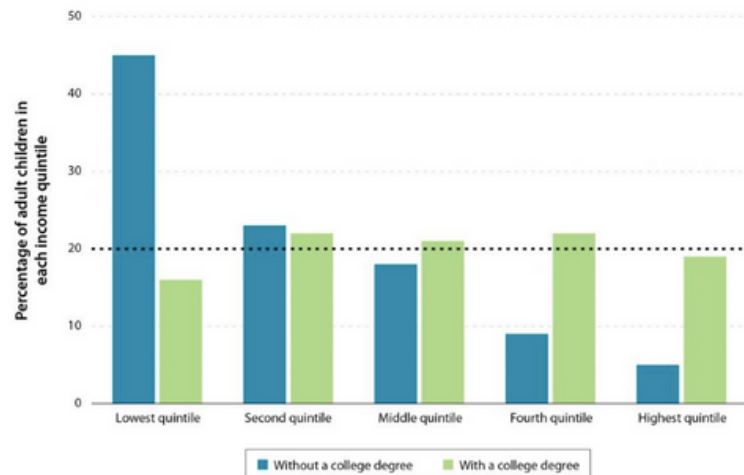
WHAT WE KNOW NATIONALLY

Income Distribution

“Without a college degree, a child born into a poor family has little chance of breaking into the upper end of the income distribution”

Income Quintile of Adults Born into Lowest-Quintile Families, by College Attainment

Without a college degree, a child born into a poor family has little chance of breaking into the upper end of the income distribution.

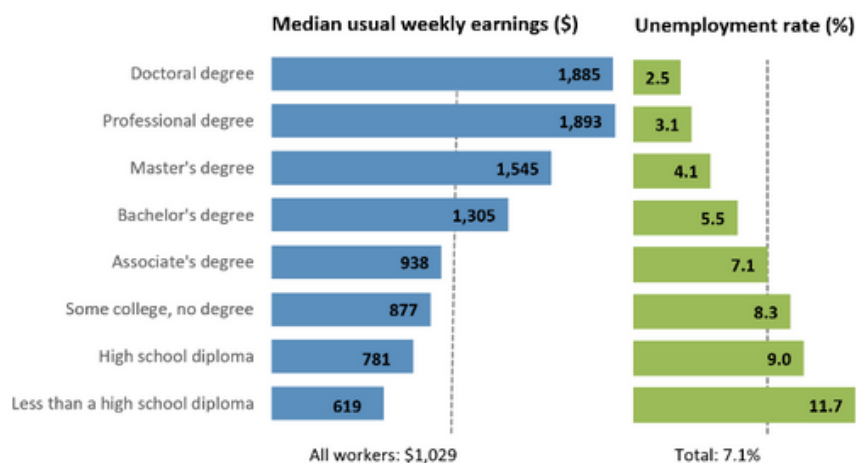


Source: Haskins (2008).

Note: Calculations are based on the PSID, which compares children's adult income at roughly age forty with that of their parents at about the same age.

THE HAMILTON PROJECT
BROOKINGS

Earnings and unemployment rates by educational attainment, 2020



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Educational Attainment

Completing high school and obtaining post-secondary degrees leads to higher earnings and lower unemployment.

- In the City of Poughkeepsie where 80% of our public students come from economically disadvantaged households and only 60% complete high school, schools are critical to a child's success, but schools alone are not a sufficient intervention to address poverty and the out-of-school factors that impact learning, educational attainment and intergenerational wealth.
- We need a citywide movement that builds a cradle-to-career system of supports and opportunities to ensure that all children, youth, families and community members reach their full potential.



WHY OUT-OF-SCHOOL TIME (OST) MATTERS

WHAT WE KNOW NATIONALLY

Definition:

“Out-of-school time” (OST) incorporates a wide range of programs that occur outside of the classroom and formal school day. OST programs can take place before and after school, in the evenings, on weekends and during the summer; they can be located in school buildings or community settings; managed or operated by schools, community organizations, parks, camps, faith-based organizations and other entities; and serve children and youth in grades Pre-K-12.

Types of Out-of-School Time:

OST programs can be focused on academics, recreation, socioemotional learning, general enrichment and/or be multi-purpose.

6,000-Hour Learning Gap:

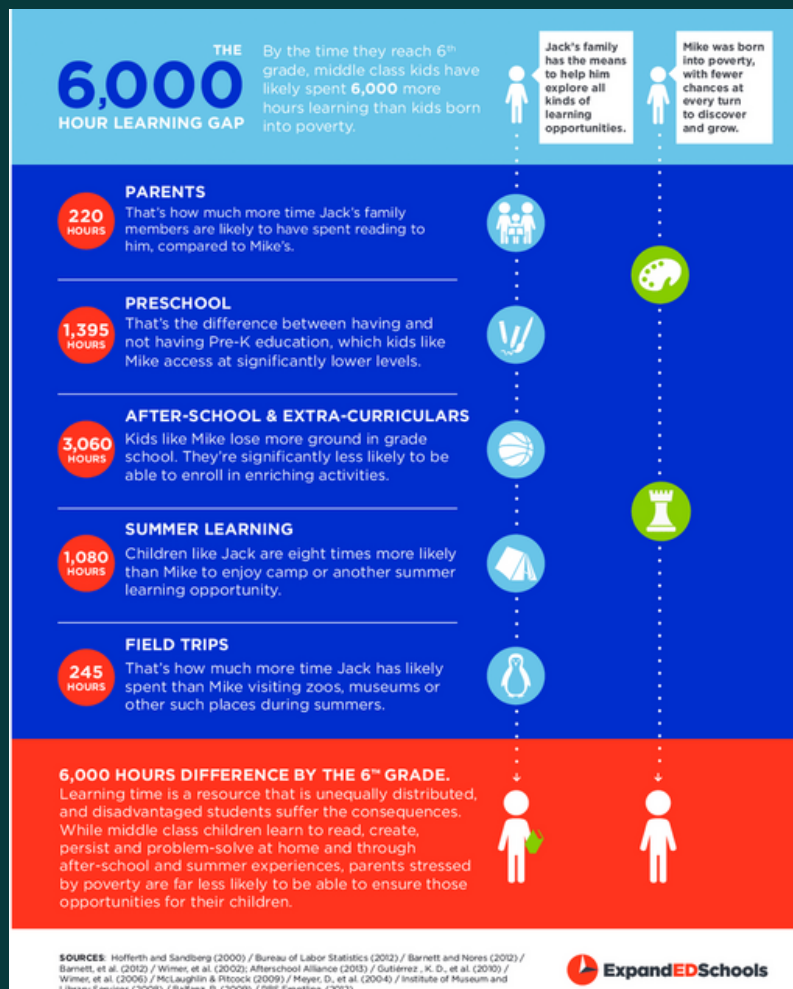
By the 6th grade, middle-class kids have spent 6,000 more hours learning than their low-income peers, largely due to differences in access to OST programs.



WHAT WE KNOW NATIONALLY



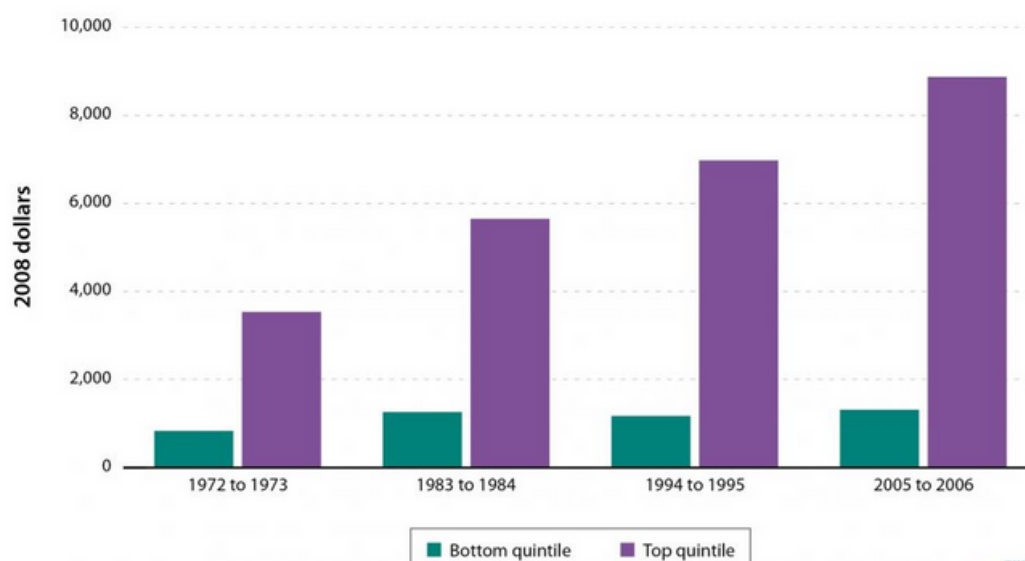
Source: ExpandedEDSchools



High-income families spend seven times more on enrichment programming for their children than their low-income peers

Enrichment Expenditures on Children

High-income families spend about seven times more on their children than low-income families.



Source: Duncan and Murnane (2011).

Note: For a full description of enrichment expenditures, see the technical appendix.

THE HAMILTON PROJECT
BROOKINGS

POUGHKEEPSIE AT A GLANCE

The data below provides a snapshot of the City of Poughkeepsie community.

- **Population**

- 31,577 residents
- 46.9% White
- 36.8% Black or African-American
- 16.4% Hispanic or Latino/a
- 8.2% Two or More Races
- 1% Asian
- 0.6% American Indian and Alaska Native alone

- **Education Level**

- 23.2% with a Bachelor's or higher

- **Poverty**

- 19.5% of residents living in poverty vs. 8.6% in Dutchess County
- 25% of African-Americans
- 19% of Hispanics
- 14% of Whites

- **Child Poverty:** Over 1 in 4 City of Poughkeepsie children ages 0-18 living in poverty (26%) compared to 12% in Dutchess County

- **Income:** Median income of **\$43,794 vs. \$81,219** in Dutchess County and **\$71,345** in New York State

- **Black** or African American Median Income: \$36,144
- **Hispanic:** \$37,338
- **White:** \$52,030

- **Health:** 7.6% Low birthweight babies vs. 6.9% in Dutchess County

- **Food Security:** 26% of City of Poughkeepsie households experience food insecurity



POUGHKEEPSIE AT A GLANCE

The data below provides a snapshot of the City of Poughkeepsie community.

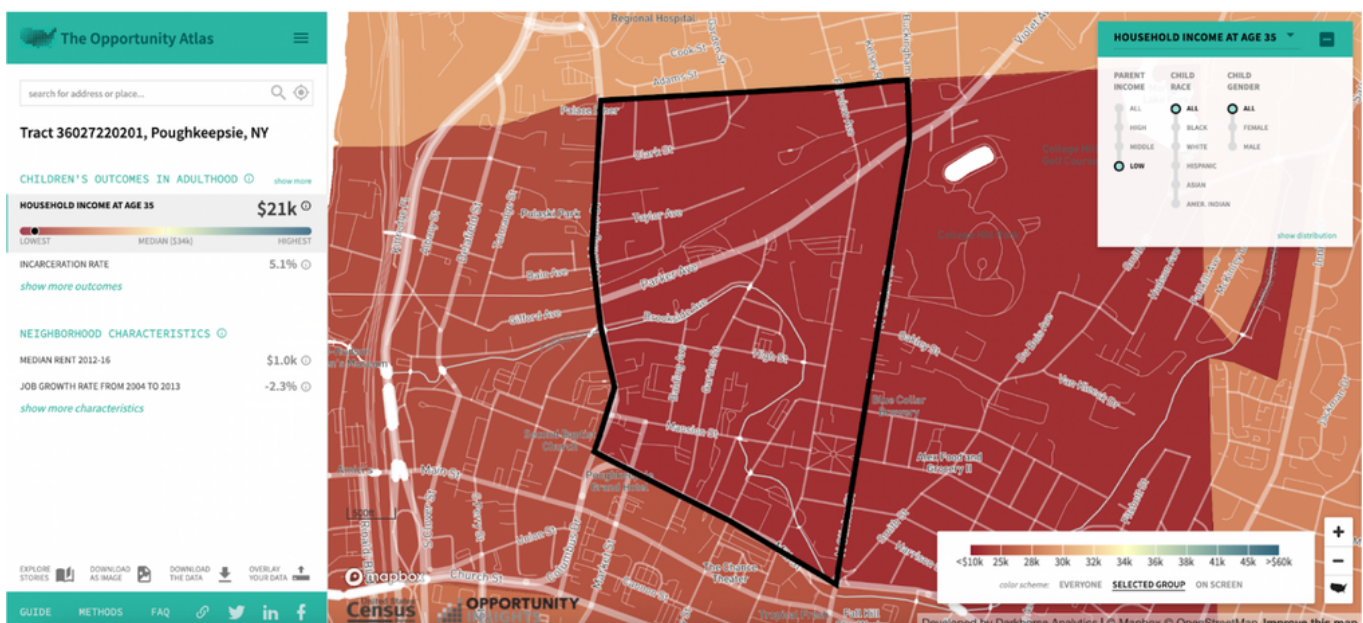
- **Household makeup:** 60% of children growing up in single parent families vs. 29% in Dutchess County and 32% in New York State
- **Upward Mobility:** Residents who grew up in the City of Poughkeepsie's poorest neighborhoods had a median household income of \$24,000 as an adult.
- **Homeownership:** 35% of City of Poughkeepsie families are homeowners vs. 69 % in Dutchess County and 70% in New York State
- **Rent as Percentage of Household Income:** 42% of City of Poughkeepsie renters household income goes towards rent vs. 29% in New York State
- **Decline in Young Professionals:** Between 2000 and 2017 the number of jobs held by 22-45 year olds declined by 9%. By sector, the number of jobs held by 22-45 year olds declined by 30% in Public Administration between 2000 and 2017
- **Violent Crime:** 77 reports of violent crimes per 10,000 residents in the City of Poughkeepsie vs. 19 per 10,000 in Dutchess County and 20 per 10,000 in New York State
- **Domestic Violence:** 91 reports of domestic violence per 10,000 residents in the City of Poughkeepsie vs. 31 per 10,000 in Dutchess County and 41 per 10,000 in New York State



NUMBERS THAT TELL A STORY

INTERGENERATIONAL ECONOMIC MOBILITY: POUGHKEEPSIE AT A GLANCE

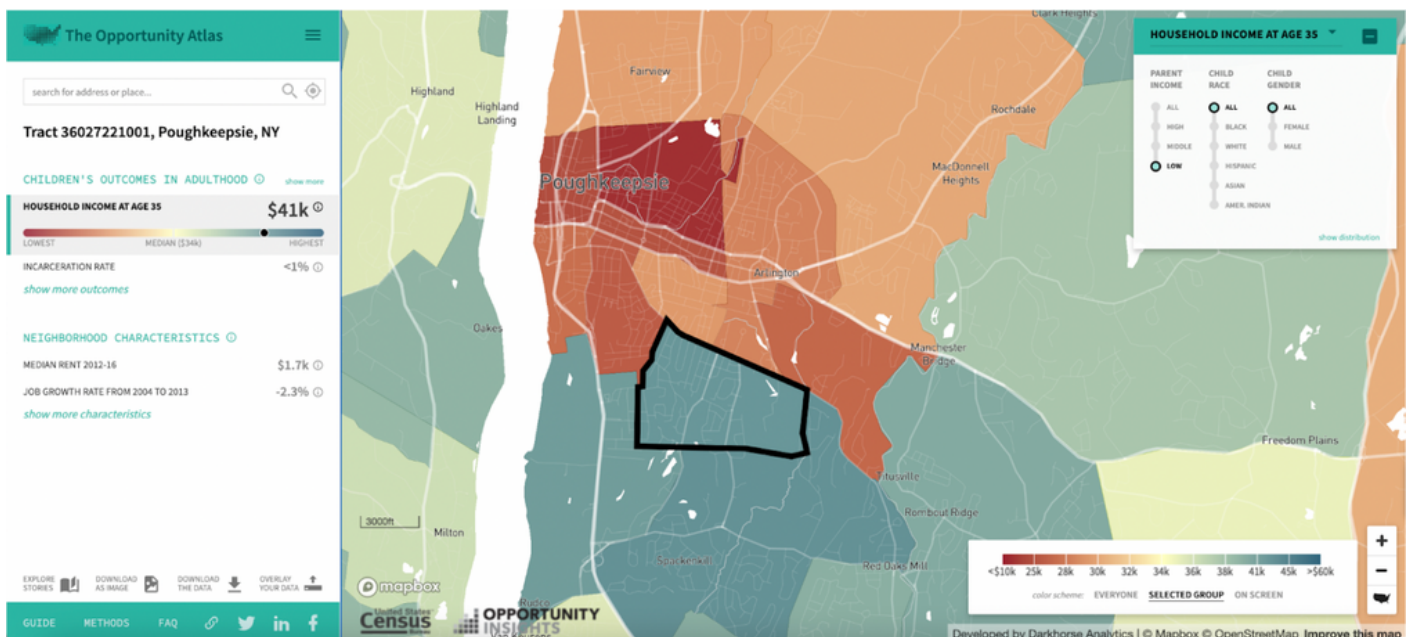
- **Intergenerational Economic Mobility:** Measures the extent to which an individual earns more or less income than their parents as an adult. This is typically considered a key aspect of the “American Dream.”
- **Data Source:** The Opportunity Atlas; Linked IRS records and Census data that cover more than 95% of all children who grew up in the US and were born between 1978-1983.
- **Intergenerational Economic Mobility in the City of Poughkeepsie:** Low-income individuals who grew up in the City of Poughkeepsie’s poorest neighborhoods—which are located on its northside—had a **median household income of \$21,000 as an adult**. This is on par with **some of the worst neighborhoods in the entire US** for intergenerational mobility for low-income individuals.



NUMBERS THAT TELL A STORY

INTERGENERATIONAL ECONOMIC MOBILITY: POUGHKEEPSIE AT A GLANCE

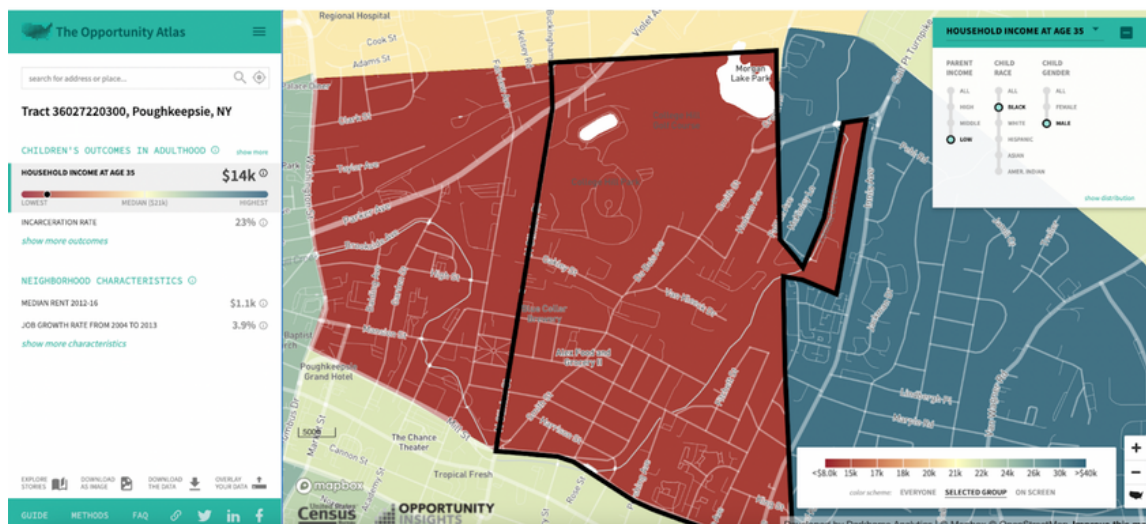
Low-income individuals who grew up in parts of the Town of Poughkeepsie had a median household income of \$41,000 as an adult. This is on par with some of the best neighborhoods in the entire US for intergenerational mobility for low-income individuals.



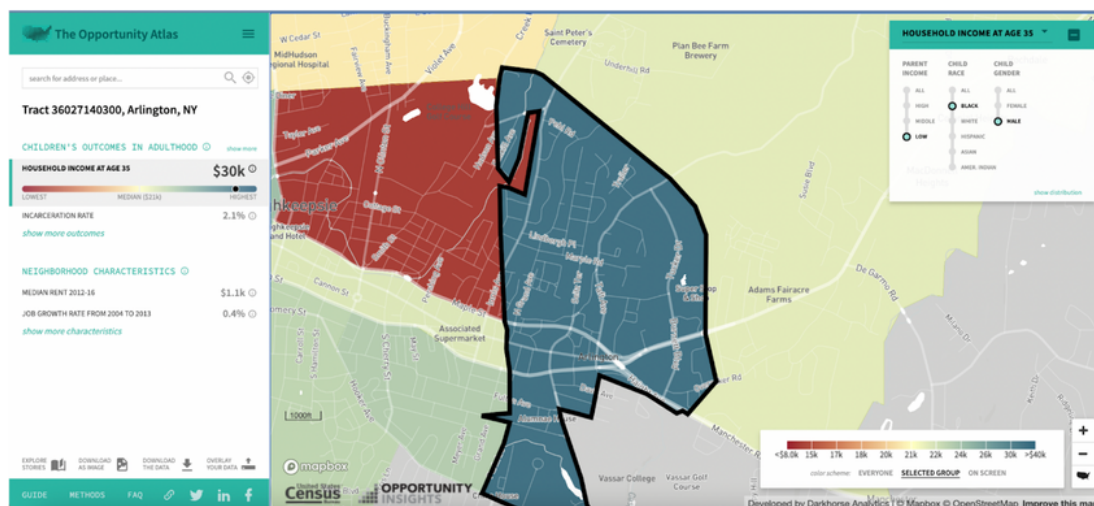
NUMBERS THAT TELL A STORY

OUTCOMES FOR CITY OF POUGHKEEPSIE BLACK MALES WHO GROW UP IN LOW-INCOME HOUSEHOLDS

Low-income black males who grew up in the City of Poughkeepsie's poorest neighborhoods—which are located on its northside—had a **median household income of \$14,000 as an adult**. This is on par with **the worst neighborhoods in the entire US** for intergenerational mobility for low-income black males.



Low-income black males who grew up in nearby Arlington, New York (part of the Town of Poughkeepsie) had a **median household income of \$30,000 as an adult**. This is on par with some of the **best neighborhoods in the US** for intergenerational mobility for low-income black males.



POUGHKEEPSIE CITY SCHOOL DISTRICT AT A GLANCE

The data below provides a snapshot of the City of Poughkeepsie School District.

2019-20 Poughkeepsie City School District Student Demographics

- **4,185 students enrolled** in Poughkeepsie City School District
 - **48%** African-American
 - **37%** Hispanic or Latino/a
 - **6%** White
 - **7%** Multiracial
- **80%** economically disadvantaged compared to **40%** in Dutchess County and **57%** in New York State (More than 3 out of 4 PCSD students are economically disadvantaged)
- **19%** English Language Learners vs. **4%** in Dutchess County
- **19%** Students with Disabilities vs. **16%** in Dutchess County
- **4%** Homeless vs. **1%** in Dutchess County
- **16%** of Poughkeepsie City School District students grades 3-8 are proficient in math vs. **47%** in New York State
- **22%** of PCSD students grades 3-8 are proficient in English Language Arts vs. **45%** in New York State
- **60% 2020 High School Graduation Rate** for PCSD students compared to **85%** in Dutchess County and **85% New York State**
 - **17%** high school graduation rate for English Language Learners
 - **28%** high school graduation rate for students with disabilities



OUR CITYWIDE OPPORTUNITIES

Below are our community strengths and assets.



Higher Education Institutions

6 higher education institutions within a 30-40 minute drive of the City of Poughkeepsie.



A Multiracial Community

Multi-racial community (Diversity index of 77% in City of Poughkeepsie)

- **600,000+ visitors** annually to the Walkway over the Hudson
- **The Youth Opportunity Union (YOU)**: A new multi-million dollar investment in children and youth at 35 Montgomery Street (site of the former Dutchess YMCA) led by Dutchess County County, in partnership with the City of Poughkeepsie and a local coalition of community organizations
- **Federal and State Aid** to Head Start, Dutchess County, City of Poughkeepsie, and Poughkeepsie City School District.
- **The new City of Poughkeepsie Division of Youth Opportunity and Development**: A new office in city government dedicated to child and youth development
- **PCSD Community Schools**: A growing department within PCSD geared towards partnering with community organizations to support children, youth and families
- **Dutchess County Path to Promise**: A county-wide initiative to support cradle to career programming in our region

OUR CITYWIDE OPPORTUNITIES

Below are our community strengths and assets.



Strong Anchor Institutions



An Ideal Scale

A smaller, but powerful community where impact is feasible.



Community Based Organizations

- **The City of Poughkeepsie's Comprehensive Plan and Housing Study** that will unpack many issues of poverty, inequality and economic development.
- **National reckoning around racial justice:** There is an opportunity to tie our work to national efforts geared towards racial equity and social justice.
- **Reframing City of PK's revitalization** around an opportunity to invest in children, youth and families and not just infrastructure and real estate
- **Poughkeepsie Children's Cabinet Executive Committee and Working Groups:** The networks, energy, relationships and experience of Cabinet Executive Committee, Working Group members and their organizations

OUT-OF-SCHOOL ENRICHMENT & LEARNING FINDINGS

In the pages that follow, we provide a snapshot of some of the major data points and findings on the current landscape of the out-of-school time sector in the City of Poughkeepsie. We also share a list of critical data points that are not currently available and should be explored through further research to inform local decision-making.

CITY OF POUGHKEEPSIE CHILD AND YOUTH POPULATION BY THE NUMBERS

- **Population:** In 2020, the City of Poughkeepsie population of children ages 4-17 was 5,472.
- **Poughkeepsie City School District Population:** In 2020 there were 4,154 students enrolled in Poughkeepsie City School District grades Pre-K-12
- **Youth-Serving Programs:** According to the most recent Poughkeepsie Youth Coalition directory, there are approximately **56 organizations** supporting City of Poughkeepsie youth through a wide range of enrichment programming
- **Poughkeepsie City School District (PCSD) Sponsored Expanded Learning Programs**
 - **Between 2017 and 2019, approximately 1,100-1,200 PCSD students were served annually** through school district sponsored afterschool programs.
 - During those years, PCSD partnered with approximately **25 community organizations** to deliver in-school and out-of-school time programming to students.
 - **During Summer 2021:**
 - **183 PCSD students** enrolled in district-sponsored summer enrichment programs
 - **222 students** enrolled in Poughkeepsie High School Summer School
- **September 2021-January 2022:** Approximately **420 students** served by PCSD-sponsored afterschool programs
- **PCSD-Sponsored Afterschool Program Coverage**
 - **From 2017-2019 (Pre-COVID) 29% of PCSD students** were enrolled in school district sponsored afterschool programs annually
 - **During Fall 2021:** Approximately **10% of PCSD students** were enrolled in school district sponsored afterschool programs
 - **During Summer 2021: Approximately 8% of PCSD students** were enrolled in school district sponsored summer enrichment programming
 - PCSD has set a goal of increasing student participation in OST programming by **20%**

CITY OF POUGHKEEPSIE CHILD AND YOUTH POPULATION BY THE NUMBERS

City of Poughkeepsie Government Youth Spending:

- The City of Poughkeepsie's 2022 budget includes a total of **\$1,036,121** for Youth Opportunity and Development. This includes:
 - The creation of a Division of Youth Opportunity and Development with a Director position and a Public Information Officer
 - **\$390,000** for the City of Poughkeepsie Youth Grant that supports nonprofits implementing youth development programming
 - **\$200,000** in undesignated funding for youth programs
 - **\$75,000** for Capital Improvements at Family Services
 - **\$50,000** for Grant Writing Services
 - **\$5,000** for Student Athletic Basketball Program

American Rescue Plan Funding:

"Programs and services for children have never received a down payment of the magnitude seen in the American Rescue Plan. The package includes more than **\$160 billion** designated for education and child care as well as an additional **\$350 billion** that states and localities can flexibly spend on children. The flexibility of these funds gives local leaders and advocates an opportunity to think boldly and creatively about child- and youth-focused services as well as the chance to create sustained and robust investments in our kids going forward." - Children's Funding Project

- The City of Poughkeepsie will receive a total of **\$20,863,783** in American Rescue Plan Funding
- The City of Poughkeepsie will commit **\$4,000,000** towards the improvement of City parks and **\$2,000,000** for city pools divided equally between the 2022 and 2023 fiscal years.
- The Poughkeepsie City School District will receive a total of **\$15,085,062** in American Rescue Plan money. **20%** of those funds or **\$3,017,012** must be dedicated to learning recovery.
- **City of Poughkeepsie / PCSD Positive Youth Development Strategy:** The City of Poughkeepsie and Poughkeepsie City School District have both committed **\$200,000** each (**\$400,000 total**) to the development of a citywide positive youth development strategy

Dutchess County Government Youth Programming and Spending

- Dutchess County Path to Promise has identified over **400 community assets** that include programs and services supporting children and young people countywide.
- The Dutchess County Learn, Play, Create grant has allocated **\$3,000,000** of American Rescue Plan money to support arts, libraries and athletics.
- The Dutchess County Youth Grant **provides annual** support to youth development programming countywide.
- Dutchess County Executive Marcus Molinaro has committed to invest **\$25,000,000** to support the demolition, design, and construction of the **Youth Opportunity Union (YOU)** campus at 35 Montgomery Street in the City of Poughkeepsie.

CITY OF POUGHKEEPSIE CHILD AND YOUTH POPULATION BY THE NUMBERS

KEY DATA POINTS WE DO NOT KNOW:

- The total number of City of Poughkeepsie children and/or Poughkeepsie City School District children and youth currently **enrolled in out-of-school time programs** (other than district-sponsored programs) during the academic year
- The total number of City of Poughkeepsie children and/or Poughkeepsie City School District children and **youth enrolled in out-of-school time during summer vacation** (other than district-sponsored programs) prior to the COVID-19 pandemic (2017-2019)
- The total number of City of Poughkeepsie children and/or Poughkeepsie City School District children and **youth enrolled in out-of-school time during summer vacation** (other than district-sponsored programs).
- The **total number of non-school district sponsored** out-of-school time spots available for City of Poughkeepsie youth.
- The **total number of annual out-of-school time spots** for City of Poughkeepsie youth funded by local government and philanthropic organizations.
- Information on the **cost and affordability** of out-of-school time programming available for City of Poughkeepsie youth.
- Information on the **impact and quality of out-of-school time programs** currently serving City of Poughkeepsie students and families.
- The current **demand of City of Poughkeepsie families** for out-of-school time programs.
- **Out-of-School Time Educator Credentials:** The percentage (%) of OST professionals that have a postsecondary credential (Associate's, Bachelor's or advanced degree).
- **Out-of-School Time Professional Pay:** Median income of an out-of-school time professional

KEY INSIGHTS FROM CITY OF POUGHKEEPSIE OUT-OF-SCHOOL TIME (OST) PROFESSIONALS

Below we provide a series of major insights on the current landscape of the OST sector in the City of Poughkeepsie. These findings were surfaced by the Out-of-School Enrichment & Learning Working Group members who collectively represent decades of youth development experience and dozens of local institutions.

The absence of a coordinated citywide Out-of-School Time (OST) system that prevents silos

There is no citywide coordinating entity for OST programming with the necessary resources and staff support to promote collaboration and advance systems change. This has created a situation where, as a city, we lack a comprehensive understanding of the out-of-school time sector on key issues that include: which young people are being served, which programs are particularly successful at putting children on pathways to sustainable livelihoods, and what are key gaps in the local ecosystem that need to be addressed.

The absence of a citywide strategy for OST sets the stage for the proliferation of many structural inequities that begin in early elementary school and lead to lifelong racial and socioeconomic disparities in the years that follow.

The absence of an OST cradle to career pipeline

Nationally, the most cutting-edge approaches to youth development center around the establishment of a cradle to career pipeline of supports and services that support children and youth systematically through their development into adulthood. While the City of Poughkeepsie has a wide range of programs serving different ages and demographics, there is a noticeable absence of coordination across a cradle to career framework that brings them all together and allows programs serving specific ages to build upon one another through mutually reinforcing activities.

The need for programming that promotes public safety and addresses the rise in youth violence

The City of Poughkeepsie is experiencing a surge of youth and gun violence that threatens our social fabric and much of the progress that has been made in recent years for child and youth development. Our community needs a comprehensive approach to youth violence prevention that does not rely on one sole program to move the needle on this issue and develops an out-of-school time sector that can incorporate — or support access to — evidence-based mental and behavioral health practices.

Limited information on OST program access and coverage:

As a community, we lack a clear picture of the current demand for OST programs from students and families. Additionally, we do not have information on current gaps in coverage due to issues such as waitlists and/or programs with limited capacity to scale due to funding constraints. Likewise, we have limited knowledge on accessibility issues that families face, such as how program schedules align with families' work schedules or how program locations align with public transportation options.

KEY INSIGHTS FROM CITY OF POUGHKEEPSIE OUT-OF-SCHOOL TIME (OST) PROFESSIONALS

Below we provide a series of major insights on the current landscape of the OST sector in the City of Poughkeepsie. These findings were surfaced by the Out-of-School Enrichment & Learning Working Group members who collectively represent decades of youth development experience and dozens of local institutions.

No single, comprehensive and up to date point of entry

No single, comprehensive and up to date point of entry for families to learn about out-of-school programs, access a community calendar of activities and enroll their children in programs (for example, a “common/universal” application for families). It is worth highlighting here the work of the Poughkeepsie Youth Coalition Directory and noting the platform as an excellent initiative to build on in addressing this gap moving forward.

The lack of a framework for data sharing and referrals

There are no formal data sharing agreements between out-of-school time program providers, local government and the Poughkeepsie City School District to track individual student progress over time; promote knowledge sharing; and facilitate referrals for students to relevant programs and social services.

The need for quality and evaluation that aligns with child outcomes:

There is an absence of shared systems of evaluation to know what’s working in our community and what programs have been particularly successful at addressing desired youth outcomes (for ex: improving literacy, socio-emotional learning or reducing risky behaviors). We also lack a common set of north star goals and outcomes for child and youth development as a community that inform program design and implementation.

The need for coordinated strategies for family and community engagement around OST programming

There is a clear disconnect between visualizing what exists in the OST sector and creating a permanent infrastructure for family and community engagement that empowers households to take advantage of existing OST opportunities for their children. There are no centralized channels for families to communicate with decision-makers on the limits and gaps in the current ecosystem and how it impacts their lives. Currently, OST information and opportunities are largely promoted through online channels that do not reach all families. There is a need for a “ground game” that penetrates historically hard to reach demographics, meets families where they are and is responsive to the cultural and linguistic diversity of the City of Poughkeepsie.

Minimal Professional Development Opportunities for OST professionals

As a community, we lack a common system of professional development for out-of-school professionals and volunteers that allows them to improve their practice over time. This situation creates a context where the quality of OST programming can vary greatly between local organizations and there are few if any resources dedicated to helping providers meet the needs and demands of our struggling school population.

KEY INSIGHTS FROM CITY OF POUGHKEEPSIE OUT-OF-SCHOOL TIME (OST) PROFESSIONALS

Below we provide a series of major findings on the current landscape of the early childhood sector in the City of Poughkeepsie.

Limited funding streams and grant restrictions that impact OST program capacity

Historically, local nonprofits have greatly depended on Poughkeepsie City School District (PCSD) funding to sustain high-quality tuition-free OST programs. PCSD has primarily funded these programs through New York State grant opportunities that provide funding to school districts facing challenges in student achievement and development. Many of these grants come with terms and restrictions that limit opportunities to innovate and experiment with new practices. Additionally, the absence of other major fundraising streams creates a strain on community-based organizations where they spend an exorbitant amount of time fundraising for very small grant amounts to sustain basic operations. Historically, OST providers have also not come together to engage local and regional funders on the pressing challenges they are facing as a sector.

City of Poughkeepsie OST Provider Difficulties in the Navigation of the New York State Contracting System

City of Poughkeepsie OST providers cited the challenge of operating youth-serving programs during the COVID-19 pandemic due to the lack of contract and compliance flexibility related to NYS funding of OST programs. These challenges include: contract delays, reimbursement and data disputes, difficulties navigating the modified reimbursement model and considering programmatic costs as administrative costs that have caused providers to operate at a loss. The result has been that New York State grant funds earmarked for Poughkeepsie City School District are not being fully utilized to benefit children.

Interruption of Poughkeepsie City School District (PCSD) Expanded Learning Time During the COVID-19 Pandemic

There was a discontinuation of Poughkeepsie City School District Expanded Learning Time funding to local OST providers during the COVID-19 pandemic that severely reduced the total percentage of PCSD students enrolled in district-sponsored OST programming and limited the ability for OST providers to provide high-quality programs. This resulted in the absence of \$1M annually in funds that would otherwise be available for afterschool programming.

KEY INSIGHTS FROM CITY OF POUGHKEEPSIE OUT-OF-SCHOOL TIME (OST) PROFESSIONALS

Below we provide a series of major findings on the current landscape of the early childhood sector in the City of Poughkeepsie.

The need to make tuition-free OST spots through local grantmaking

While there are a number of government, school district and private grant opportunities available to nonprofit organizations annually, our community needs a renewed commitment to ensuring that all children and youth in the City of Poughkeepsie have the opportunity to participate in high-quality OST. Existing grant programs should make this a central priority in requests for proposals with a particular focus on the summer months where there has historically been less funding available for providers to support students and families.

Incorporating culturally relevant practices and pedagogies

There is a need to incorporate culturally relevant practices and pedagogies in out-of-school programming and opportunities for personalized learning to meet students where they are and provide the individualized supports they need to thrive in school and life. The City of Poughkeepsie is home to a multi-racial and multilingual student population where the majority hail from economically disadvantaged backgrounds. OST programs must design interventions that are attuned to these realities.

Language barriers

Language barriers that inhibit key demographics from effectively engaging with out-of-school providers and decision-makers. The City of Poughkeepsie and Poughkeepsie City School District have experienced major demographic shifts in population over the last decade. With these shifts has come a significant increase in the English Language Learner (ELL) student population and families with limited English speaking proficiency. This situation requires the development of new inclusive practices to provide language support to ELL students and families.

The need to strengthen relationships and build community trust with local government and Poughkeepsie City School District:

There is an ongoing need to build social trust with major public institutions, community organizations and the broader community. Historically, there have been many attempts to strengthen the child and youth development ecosystem in the City of Poughkeepsie. Many initiatives have been attempted to transform the lives of children; for different political, institutional and cultural reasons, our community has not had a strong track record of sustainable high-quality programming and policies to support our young people. Relationship-building is critical to creating a collective confidence that can withstand occasional setbacks and persevere to ensure that, this time, things will be different.

KEY INSIGHTS FROM CITY OF POUGHKEEPSIE OUT-OF-SCHOOL TIME (OST) PROFESSIONALS

Below we provide a series of major findings on the current landscape of the early childhood sector in the City of Poughkeepsie.

Engaging groups living at the margins:

In addition to general family and community engagement, it is essential that community leaders and institutions develop a coordinated approach to supporting the individuals and groups in our community living at the margins that have been historically excluded from major social policies and decision-making. This includes but is not limited to:

- Students and families experiencing homelessness and/or living in poverty without access to basic material needs, including transportation to OST programs.
- LGBTQ+
- Students and families with disabilities/exceptionalities
- English Language Learner students/families
- Teenage parents
- Racial and ethnic groups experiencing significant academic and socioeconomic disparities



OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



1. CREATE A CITYWIDE OUT-OF-SCHOOL TIME (OST) SYSTEM

1.1 Invest in the technical capacity of the new Division of Youth Opportunity and Development in City of Poughkeepsie government

Invest in the technical capacity of the new Division of Youth Opportunity and Development in City of Poughkeepsie government to support the coordination of the OST sector. In late September 2021, the City of Poughkeepsie Common Council approved a local law to establish a Division of Youth Opportunity and Development in the City of Poughkeepsie government. The creation of this Division was a recommendation of the Poughkeepsie Children's Cabinet Out-of-School Enrichment and Learning Working Group in collaboration with the City of Poughkeepsie Common Council, Poughkeepsie City School District and City of Poughkeepsie.

Given this historic new investment in children and youth opportunity within city government, it is essential that this new Division establish a strategic agenda that considers the following at a minimum:

- **An annual child and youth development plan** that establishes a cradle to career roadmap of child-outcome baseline measures and targets that we can work towards as a community to improve quality of life and the long-term success of young people in our city. The development of this plan should be informed by comprehensive processes of community engagement.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



1.1 Invest in the technical capacity of the new Division of Youth Opportunity and Development in City of Poughkeepsie government (continued):

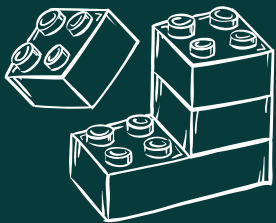
The development of centralized citywide resources that enhance the impact and coordination of the OST sector including:

- A common data-sharing platform and referral system that ensures cross-sector collaboration across organizations through an online platform with a single point of entry/one-stop-shop model.
 - This system should allow community organizations to track youth participation and program outcomes, survey families and share data and other related activities.
- Resources and programming that promote the professional development of out-of-school time professionals.
- The development of universal performance metrics and program quality assessment tools for OST providers.
- A multi-year child and youth comprehensive plan that establishes a long-term, cradle to career vision and set of strategies to reduce disparities in child outcomes and promote pathways to social and economic mobility. The plan should also consider the strategic financing necessary to enact its vision.
- The creation of inter-municipal and interagency collaborations with entities that include the Poughkeepsie City School District, Dutchess County, the City of Poughkeepsie and New York State's Office of Children and Family Services. The development of long-term agreements between major government institutions and child-serving organizations can establish a permanent infrastructure for supporting OST programming.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS

1.2 Identify a nonprofit umbrella organization

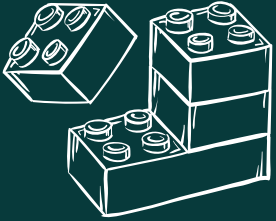
Identify a nonprofit umbrella organization to accompany City Government in fostering coordination and collaborations within the OST sector and ensure long-term sustainability across government administrations. While the creation of a Division of Youth Opportunity in city government is a major milestone for our community, it will be important to consider what additional supports are necessary to strengthen the OST sector. The Division of Youth Opportunity will inevitably have many demands on its time and resources; the two staff positions that will be established through its creation will have limited bandwidth to tackle many of the systems-level issues highlighted in this report. City government should consider a strategic public-private partnership with a local nonprofit organization that can provide backbone support to city government and has a shared commitment to developing a citywide OST system.



RELEVANT NATIONAL MODELS:

- **Denver, CO - Denver After School Alliance:** “The Denver Afterschool Alliance (DAA) builds the capacity of afterschool programs and professionals to provide high-quality, diverse afterschool programs. Through its three lines of service: DAAlearn, DAAconnect and DAAadvocate, DAA works to ensure that all Denver children have access to after school programs that keep them safe, inspire them to learn, and prepare them for the future.”
- **Madison, WI - Madison Area Out-of-School Time Initiative:** “The Madison-area Out-of-School Time initiative ensures that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time programs that support positive youth development, educational achievement, and readiness for college, career, and community. MOST is an unprecedented collaboration between the City of Madison, Dane County, Madison Metropolitan School District, and over 45 Madison-area youth-serving organizations.

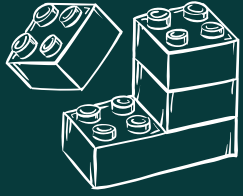
OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



RELEVANT NATIONAL MODELS CONTINUED:

- **Providence, RI - Providence After School Alliance:** "PASA's mission is to help close persistent opportunity gaps by expanding and improving quality after school, summer and other out of school time learning opportunities for all the youth of Providence by organizing a sustainable public-private partnership that contributes to student success and serves as a national model."
- **Somerville, MA - SomerPromise:** "The Somerville Promise Alliance (SomerPromise) is a community-wide effort that focuses on aligning and mobilizing resources to address the academic, social and environmental factors that affect student success. SomerPromise is committed to equity and excellence in children's lives during and out of school, from cradle to career."
- **Boston, MA - Boston After School and Beyond:** "Boston Beyond is creating a new paradigm of learning for Boston kids by mobilizing the whole city to provide rich, skill-building opportunities beyond school hours.
 - **MORE LEARNING TIME:** We help schools and community partners make the most of summer and after-school hours.
 - **GREATER EQUITY:** Our citywide network is filling the enrichment and achievement gaps for students from low-income families.
 - **BETTER OUTCOMES:** Across partnerships, we focus on the skills students need for college, work, and life."
- **Resource:** [How Cities can Build Systems to Improve Out-of-School Time Programs](#)

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



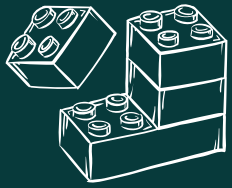
RELEVANT NATIONAL MODELS: DATA SYSTEMS

- **Detroit summer Learning Program:** “Parents in Detroit and the surrounding area will use Cityspan’s program locator tool this summer to find quality learning programs for their children. Funded by the United Way for Southeastern Michigan in partnership with the Youth Development Resource Center, the Summer Spark Program Locator is designed to prevent summer learning loss by facilitating access to high-quality summer programs offered by local educational agencies. Available as a public resource at unitedwaysem.org/summerspark/, the locator integrates with Google maps to display relevant programs based on grade, location, and interests. Local agencies can login and update their summer program information on the fly, ensuring families have real-time data regarding program availability.”
- **Providence After School Alliance:** “The Providence After School Alliance (PASA) is an initiative of The Education Partnership, Rhode Island’s leading education public policy organization. PASA brings together public and private organizations to provide high-quality citywide afterschool programming.

Cityspan created a single integrated system that enables PASA to track enrollment, participation, and retention across 12 organizations providing out of school time (OST) services for more than 3,000 youth in Providence. Before linking the partner organizations, Cityspan customized a version of the system for each organization to reflect its unique needs.

The Cityspan OST system serves as a citywide data collection and management tool across a variety of linked after school sites, including recreation centers, libraries, and community-based organizations. Participating service organizations and PASA can now share information about one set of clients. PASA, in turn, now has an overview of all programs and can quickly demonstrate quantifiable results to both funders and stakeholders.

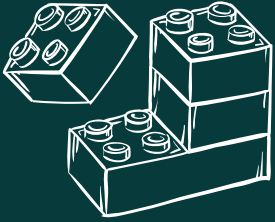
OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



RELEVANT NATIONAL MODELS: DATA SYSTEMS

- **Denver, CO:** “The Denver Afterschool Alliance recently relaunched DAAconnect to promote collaboration among the City’s youth development providers and professionals. Managed by the Denver Office of Children’s Affairs in partnership with the Denver Public Schools and local nonprofits, DAAconnect is a multi-functional tool that facilitates data exchanges among partner agencies, aligns youth service delivery with shared quality standards, and makes program information available to youth and parents through a searchable online directory. The platform, powered by Cityspan Collaborative, provides the following:
 - **Registration, Attendance and Outcomes Data Management**
 - Agencies are granted free use of a management information system that incorporates the City’s shared standard for youth registration, program attendance tracking, and outcome evaluation. Key features include a Parent Portal that allows agencies to collect information from parents online and a survey tool that enables robust reporting of youth development outcomes.
 - **Denver Public Schools Data Exchange**
 - Through an innovative data use agreement, DAAconnect gives agencies direct access to Denver Public Schools student information. The system matches program enrollment rosters to DPS student records to generate participant cohort profiles and student detail reports that allow providers to more effectively tailor programming to individual needs.
 - **Searchable Provider Directory - DAAconnect** makes program information for over 400 provider agencies available to users through a searchable online directory. The data is exported to the City’s program locator where youth and parents can search for services citywide.
 - **Grants Management:** The Denver Office of Children Affairs uses DAAconnect to monitor city funding to over 40 agencies. Grant reports allow providers to describe program objectives, designs, and curriculum; and document youth attendance patterns across service locations.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



INTERMUNICIPAL AGREEMENTS:

- **Oakland, CA - The Youth Ventures Joint Powers Authority (JPA):** “The Youth Ventures Joint Powers Authority (JPA) is a partnership amongst the City of Oakland, County of Alameda, the Oakland Unified School District, First 5 Alameda County, Alameda County Office of Education, and the Peralta Community College District. This body combines and coordinates efforts by securing and leveraging resources and decision making powers to improve outcomes for broadly challenged families, children and youth.”



OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



2. ESTABLISH SUSTAINABLE FINANCING FOR OUT-OF-SCHOOL TIME PROGRAMS

2.1 Create a fiscal map:

Create a fiscal map of child and youth spending to: i) Visualize the current state of play of public and private sector investment in children ii) Identify gaps in spending around key issue areas along the cradle to career continuum and, iii) Identify opportunities for realignment and optimized spending. At the moment, our community does not have a clear picture of the current funding landscape for children and youth spending in the City of Poughkeepsie. It is essential that we have a baseline understanding of the current funding streams to inform future investments in children and youth.

The Poughkeepsie Children's Cabinet has commissioned the Children's Funding Project to develop a fiscal map for the City of Poughkeepsie with support from the Poughkeepsie Alliance. The fiscal map will be presented to the public in the Summer of 2022.

2.2 Create a Local Dedicated Out-of-School Time Fund

Create a Local Dedicated Out-of-School Time Fund through public financing that positions OST access and participation as a public good and is scalable to all City of Poughkeepsie youth. Additionally, this fund can contribute to ensuring that OST professionals are paid a living wage. A key limitation of scaling coverage to high-quality OST is the lack of permanent funding streams for local nonprofits. Many communities across the nation have worked to address this challenge by creating dedicated local funding streams that ensure the long-term quality, impact and sustainability of a particular sector of interest.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS

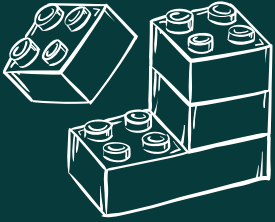
2.3 Develop strategies to promote collaboration between nonprofit providers and the funding community in obtaining funding at the local, state and federal levels:

- **Create a Common Funders Group** for the Out-of-School time sector in the City of Poughkeepsie that is composed of various public/private sector entities and philanthropic organizations to coordinate funding priorities and evaluate the state of youth funding in Poughkeepsie annually.

The Funders group would provide more transparency into the level of funding being allocated to youth service providers in the City of Poughkeepsie and help maximize funding opportunities through inter-institutional collaborations. Additionally, the Funders Group should study major hurdles and barriers that exist with existing public and private sector funding streams to be leveraged for scaling OST programming and advocate for necessary policy solutions.

- **Develop strategies to centralize grant writing and national funder engagement across institutions that:**
 - i) Provide out-of-school time services to children and youth and,
 - ii) Fund organizations implementing out-of-school time programming (for ex: City of Poughkeepsie, Philanthropy, Poughkeepsie City Schools, Dutchess County).
 - Encourage consolidating resources to pursue federal and national philanthropic funding that will require inter-institutional collaboration (for ex: Federal Promise Neighborhoods grant program or philanthropic programs such as Blue Meridian's Place Matters Initiative)
- **Coordinate efforts with local funders to connect the City of Poughkeepsie with national level technical assistance to build capacity in the local OST sector and promote exchange with communities across the nation around best practices.**

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



RELEVANT NATIONAL MODELS:

- **Fiscal Maps:** [Children's Funding Project Description](#) - "A fiscal map is a tool for analyzing public spending at the city, county, state or federal level. Children's Funding Project supports these analyses to better understand investments in children and youth. Also called a children's budget analysis, these maps help establish a clear understanding of the existing web of funding streams that support child- and youth-focused programs and services. Communities can then take steps to better align this funding or generate new funds to fill gaps."
 - Examples from [Bexar County, Texas](#) and the [City of New Orleans, LA](#)
- **Local Dedicated Children's Funds:** [Children's Funding Project Description](#) - "A local dedicated children's fund is city, county, or school district revenue that voters elect to dedicate to services for children and youth provided outside the school day. Establishing a local dedicated fund requires a broad coalition of advocates, parents, business leaders, intermediaries, local funders, and policymakers."
 - [Link to examples of local dedicated funds across the nation](#)

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



3. STRENGTHEN APPROACHES TO EQUITY, INCLUSION AND CIVIC CULTURE

3.1 Create a permanent citywide infrastructure for family and community engagement across multiple institutions.

- Establish a citywide community organizing corps that focuses on cross-sector multi-issue community outreach by neighborhood. Many public institutions and nonprofit organizations consistently cite the importance and difficulty of reaching the entirety of the City of Poughkeepsie's population of children, youth and families at scale to promote OST opportunities, provide individualized supports to young people and build long-term relationships. Through such a model, we can establish a cost-effective solution to support the diverse outreach needs of community organizations while ensuring that outreach workers are trained in playing their role of being critical connectors to multiple types of social services, school district/city/county programming, nonprofit opportunities and other related efforts.
- Explore innovative partnerships to unlock new funding streams through programs such as AmeriCorps to stipend parents, youth and community residents to engage historically "hard to reach" demographics and areas in the community as a result of language, socioeconomic, racial, cultural and other differences.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS

3.2 Commission a citywide study

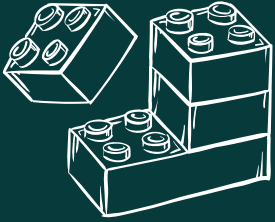
Commission a citywide study on the current state of out-of-school time programming in our community. The study should look at issues that include but are not limited to:

- Answering key questions on access/affordability (for ex: How many quality and universally accessible out-of-school time spots are offered after-school and during summer vs. how many families need/want them?)
- The number of Poughkeepsie City School District students that are currently enrolled in afterschool and summer out-of-school time activities
- Facilitating understanding on citizen and youth perceptions of our institutions and their programming
- Identifying gaps in the content of current program offerings
- Identifying the strengths and needs of key demographics at the margins (for ex: ELL, homeless, immigrant, LGBTQ+, low-income, resident with limited transportation, residents with disabilities)
- Providing critical information to inform decision-making across public and private institutions

3.3 Transportation

Develop citywide public-private partnerships to eliminate barriers to transportation that prevent children, youth and families from participating in out-of-school programs.

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS

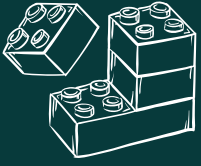


RELEVANT NATIONAL MODELS:

- **AmeriCorps Community Navigator:** “The Mobile Outreach AmeriCorps member will engage individuals experiencing homelessness and assist them in accessing health, housing and social services. Members will serve on Metropolitan Ministries' Brigade Mobile Outreach team. They will complete assessments, provide comprehensive information and referrals, distribute basic needs supplies, and participate in training and community outreach events. Systems Navigators touch the lives of some of the city's most vulnerable populations, with the goal of ending homelessness and improving lives.
- **Philadelphia, PA: Community Resource Corps** - “Building community through outreach and resource connection across Philadelphia. Philadelphia residents face many barriers to accessing resources. These include digital, economic, language, literacy, and disability-related barriers. The COVID-19 pandemic has worsened these challenges in our highest-need communities. The goals of the Community Resource Corps (CRC) are to:
 - Connect residents to resources.
 - Conduct neighborhood outreach.
 - Build the City's capacity for strategic community engagement.

The CRC also serves as a professional development program for its members. AmeriCorps members serve one-year terms of service.”

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS



RELEVANT NATIONAL MODELS CONTINUED:

- Harlem, NY: Community Pride (Harlem Children's Zone): "We are grassroots, boots-on-the-ground connectors, community builders, and problem solvers devoted to empowering individuals and the community-at-large. Community Pride is a robust HCZ program and storefront office, which invests in the people and spaces of Central Harlem. We love our community and take enormous pride in our vibrant people, culture, and history. Our mission at Community Pride is to make sure everyone in Central Harlem has countless reasons to do the same.

At the core, we are connectors and community builders. Our work is grassroots, culturally-responsive, and on the ground. We are a team that establishes strategic partnerships, routinely attends local community stakeholder meetings, stays updated on new and changing benefits and social programs, and trains individuals to become advocates and agents of change within the community. And we function as liaisons between HCZ and the community. We do this because we want to offer a hub of community resources, information, and opportunity — a place you can come for solutions, guidance, and partnerships."

- Louisville, KY: United Community Platform - "United Community is a coordinated care network of health, education, and social care providers. Partners in the network are connected through a shared technology platform, Unite Us, which enables them to send and receive electronic referrals, address people's social needs, and improve health, education, and financial wellbeing across communities. United Community is supported by lead sponsors CVS Health and Aetna Better Health of Kentucky and led by our strategic partner, Metro United Way with support from multiple local and national funding partners.

Joining the network is free of cost for community-based organizations and many organizations that are considered part of the safety net, like community health centers, tribal clinics, and mental health centers."

OUT-OF-SCHOOL ENRICHMENT AND LEARNING WORKING GROUP RECOMMENDATIONS

RELEVANT NATIONAL MODELS CONTINUED:

- **Madison, WI** - Citywide Out-of-School Time Study: [[Example from Madison, Wisconsin](#)]
- **Minneapolis, MN** - [Northside Achievement Zone Family Coaches](#): NAZ Family Achievement Coaches enroll families into NAZ and partner with NAZ scholars and parents to support their path to college beginning at birth. These skilled coaches are either from the Northside or have lived in similar circumstances as our families. The majority are located at partner schools and early learning centers, to be integrated into the scholar's educational setting. NAZ Family Achievement Coaches work one-on-one with parents and their children to:
 - Instill the belief that college is possible
 - Help parents set family goals called Achievement Plans
 - Help children set and reach academic goals
- **[Service Year Alliance Impact Communities](#)**: "Service Year Impact Communities are collaborative efforts among community stakeholders to leverage service years as a tool to address community needs. By coordinating local efforts, impact communities work to create the conditions for universal national service — full-time, paid service that is impactful, equitable, offers career, education, and civic opportunity, and exists at scale. Impact Communities can be at the neighborhood, city, county, regional or state level. When service year programs work together with local government agencies and elected officials, community leaders, philanthropic organizations, education institutions, and other community stakeholders, they are more effective at transforming lives, strengthening communities, and fueling civic renewal."
- **[Success Planning & Adult Navigators](#)** - **EdRedesign Lab at the Harvard Graduate School of Education**: "Success Planning pairs each child and youth with a caring adult Navigator to help them access tailored supports and opportunities—both in and out of school. This approach has the potential to reshape our education and child development systems. Yet Success Planning is largely underemployed. We launched this research to learn how communities can harness this strategy to ensure all children and youth learn, grow, and thrive."

WHAT CAN YOUR SECTOR DO?

Below we provide additional recommendations on what major sectors in our community can do to advance many of the recommendations highlighted above.



01 — Businesses

- Promote a policy agenda that positions OST policies as a critical issue for economic development
- Make philanthropic contributions to OST serving organizations
- Advocate for the creation of a local dedicated fund to support OST programming



02 — Poughkeepsie City School District

- Partner with local government and OST program providers to establish a coordinated citywide OST system
- Conduct a preliminary survey of PCSD students and families on their participation in OST programs
- Participate in citywide data sharing efforts to streamline service delivery and supports for students and families
- Work with partners across sectors to advocate for increased funding for OST programming before/after-school and during summer vacation
- Invest in scalable evidence-based OST interventions and OST spots for students
- Invest in research that conducts a landscape analysis of the OST sector in the City of Poughkeepsie and Dutchess County and calculates the cost of an optimal OST system rooted in principles of equity and inclusion and pathways for financing a new system

WHAT CAN YOUR SECTOR DO?

Below we provide additional recommendations on what major sectors in our community can do to advance many of the recommendations highlighted above.



03 — Higher Education Institutions

- Establish faculty, student and institutional partnerships to support research that identifies effective practices in the OST sector
- Establish faculty, student and institutional partnerships to support OST program implementation
- Expand opportunities for professional development and credentialing for OST professionals
- Create leadership pipelines for the next generation of OST leaders
- Scale existing OST programs serving City of Poughkeepsie children and youth



04 — Philanthropy

- Invest in research that conducts a landscape analysis of the OST sector in the City of Poughkeepsie and Dutchess County and calculates the cost of an optimal OST system rooted in principles of equity and inclusion and pathways for financing a new system
- Invest in evidence-based research to identify effective OST interventions on key issues for families and children with the potential to scale
- Invest in scalable evidence-based OST interventions and OST spots for students
- Invest in technical assistance to strengthen the local OST sector and build capacity in the City of Poughkeepsie's new Division of Youth Opportunity and Development

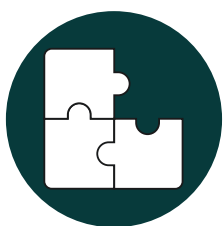
WHAT CAN YOUR SECTOR DO?

Below we provide additional recommendations on what major sectors in our community can do to advance many of the recommendations highlighted above.



05 — Local Government (City and County)

- Partner with Poughkeepsie City School district and OST program providers to establish a coordinated citywide OST system
- Participate in citywide data sharing efforts to streamline service delivery and supports for students and families
- Invest in research that conducts a landscape analysis of the OST sector in the City of Poughkeepsie and Dutchess County and calculates the cost of an optimal OST system rooted in principles of equity and inclusion and pathways for financing a new system
- Create a permanent local dedicated OST fund to address systems-level issues related to coverage, affordability, program quality and OST professional pay
- Invest in scalable evidence-based OST interventions and OST spots for children and youth
- Invest in a city and/or countywide data system and community navigator program that establishes a single point of entry for connecting children and families with wraparound services and enrichment programming.



06 — Out-of-School Time Program Providers

- Enroll OST educators in professional development opportunities to improve their practice
- Partner with local government, Poughkeepsie City School District, parents/families and community partners on a common agenda for OST programs
- Participate in citywide data sharing efforts to streamline service delivery and supports for children and families
- Spearhead advocacy efforts for public and private policies that strengthen the OST ecosystem in the City of Poughkeepsie and Dutchess County
- Develop capacity-building resources for OST program providers, government, school district and other community partners on the role they can play in improving child outcomes

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Poughkeepsie Children’s Cabinet Out-of-School Enrichment and Learning Working Group Chair

- **Mario Johnson** - Marist College Upward Bound

Poughkeepsie Children’s Cabinet Out-of-School Enrichment and Learning Working Group Members

- **Barrington Atkins** - Dutchess County Legislature
- **Satara Brown** - Rebuilding our Children and Community Inc.
- **Felicita Colon-Cordero** - Boys and Girls Club of Poughkeepsie
- **Stacey Greenberg** - Family Services
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Collaborators

- **Marc Nelson** - City of Poughkeepsie
- **Natasha Cherry** - City of Poughkeepsie & Poughkeepsie City School District
- **Yvonne Flowers** - City of Poughkeepsie

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Poughkeepsie Children’s Cabinet Staff Team

- **Cierra Cooper**- Policy and Research Fellow, Education Redesign Lab at the Harvard Graduate School of Education
- **Kristina Giangreco** - Poughkeepsie City School District
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- **Kylynn Grier** - Co-founder & Consultant
- **James Watson** - Co-founder & Consultant
- **Rob Watson Jr.** - Co-founder & Advisor

Poughkeepsie Children’s Cabinet Co-Chairs

- **Rob Rolison**, Mayor of the City of Poughkeepsie
- **Dr. Eric Jay Rosser**, Superintendent of Schools, Poughkeepsie City School District

**We thank you for
your continued
support of the
Poughkeepsie
Children's Cabinet.**



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Contact

Poughkeepsie Children's Cabinet

pkchildrencabinet@gmail.com

www.pkchildrencabinet.com



**THE POUGHKEEPSIE
CHILDREN'S CABINET**

*OUT-OF-SCHOOL
ENRICHMENT AND LEARNING*

**REPORT AND
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