

Achieve Boston: The Story of a Planning Process

for Building a Professional Development System for the Out-of-School Time Workforce

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Introduction

The purpose of this paper is to document the history and development of Achieve Boston, an initiative to develop a model for a professional development system for afterschool program staff and youth development workers in Boston. The paper intends to: (1) describe the planning and action steps undertaken by the collaborating initiative partners; (2) articulate the most salient development and implementation challenges facing the initiative partners; (3) investigate the strengths, weaknesses, and viability of the Achieve Boston professional development system model as seen by the managing partners and relevant stakeholders; and (4) provide lessons learned to other developing citywide professional development systems.

Information for this paper was collected through interviews, observations, and analysis of records and reports. Interviews were conducted with managing partners, advisory group members, and other stakeholders. The researchers attended several managing partner meetings in addition to advisory meetings and other Achieve Boston events.¹

Background

Nationally, approximately 6.5 million K-12 children participate in afterschool programs and the parents of another 15.3 million children say their children would participate if a program was available to them (Afterschool Alliance, 2004). There is significant research which shows that participation in afterschool programs is positively associated with better school attendance, more positive attitude towards school work, higher aspirations for college, finer work habits, better interpersonal skills, reduced drop out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades (Clark, 1988; Huang, Gribbons, Kim, Lee, & Baker, 2000; Posner & Vandell, 1994, 1999; Schinke, 1999).

Along with rich and engaging curriculum resources, the quality of a youth's afterschool experience depends on the extent to which the adult has the knowledge through training or otherwise, on how to scaffold, to mentor, and to communicate the curriculum content to youth (Fashola, 2002). The presence of a skilled and stable workforce in out-of-school time programs for children and youth plays a significant role in the quality and continuity of these programs and consequently, the impact they have on young people (National Institute on Out-of-School Time & AED Center for Youth Development and Policy Research, 2003). Professional development for staff is critical to enhancing learning opportunities and delivering high-quality programs to youth during the out-of-school time hours.

There are many obstacles to cultivating such a workforce. Nationally, staff represent a range of skills, educational, and professional backgrounds -- from certified school teachers to community members

¹ See Appendix A for case study methods.

without formal training. The absence of national or statewide professional development systems is an impediment. Without a registry of practitioners, agreed upon core competencies, a career lattice, or centralized funding, it is difficult to design, offer, and fund training or professional development programs for staff. The out-of-school time workforce continues to struggle with low wages, minimal to no benefits, poor working conditions, and limited opportunities for professional development and career advancement. The result is a staffing crisis and programs that fall short of meeting their potential (Achieve Boston, 2004). The necessary systemic change requires collaborations and new partnerships across multiple national and statewide agencies as well as the traditional fields of youth work and after-school care (National Institute on Out-of-School Time & AED Center for Youth Development and Policy Research, 2003).

Achieve Boston: An Initiative to Design a Professional Development System for Afterschool and Youth Workers

During the spring of 2002, a group of organizations, with seed funding from the City of Boston, came together to plan a professional development system for afterschool providers and youth workers throughout Boston. The Barr Foundation generously supported Achieve Boston beginning in December 2002.² Achieve Boston's mission was to improve the overall quality of afterschool and youth programs by developing a plan for a professional development system in which program staff at all levels would have access to comprehensive training and educational opportunities that enable them to strengthen their skills, develop their knowledge base, and advance along their chosen career path (Achieve Boston, 2004). The eight managing partners of Achieve Boston included public and non-profit intermediary organizations and service providers:

BEST Initiative/Medical Foundation

Boston 2:00-to-6:00 Afterschool Initiative

Boys & Girls Clubs of Boston

Massachusetts School-Age Coalition

National Institute on Out-of-School Time, Wellesley College

Parents United for Child Care

**Program in Afterschool Education and Research, Harvard University
(joined in Summer 2003)**

YMCA of Greater Boston³

² Additional funders include the Boston Foundation, Charles Stewart Mott Foundation, Harvard University, Massachusetts 2020, Massachusetts Department of Education, Robert Wood Johnson Foundation, U.S. Department of Education, and Verizon.

³ See "Blueprint for Action: Professional Development System for the Out-of-School Time Workforce" for descriptions of Achieve Boston's Managing Partners.

At the time that the Achieve Boston partners began meeting there had already been several Massachusetts statewide and regional initiatives concerning professional development taking place including APEX, BEST, Investing in Children, PASS, Zero to Eight Coalition, and Advancing the Field. From the beginning the partners were cognizant of the importance of building on the work of other initiatives. The partners were also aware that this new initiative represented a unique collaboration opportunity of the afterschool and youth development fields.

Timeline for Achieve Boston’s Professional Development System Planning Project

The following timeline represents some of the major events and milestones of the Achieve Boston planning project which was funded from December 2002 to June 2004.

Sep 23, 2002	—	First meeting with partners to plan Training Pilot.
Dec 10, 2002	—	First meeting to plan Blueprint/System building initiative.
Feb 14, 2003	—	The Project is given a name – Achieve Boston.
Mar 26, 2003	—	Official, public launch of Training Pilot, Catalog, Vouchers, and Web Site.
Apr 29, 2003	—	1st round of vouchers distributed.
Jun 19, 2003	—	1st Advisory Group Meeting and creation of Working Groups to design system components.
Jul 29, 2003	—	Summit on City-Wide Professional Development Systems.
Sep 12, 2003	—	Advisory Group Meeting and feedback on Summit.
Oct 22, 2003	—	2nd round of vouchers distributed.
Mar 03, 2004	—	1st meeting with the Higher Education Round Table.
Mar 22, 2004	—	1st Draft of the Blueprint.
Apr 07, 2004	—	Advisory Group Meeting and feedback on Blueprint.
May 24, 2004	—	Practitioners Feedback Forum.
Jan 01, 2005	—	Final version of the Blueprint distributed.

Framing the Project

During the first official system building meeting in December 2002 the major goals and strategies of the system building project were discussed and planned. The partners elected to have this first organizing meeting facilitated by an outside party which helped to create equal ground and an objective atmosphere for the partners to begin their work together. The managing partners reviewed and clarified project objectives, timelines, responsibilities, and implementation strategies. It was essential at this juncture that the partners laid out the key questions framing the work of the project. Those key questions were:

- [1] What currently exists in Boston/what is the state of the landscape that creates opportunities/challenges for the development of a career development infrastructure?
- [2] What activities, stakeholders, and agreements must be integral to this project to ensure that we meet these goals by the project's end?
- [3] Is there clarity and agreement about the goals/objectives of the project?
- [4] What tasks, timelines, and responsibilities can be identified for the following key workplan areas: (1) staff competencies; (2) career lattice development; (3) training approval and registry; (4) training system that meets multiple levels of need; (5) funding to support the infrastructure?
- [5] How will the work of this partnership be articulated both internally and to broader audiences?

In a subsequent meeting the partners participated in a facilitated mapping exercise to refine the project goals, identify key strategies, establish priorities, and identify barriers. The agreed upon project goals were:

1

Develop a Blueprint for a Career Development System for Boston

This goal will be accomplished if:

- One component of the system is "activation ready."
- There is a clear picture of what the entire system looks like (including all system components).
- A city-wide group that is leading professional development in Boston has been identified.
- A home or vehicle has been identified for implementing the system.
- The proposed system is complementary to the state system.

2

Identify Resources and Mechanisms for Implementing the Blueprint

This goal will be accomplished if:

- There is a commitment for funding secured for at least one component of the system.
- The costs for other components of the system have been estimated.
- A funding plan that indicates likely sources of funds for future components has been developed.
- There is support and buy-in for the system from key stakeholders.

The work of the larger project had begun – but without a name. Deciding on a name for the project was a significant task because the eventual system model needed to be embraced by multiple stakeholders. Several brainstorming sessions led to a decision on “Achieve Boston.” The Achieve Boston logo had a prominent place at the kickoff event in March 2003 and momentum around this system building undertaking was clearly mounting.

Establishing a Collaborative Process Toward a Common Mission

Several of the original Achieve Boston partners had already worked closely together on a three-year quality improvement project, Boston 4 Quality. During that time they had built working relationships that provided a strong foundation for working together again. Choosing a collaborative project management style was consistent with their history of working together.

Each member of the Achieve Boston managing partners came to the group with a distinct history, influence, and purpose - some explicit and some implicit. By bringing these particular organizations together the resulting partnership was able to extend the widest net to:

- Maintain a statewide and national perspective.
- Build upon the professional development work that had already been accomplished.
- Bridge the world of afterschool and youth development work.
- Include the perspective and experiences of the provider community.
- Align closely with the Boston Public Schools and Boston’s After-School for All Partnership.
- Represent extensive knowledge and experience in out-of-school time professional development.
- Connect with the higher education sector.



“It does take a core group that one way or another will commit a body to the table. To some extent the individual needs to make a personal commitment even though there will be a tug between the initiative and the needs and interest of the organization you represent.”

— Managing Partner

Despite the broad array of backgrounds represented by the group, the partners achieved what was felt by most to be a “genuine collaboration” where organizational differences and individual priorities were set aside for the good of the partnership. The choice of collaboration stirs many challenges. How is leadership divided? Are partners equally funded? What is the process for deciding tasks? How are concerns raised and addressed? Who is in control of the development of the initiative? These were questions that the partners faced throughout the project.

There is strong evidence that choosing collaborative management in some ways slowed down progress. Waiting out a more organic process of members moving into leadership roles and processing decision making through a broad equally footed body can be time consuming and less efficient. In retrospect, several partners agreed that the group took too long to move on some action items because of the implicit agreement that all decisions would be made together. Collaboration also suggests equal commitment toward the project, yet support dollars were not equally distributed. Full participation from some members was difficult as they had to justify the substantial time away from their other funded work.

From the start one partner was designated and remunerated to set the agenda, facilitate meetings, coordinate all aspects of the workplan, and serve as the point of contact for the other seven partners. Many partners emphasized the importance of designating such a role and considered that element of leadership crucial to the success of the project. Throughout the project different partners assumed the lead for various tasks. During the first two and one half years that this case study covers (December 2002 to June 30, 2004) the partners met approximately 45 times. Several times the partners met in retreat format to intensify focus on a particular task or challenge. One partner concluded that they greatly underestimated the financial resources and time it would take to do the work. The project required a substantial amount of working without remuneration.

“Can you have a genuine collaboration without a group decision on everything? I’m not sure it would have been possible for this group because it was so ingrained in everyone’s view of the work that it be done together. It would have been hard to do without everyone’s input.”

– Managing Partner



Despite some limitations, one partner pointed out that having the work be represented by a diverse group of organizations was probably the best way to reach a sustained plan for Boston because it helped lend credibility to the plan. It also offered a critical forum for the partners to learn about each other's work and to develop the necessary trust to move forward together. Many partners expressed similar confidence that the collaborative approach in the end was a "winning process."

Lessons Learned: Establishing a Collaborative Process Toward a Common Mission

- 1. Be realistic about the amount of time and resources necessary.*
- 2. Every partner must be equally or equitably resourced to be "at the table."*
- 3. Designate a lead coordinator to organize the work, convene the partners, and facilitate meetings.*
- 4. Retreats can be productive forums for tackling persistent or complex issues. Engage partners in full-day retreats early on and alternate retreats with shorter, more frequent meetings.*
- 5. It takes a very substantial commitment on the part of each individual to put the needs and interests of the collaborative above the needs and interests of each partner's organization.*
- 6. There is a value in working as a collaborative to enhance the credibility of the plan and process.*
- 7. Start with existing relationships, networks, and councils to anchor the work. It was advantageous to have a group of managing partners with a high level of commitment, patience, and history of working together.*
- 8. Initiatives of the scope of building a citywide professional development system need cooperation among stakeholders and genuine relationships to carry out the work because of historic turf, communication, and budget barriers.*

A First Step – The Training Pilot

Having received some initial seed funding (prior to the December 2002 organizing meeting) the partners planned to launch a training pilot for city and non-city afterschool and youth workers which would include publication of a training catalog, website, and distribution of training vouchers. When additional funding was awarded the training pilot remained an integral part of the career development system plan, both as an instructive initiative and as a possible permanent component of a future system.

The managing partners undertook several steps to launch the training pilot. The first step was to develop a framework of competencies for afterschool and youth workers. During the fall of 2002 eight focus groups were conducted by members of the management team. These focus groups included afterschool program staff, afterschool program directors, youth workers, parents, training providers, youth

participating in programs, and school administrators. The general structure of the focus group was to ask the participants to brainstorm the most desirable characteristics of an afterschool program. Then the participants were asked to think about what staffing skills were necessary to implement exemplary programs. Each of the focus groups ended by the participants categorizing the staff skills into general competency areas. By combining the results of the eight focus groups with information from existing sets of competencies from the Massachusetts School Age Care Coalition and BEST Youth Worker Competencies, the management team developed the 11 competency areas that were reflected in the published training catalog.⁴

With core competencies now identified, the partners surveyed local training delivery organizations to identify training and professional development opportunities and create an inventory of these opportunities. The training provider survey presented the 11 competency areas and asked training providers to indicate: (1) which trainings they offered or had capacity to offer; (2) the target audience; and (3) the presentation style.

In addition to the competency framework and the inventory of trainings and training providers, the managing partners designed a competency-based self-assessment in the catalog. The catalog was ready for dissemination in March 2003. In total there were 134 training descriptions in the catalog and contact information provided for 69 training providers.

One of the partners stepped forward to handle most of the logistics regarding the distribution and processing of training vouchers. The managing partners took advantage of the already existing annual afterschool resource fair and forum organized by Boston 2:00-to-6:00 After-School Initiative to officially launch Achieve Boston, the catalog, and the website. Training providers were invited to participate in an orientation meeting prior to the resource fair and also host an information booth. The catalog, website, and training voucher applications represented tangible products that placed Achieve Boston quickly on the map for afterschool and youth development work in Boston.

⁴ See “Blueprint for Action: Professional Development System for the Out-of-School Time Workforce” for descriptions of the Competencies.



“Money alone is not enough—you have to educate people on how to use the resources and information.”

— Advisory Member

Along with the kickoff event, outreach for the training pilot included distribution of flyers through local afterschool and youth development organizations, listserv announcements, direct mail and e-mail communication, and organization newsletters. Voucher applications were widely distributed to programs throughout the city. An Agency Director orientation was held following the kickoff to better acquaint program providers with the training and scholarship opportunities offered through the pilot, although individual practitioners were encouraged/expected to independently submit their own applications. Eighty-five voucher applications were received during this first round.

To receive the actual voucher, applicants needed to attend an orientation. During the orientation the process for using the voucher was reviewed in addition to an abbreviated use of the self-assessment tool in the catalog. Each participant received six \$50 vouchers. The vouchers could be used towards any training sponsored by one of the training organizations listed in the catalog or on the Achieve Boston website. Participants would turn in the vouchers at the time they attended training and the training providers would submit the vouchers to Achieve Boston for reimbursement.

Assessing the Training Pilot

When planning the training pilot, the managing partners were confident that financing and limited information on available training were some of the largest barriers to afterschool staff and youth development workers' abilities to take advantage of professional development opportunities. The partners recognized that there were other barriers, too, such as transportation and work schedule conflicts. They did not, however, anticipate the slow utilization rate of vouchers that transpired.

The project researchers collected information about the voucher applicants, their use of the website and catalog, and participation in trainings using the Achieve Boston vouchers. Surprisingly, contact with the training providers listed in the catalog suggested that most had not received any contact from participants after three months into the initiative.

“Having tangible products like the vouchers, catalog and website can give people the sense that this is real. Look this is a moving production—hop on!”

— Managing Partner

The researchers conducted a general phone survey on voucher recipient participation in the training registration process in June 2003. An additional phone survey on voucher recipient familiarity and use of website was conducted in July 2003. By August 2003 vouchers for only three individuals had been submitted for processing. The researchers met with the project managers to review the results of the phone surveys and plan possible interventions and changes before the second round of vouchers would be distributed. Intervention suggestions were:

- Create incentives for training providers to more actively use the website and post prospective/possible trainings with dates.
- Based on training interests expressed through the voucher applications, perform an intermediary role of linking participants with a specific provider. In other words, agree with the provider to offer the training and then recruit participants based on interest survey.
- Send e-mail reminders and upcoming training notices to participants.
- Create clusters of voucher recipients and request program directors to bring training on-site. Facilitate this process with directors.

Several of the suggested steps were taken by the managing partners in an effort to promote greater training registration and voucher use. A new staff role was developed to provide extensive direct e-mail communication with voucher recipients, including notice of trainings and training registration reminders. The partners sent out letters to executive directors of local afterschool and youth development programs to encourage involvement and pooling of vouchers to bring trainings in-house. A letter was also sent to training providers to encourage them to lock-in specific training dates. Voucher recipients who had not yet used a voucher received a follow-up call from a member of the project team. Participants also received a letter from the managing partners explaining the actions they had taken as a result of participant feedback. A second round of voucher applications was distributed in October 2003. Although voucher utilization did not reach what the project managers had expected, the interventions that were implemented seemed to significantly increase involvement. At the end of June 2004, vouchers for an additional 62 individuals had been processed.

During the spring of 2004 the researchers conducted the third set of phone interviews with voucher recipients who had used one or more of the vouchers. Participants consistently indicated that the resources/supports that would most increase their likelihood to continue to take training workshops/courses in the future were scholarship assistance and access to training. Suggestions on improving the initiative were consistent with the earlier survey findings that targeted website updates, specific training dates, and communication about upcoming trainings would increase their likelihood of attending a training. They also provided several concrete suggestions towards building a training system including: (1) access to career mentors or counselors; (2) a centralized training registration process; and (3) a system for translating previous training and coursework into professional credits.

Lessons Learned: A First Step – The Training Pilot

1. *Vouchers may be better utilized through agencies rather than individuals.*
2. *An intermediary that links practitioners with training providers increases participation in training and is significantly helpful.*
3. *Funding and information are only two of the many possible barriers that prevent practitioners from accessing professional development opportunities. Other potential barriers are incentives, release-time, and scheduling issues.*
4. *The catalog and the website were tangible products that helped raise awareness and create excitement for the project.*
5. *Strong consideration should be given to more testing and piloting of proposed system components to determine whether they will have the expected results rather than just planning for full implementation.*
6. *Guidance, coaching, and mentoring from directors and supervisors can play a critical role in shepherding workers towards training.*

Working Effectively with an Advisory Group

The partners determined fairly early that creating and sustaining an active advisory group would make significant contributions to the progress and credibility of the Achieve Boston initiative. Several discussions among the managing partners raised the question of whether to expand the managing partner group. There were both logistical and relationship building challenges to opening up the managing partner group to additional members, so an alternative solution was the creation of an advisory group. The advisory group would meet on a quarterly basis and primarily serve as a sounding board to the decisions and actions carried-out by the managing partners, and also take an active role in shaping some of the direction of the blueprint components.

The first meeting of the Achieve Boston Advisory Group was held in June 2003. At the first meeting the participants recommended that the Achieve Boston Managing Partners along with advisory group members form working groups to address particular content areas of the blueprint. The three working groups focused on (1) core competencies;

“If this is going to be a state-wide model at some time, look over the city walls. What’s different out there? Are there lessons to be learned as well from other communities?”

– Advisory Member

“The Summit was not really so much of a learning experience—but it had a huge value in affirming that we were on the right track—it demonstrated to others in Boston that this was a credible effort.”

– Managing Partner

(2) training systems; and (3) funding and sustainability. Each of the working groups was led by a managing partner. Separate meetings outside of the advisory meetings were established to bring the working groups together. Contact lists and e-mail communication groups were set up to facilitate ongoing communication. The groups were charged with exploring each one of the topic areas and developing a set of recommendations to bring back to the managing partners. The advisory group met again in September 2003 and then in February and April 2004. The composition, size, and level of input and involvement of the advisory group evolved and grew over time.

The contributions from the advisory group members significantly affected how the managing partners thought about the development of the blueprint. The advisory group members were a very active part of the working groups that met periodically to map out a system model and to discuss opportunities and challenges that all of the organizations faced in supporting and developing the professionalism of the field.

The advisory group meetings yielded several central considerations that were important for the managing partners to reflect upon: (1) Thought needed to be given to the developmental nature of system building. Components needed to be recognized as part of a sequence; (2) The initiative leaders needed to market the intrinsic value of building a system – a good system equals good outcomes for young people; (3) Providing professional development support to a sector of the workforce raises their standard of living and changes the standard of the community, also, because the workers are committed to the neighborhood; and (4) It is important not to lose sight of the school's role to educate and its major stake in youth in the community.

Lessons Learned: Working Effectively with an Advisory Group

- 1. Give a strong voice to those with expertise/strong interest in specific areas.*
- 2. Peripheral groups need to be fully represented at the advisory table.*
- 3. Create regular opportunities for advisory group members to weigh in throughout the development of the system.*
- 4. Establish and support a place for youth at the table.*
- 5. Allowing for shared-decision making through an advisory group can promote deeper commitment and embracement of the initiative's goals and accomplishments.*

The Summit – A Public Relations and Knowledge Building Event

The partners were unanimous in their enthusiasm for a Summit event and considered it a unique learning opportunity to engage other city leaders involved in or planning similar system building efforts. The Summit was convened at a critical time in the Achieve Boston process – a framework of competencies had been established, professional development opportunities in Boston had been researched and published in a catalog, and opportunities for professional development had been increased through the distribution of training vouchers. The partners were eager to move the system building forward armed with information about effective practices, challenges, lessons learned, and creative partnering.

Participants at the Summit came from Baltimore, Chicago, Kansas City, Indianapolis, Philadelphia, and Seattle. Participation from Boston included representatives from the Boston funding community, state and city government offices and agencies, resource and referral agencies, intermediary organizations, community and faith-based organizations serving children and youth, and local cultural institutions.

The managing partners put forth the following purpose for the Summit:

“Our desired outcomes for the Summit are to generate: a positive and inspired learning community of national and local leaders; data about professional development systems for afterschool and youth workers in different cities; and ideas about what might be possible in Boston and other cities in the future.”

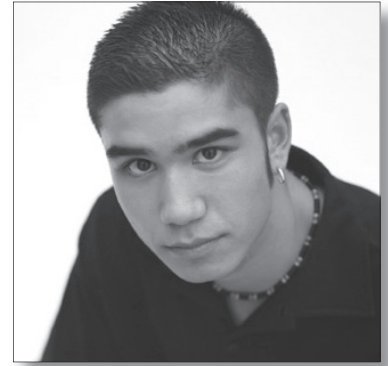
A pre-Summit handbook was created and distributed to participants which included profiles of the other city efforts that would be represented at the meeting and topic briefings to prepare for round-table discussions. The conversation at the Summit began with an overview of the national landscape of professional development systems for afterschool and youth workers, what workers need, and current challenges to system building. Participants offered testimony about their cities’ or states’ efforts to address the professional development needs of afterschool and youth workers. Extensive insights and recommendations were generated through the two days of round-table discussions. Here was a new challenge for the managing partners – to faithfully incorporate the ideas and thinking that the Summit inspired and gathered.

The evaluators distributed a survey to Summit participants to capture their impressions of the value and approach of the meeting. The majority of the participants felt positively about their participation and the outcomes of the meeting. Several participants desired more clarity about the implementation of models/approaches in their particular city and expressed frustration with feeling perpetually stuck in

the “sharing mode” instead of focused on concrete analyzing and organizing actions.

On one level, the Summit played an important role in making the case to local stakeholders that building a citywide professional development system was appropriately timed and necessary in Boston, and consistent with the efforts of other peer cities. It also provided the “big picture” for local Boston stakeholders to see the issues in Boston as reflective of the national interest and movement towards professionalization of the field. In addition, the Summit illuminated several existing approaches to system components that could be modified for implementation in Boston. And finally it positioned Achieve Boston as a national expert on the issue of out-of-school time professional development.

Despite a generally positive view of the value of the Summit, in retrospect some managing partners and advisory group members felt that the Summit may have distracted the group from the central job at hand. Also, how quickly an initiative is able to incorporate the learnings from a key information-sharing event is a delicate balance between devoting time to moving the agenda forward, while allowing sufficient time to digest, reflect, and interpret learnings. This remained a formidable challenge for the managing partners.



“Looking at the blueprint, the broad components make sense. The elements are there. What I am not clear about is the demand. Does the demand exist—or are we creating it? Is there a demand from the constituents? Thinking about it from a problem solving stand point, what are we trying to fix? Is everything in the BP trying to fix this?”

— Advisory Member

“Be humble about what you are doing ... lessen the systems talk until the components are in place.”

— Advisory Member

Lessons Learned: Summit

1. *Holding an event like a summit helped “get the word out” and created credibility for the Achieve Boston project.*
2. *Public marketing and knowledge building events can drain time and effort needed for the central project.*
3. *The timing of information sharing events such as a summit should coincide with the project’s readiness to utilize the knowledge gained.*

Putting Ideas to Paper: Producing the Blueprint

The decision to generate a written document as a product of the planning grant demonstrated the value the managing partners placed on the theoretical component of system building. The training pilot was “on the ground,” but the major effort of the Achieve Boston work was developing a theoretical plan for rolling out a professional development system.

In some ways spending so much time on the theoretical task sacrificed the opportunity beyond the training pilot to test some other parts of the system. While the Summit and advisory meetings did well to build momentum, some stakeholders lost interest and motivation as the writing process labored and there was little concrete system change to rally towards. In retrospect, some advisors and partners would have traded time creating a system plan for more piloting and adapting existing model components. However, limited funds restricted much of the activity to planning rather than piloting.

An outline for the written blueprint began in January 2004 with the materials generated from the advisory working groups as a basis for the document. While one organization served as the lead writers, a collaborative writing approach was adopted and most sections were worked on and revised by multiple writers, insuring representation from diverse voices. A first draft was drafted to circulate among the partners in March 2004. There were many revisions and drafts to come.

“It was good for Massachusetts that Achieve Boston happened. It might not get swallowed whole, but people get the ideas. There is a vision, whether everyone buys it, and many will, it will still contribute something—move the field forward”

– Advisory Member

The first blueprint draft was edited by the managing partners. Partners identified missing issues and attempted to identify and resolve concerns that other stakeholders may raise. Substantial editing was done to prepare the version that went to the advisory group in early April 2004. The advisory meeting was the first public dissemination of the draft blueprint. Primary recommendations from the advisory group included:

1. Provide guidelines on the use of the competencies at the program level.
2. Recognize that there are different ways to demonstrate competencies.
3. Ensure language consistent with the other training, credentialing, and education institutions.
4. Connect the Achieve Boston professional development registry to other similar professional registries.
5. Articulate incentives for participating in a professional development system.
6. Promote credit for experience in a field related to afterschool work.
7. Articulate a linkage between training and increased salary and promotion.

By May 14th an eighth version of the blueprint had been drafted which attempted to incorporate the feedback from the advisory group meetings and substantial changes from the managing partners. This version of the blueprint would be used to gather public comment in June and be the focus of an informational meeting with youthworkers and afterschool workers in Boston.

Seeking and Securing Buy-In

Seeking and securing buy-in represented a tremendous investment of time and energy particularly during the spring of 2004 as the blueprint was undergoing extensive revision. A first challenge was the question of “number” of organizations versus “which” organizations. How many organizations was it necessary to reach out to? Were some organizations more crucial than others? In addition, there was the question of return on investment of time. How much time could the managing partners give to cultivating organization buy-in when operating under a fixed time schedule and needing to bring some plan for a system model forward? Also, as this was a ground-breaking initiative, there were no guidelines on the level of buy-in necessary for actual implementation of the blueprint.

By the end of the project the managing partners and most advisory group members felt that Achieve Boston was successful in getting the word out and was open and responsive to the opinions of stakeholders. Those who were tapped for buy-in and approval knew they were not being sought to “rubber-stamp” but that their opinions and suggestions were listened to and incorporated. However, increased awareness does not necessarily translate into the kind or depth of “buy-in” that project leaders seek.

Some afterschool and youth worker organizations still saw the blueprint as the “managing partners” plan, and not as a plan that fully represented the needs and interests of the broader afterschool and youth worker communities.

The youth worker community in Boston has historically been loosely organized with no single representative. An invitation to provide comment and feedback is not the same thing as being given a place at the table. While youth worker organizations were represented in the managing partner group and advisory group, the representatives were not themselves workers “on the ground.” In some ways the 50 page text blueprint document itself was out of sync with the culture of the youth workers. The managing partners struggled to find other ways to reach the youth worker community.

Reaching out to Boston’s diverse cultural communities, the public schools, higher education institutions in the city, large provider organizations (with their own internal professional development systems), and community-based trainers was also challenging. Many members of the afterschool workforce are certified school teachers in the buildings in which afterschool programs take place. They too, had a particular voice and perspective that needed to be heard and incorporated.

Thinking back over the process, some managing partners and advisory members deliberated whether constituents had been engaged early enough in the process or whether methods being used were appropriately tailored to the interests and styles of the various audiences. Was enough attention given to underrepresented groups—so they would feel that their needs, values, and communities were reflected in the blueprint? One area where the outreach plan fell short was not locating comment and information sessions in the community – in the local neighborhoods where most programs and workers are located as opposed to downtown locations.

Through the advisory group and other channels the managing partners received reaction to the blueprint draft and were made aware of frustra-

“We don’t want to end up with a system that is high on academic skills and low on working with kids! The workers need to have the skills, but they also need to be the right kind of people ”

— Advisory Member



“How do you persist in this work? At the end of the day, if I am still landing a job that only employs me to work half-time, where’s the incentive?”

— Advisory Member

tions of particular constituent groups. With limited resources and a tight timeline, the pressure on the managing partners to keep moving forward was substantial, and it's plausible that despite extensive efforts more buy-in might not have been possible or needed. There was certainly enough buy-in to keep the process moving forward and those who did not "buy-in" in the beginning may in the future. As one managing partner explained, "You can't go into this work thinking that you are going to make everyone happy. You have to welcome the negative. The biggest failure would be if they didn't react to it. Disagreement is better than disinterested."

Notwithstanding these challenges the managing partners made extraordinary headway in reshaping the blueprint to accommodate the needs and interests of involved stakeholders. Written responses as well as website and oral responses through outreach meetings and phone calls were sought and collected. By November an 11th version of the blueprint was drafted and moved into the publication process. A final formatted version was produced and disseminated through organization websites in January 2005. The partners strove to honor previous work in Boston and to build upon existing efforts at the local, state, and national levels, in addition to maintaining a commitment to involve practitioners and others who will be directly impacted by the establishment of a professional development system. The assembly and dissemination of the blueprint represented groundbreaking work in the arena of professional development systems for afterschool and youth workers. The timing in Boston was right. The field itself would now have to digest the ideas in motion and a strategy for funding would need to be realized.

Lessons Learned: Producing the Blueprint

- 1. Producing the blueprint took a tremendous amount of time and resources – far beyond what was anticipated.*
- 2. An inclusive approach, while critical to later embracement and implementation, can make the planning, writing, and editing exceedingly slow and time consuming.*
- 3. Determine as early as possible how the plan for the citywide system will align with existing state and other local systems.*
- 4. "Systems" talk can sometimes be overwhelming so it may be more efficient to focus on fleshing out components.*
- 5. Engage critical players (public partners) and stakeholders as early in the process as possible.*
- 6. Outreach to diverse communities is essential but it may not be possible to secure buy-in from all.*

Recognizing Progress – Looking Ahead

Creating tangible products, such as the blueprint, the catalog and website, were felt by partners and advisory group members to be chief accomplishments and indications of Achieve Boston's success. The true collaborative spirit achieved within the managing partner group, the productive relationship established with the advisory group and the careful, consensus-building approach including the genuine nature with which partners sought stakeholder feedback, were aspects of the work in which the partners took pride. Getting the word out, the sheer level of outreach, and Achieve Boston's name recognition and credibility — were also seen as "successes" of the initiative.

While Achieve Boston hadn't necessarily assumed any authority, the broad composition of the advisory group and willingness of key groups involved in professional development to work with Achieve Boston indicated that Achieve Boston was fast becoming a powerful voice for professional development work in Boston.

There was, though, not yet a "vehicle" for the system. Buy-in did not yet include the full support of significant stakeholder groups such as youth workers, state agencies, the Boston Public Schools, and higher education institutions within Boston. While renewed attention was now being focused on how the city system would complement and build off of the state system, this was also clearly an area with still much work ahead.

Yet, partners expressed patience and trust in the process and an acceptance of the tremendous work that lay ahead. The fact that the group was moving in the right direction was felt to be of great value, even if the final destination had not yet been reached. They were clearly focused on "where they were" rather than how they may have been "falling short" with respect to self-imposed deadlines.

Ready for Launching?

The managing partners and many members of the advisory group were confident in the process that had created the blueprint. What was less clear is whether the plan outlined in the blueprint represented a system that was likely to actually work in practice. Did the blueprint have enough of the details worked out? Did it have the right components? Had it addressed some of the most persistent and critical issues facing professional development efforts in Boston? The blueprint was comprehensive in scope and included the major pieces of a possible system, but did it have enough of the details spelled out for real launching?

*"We built this plane and now
we need to fly it"*

— *Managing Partner*

Incentives

One of the most common questions raised by stakeholders, advisory group members and managing partners was around the issue of incentives. Did the blueprint sufficiently address “why” individuals or even organizations would want to participate in the professional development system? It is imperative for the viability of the system that the potential users are clear on the benefits of participation. While the blueprint articulated the benefits of a system approach for Boston, the individual incentives were more elusive. One advisory member explained that one of the biggest challenges is getting direct care staff and directors excited about professional development. Many larger agencies do their own trainings and have their own internal requirements and training systems. That coupled with the lack of approved release time diminishes the attraction of participation in a larger system without any clear personal incentives. Some advisory members were disappointed that the blueprint had not devoted more attention to these “real world” issues.

Citywide versus Statewide

Throughout the development of the blueprint the partners tried to keep the issue of connection to broader state professional development initiatives such as MSAC’s Core Competencies and Professional Development work and practices clearly in their vision. Some advisory members and other stakeholders expressed skepticism about the viability of launching a system that primarily focused on Boston. As the blueprint was unfolding, a new legislated Massachusetts Department of Early Education and Care began its planning stages. This new state department would restructure and consolidate existing state early care and education and afterschool programs within the Office of Child Care Services, Department of Education, and Department of Public Health. This legislation specifies the development and implementation of a “workforce development system” including school-age care professionals.

The introduction of this new department challenged project partners and advisory members to think about the implications of such a statewide structure on the development of a professional development system specifically for Boston and whether such a system could exist without being part of the larger structure. Advisory members continued to express concerns about the need for more implicit connections to state work and other existing organization professional development models. By late spring 2004 the issue of how the system would align with the state came to the forefront and some important decisions were made regarding which system components would be city and which would be state. These decisions were included in the final version of the blueprint.

Ties with Higher Education & Credentialing

While the blueprint featured the concept of a credential as a mechanism for promoting professional development, there was not overwhelming consensus that this was the right direction for the system to take. Would moving towards closer ties with academia exclude valued members of the field? How would the blueprint credential connect with other existing credentials? Should credentials be required for everyone?

A large number of the afterschool and youth program workforce are part-time employees. Many workers hold such jobs while going to school, learning transferable skills to other education employment, or as additional employment to another primary job. A significant percentage of youth workers come up through the ranks of the communities in which they live and now work and are valued as essential and successful employees. For these reasons some stakeholders suggest promoting a mostly informal system that focuses on concrete skills and less attention on formal credentialing. The youth worker community is wary of moving to a model that overlooks the contributions of non-credentialed workers – even those without legal immigration status or with Criminal Offender Record Information (CORI). The field of afterschool and youth work includes workers diverse in skills, education and experience. Balancing these realities of the workforce with the potential benefits of system-wide credentialing is an on-going struggle that system implementers will have to sort out.

Sustainability and Home for the System

By June 2004, the partners began actively seeking commitments of funding to support the implementation of the system. Efforts to reach the group's second key goal— securing resources for implementing the blueprint, was behind where the group had wanted to be. So much time and energy had been expended on creating the blueprint and securing buy-in that less time had been devoted to secure the funding needed to implement the plan. It is also possible that the collaborative model chosen for project management did not sufficiently provide for the necessary and specific attention to fundraising activities. While several partners agreed to collaborate on the thinking and planning around fundraising, the concentrated and intense activity needed did not materialize. While managing partners recognized this reality, only a few saw it as a problem or deterrent in assessing the success of the work. Others saw it as simply part of the evolution of the work and the reality of “building the bicycle as you ride.”

A post-blueprint funding commitment was secured to support a workforce study and a higher education capacity study which would provide essential background to system implementation. Yet, not having secured the essential implementation funding would create a major roadblock in moving forward. The longer the blueprint was “on hold” the more likely momentum would wane.

Thus the long-term viability of the Achieve Boston initiative and blueprint is still evolving. The managing partners have created a detailed plan that is ready to be absorbed and implemented by an appropriate agent. The creation of a new public/private intermediary in Boston “Boston Afterschool and Beyond” has opened up a great possibility of a home for the implementation of Achieve Boston.

As the question of “home” and an implementation process is resolved those involved in the afterschool and youth development fields in Boston can take stock of this groundbreaking effort to professionalize the out-of-school time field in Boston. The Achieve Boston Blueprint provides a rationale and detailed vision of a potential professional development system for Boston. Its content was shaped by the contributions and thinking of a broad and diverse group of organizations and individuals in the city. Its circulation has stirred extensive discussion and debate about the appropriate training, preparation, and support of workers in the youth development and afterschool fields.

Lessons Learned: Sustainability

- 1. Not enough time was devoted to engaging the business community or funders in sustainability.*
- 2. Saving intense fundraising to support system components for the last task meant losing valuable time in generating interest and support.*
- 3. Having a participating partner with the expertise, connections, and interest to lead the fundraising task will ensure that sustainability receives primary attention.*

Notes from the Researchers

Achieve Boston's efforts over the last 2^{1/2} years have advanced the understanding and development of professional development systems and infrastructure building for the out-of-school time field. The amount of time and work devoted to the initiative by participating partners is no less than startling. The Achieve Boston Blueprint is a substantial document that represents the historic efforts by many organizations to support afterschool and youth workers in Boston, along with cutting edge strategies and thinking incorporated from workforce development models in other fields, cities, and states. Whether or not the blueprint is embraced whole, partially implemented, or phased in – it represents a vision for the future where none was before and has unquestionably aided the progress of a field that is still maturing.

Appendix A

Case Study Methods

Information and data for this case study was collected through:

- Semi-structured phone interviews with Managing Partners.
- Interviews with Advisory Group Members.
Interviews were conducted by phone. Notes were summarized according to emerging themes. Sixteen interviews were conducted. Interviews were approximately one hour each.
- Observation of Achieve Boston Managing Partner Meetings, Advisory Group Meetings, and the Summit.
- Review of meeting agendas and minutes.
- Observation of Voucher Participant Orientations and other related events/meetings.
- Review of voucher applications.
Voucher application data was entered into an SPSS data file and descriptive statistics were utilized to examine recipient characteristics.
- Three Phone surveys with Voucher Participants.
Survey data was entered into an SPSS data file and descriptive statistics were utilized to examine findings.
- Review of the Achieve Boston Catalog and Blueprint for Action.

Appendix B

Scholarship Voucher Applicants Round I

Total number of applicants: 85

Gender

Female = 65 Male = 20

Ethnicity

Asian - 2	Hispanic/Latino - 8
Black or African American - 39	White - 23
Haitian - 1	Other - 2
Cape Verdean - 5	Dominican-1
Puerto Rican - 2	No response-2

Titles

Group Leader - 12	Director/Program Director - 19
Youth Worker - 8	Executive Director - 4
Supervisor/Site Coordinator - 21	Other - 16
Administrator - 3	Missing- 2

Age Groups Served by Voucher Applicants (check all that apply)

67% of respondents work with elementary-age children.
69% of respondents work with middle school-age children.
52% of respondents work with high school-age youth.
14% of respondents work with older youth.

Years/Months in Current Position

1-2 years	36 respondents
3-5 years	17 respondents
6-10 years	5 respondents
10+ years	2 respondents
1-3 months	9 respondents
4-11 months	14 respondents
Missing	2 respondents

Highest Educational Background

GED - 2	Bachelors Degree - 33
High School Graduate - 7	Graduate Degree - 7
Some College - 24	Certificates - 4
Assoc. Degree - 7	Missing -1

Scholarship Voucher Applicants Round II

Total number of applicants: 100

Gender

Female = 74 Male = 26

Ethnicity

Asian - 6	Hispanic/Latino - 11
Black or African American - 34	White - 37
Haitian - 1	Other - 4
Brazilian - 1	No response - 1
Puerto Rican - 5	

Titles

Group Leader - 21	Director/Prog. Dir. - 15
Youth Worker - 11	Exec. Dir. - 3
Supervisor/Site Coord. - 18	Other - 25
Administrator - 4	

Type of Work

Work Directly with children: 60% answered yes.
Work Directly with youth: 48% answered yes.
Work Directly with both: 41% answered yes.
Provide administrative support or management: 64% answered yes.

Age Groups (check all that apply)

67% of respondents work with elementary-age children.
47% of respondents work with middle school-age children.
43% of respondents work with high school-age youth.
16% of respondents work with older youth.

Years/Months in Current Position

1-2 years	30 respondents
3-5 years	19 respondents
6-10 years	5 respondents
1-3 months	26 respondents
4-11 months	18 respondents

Highest Educational Background

Some high school - 6	Assoc. Degree - 2
GED - 2	Bachelors Degree - 21
High School Graduate - 18	Graduate Degree - 18
Some College - 28	

Phone Surveys on Registration Process and Website June, July 2003

Survey 1 – Focus on registration process (N=19)

- Almost all of the participants contacted had looked at the catalog or website (did not specify which).
- Of those who had looked at the catalog or website, almost all found the training and/or information they were looking for.
- Very few of the participants had made any attempt to contact a training provider.
- Participants cited busy schedule, lack of specific dates and training times, and miscommunication with training providers as primary reasons for not enrolling.

Survey 2 – Focus on use of website (N=19)

- Participants found out about the Achieve Boston catalog and website through a variety of ways including direct referral by a supervisor, e-mail communications, mailings, round table groups, word of mouth, and other trainings.
- More than half of the participants had not looked at the website.
- Those who were on the website found it easy to navigate and to find what they were looking for.
- Almost all the participants have access to the Internet at work or at home, and some have both.

Based on the survey results the project managers and researchers concluded that access to the internet was not a barrier for participation and gathering information about trainings. Participants were very enthusiastic about the vouchers and repeatedly suggested that they would be using them in the near future. The Achieve Boston training initiative was very well known as evidenced by the diverse organizations represented in the voucher applicant pool. Survey findings clearly indicated that staff had information – or at least access to information, they had money through their vouchers, and they had a desire to take training. Perhaps the barriers believed to present the greatest hurdles to accessing professional development were not in fact what were keeping staff from taking training.

Survey responses from recipients suggested that the registration process, itself, presented logistical hurdles. While the catalog provided information about training providers and the categories of trainings they offered, the catalog did not include specific dates for the trainings. This meant that in order for a participant to register for a training, they would first need to call the providers which offered training in their areas of interest and ascertain training dates before checking compatibility with their own schedule. This multi-step process often led to phone calls unanswered, a trail of phone-tag, and general frustration on the part of the participants. Many voucher recipients cited the difficulty of the registration process as the largest barrier to moving forward with the vouchers. While the website was envisioned to provide an updated forum for participants to gather specific training titles and dates, the usefulness of the website directly related to the training provider's commitment to updating and providing information about upcoming trainings on the website.

Achieve Boston Exit Phone Interviews for Scholarship Vouchers Users August 2004

The following summary is based on responses from 34 recipients awarded Achieve Boston Scholarship Vouchers. An attempt was made to contact 54 recipients and of these, 34 completed a telephone survey. Ten questions were asked during the telephone interview:

- ▶ What age groups of children the recipients work with?
- ▶ How the decision was made of choosing the training?
- ▶ Opinions about the process?
- ▶ How participation in the training was funded?
- ▶ Influences of the training for career development?
- ▶ What the recipients liked and did not like about the products or tools?
- ▶ Suggestions for improvements in the process /products?

Description of participants:

Thirty-four (34) recipients completed the phone survey, 73.5% were females and 24.5% were males. The majority of the recipients 52.9% indicated that they did not work for a city of Boston sponsored program.

Of the 34 recipients who completed the phone survey, 14% responded that they worked exclusively with elementary school-age children, 2.9% worked solely with middle school students and 20% worked exclusively with high school-age youth. The majority of the programs combined at least two groups in their programs. Ten respondents, (29%) worked with both elementary/middle school-age children, 12% of the respondents combined middle/high school-age youth and 21% of the respondents combined all four age groups. The results from this phone survey concurs with previous surveys that the recipients consistently work more with elementary and middle school youth than with high school and older youth/young adults.

Determining the appropriate training:

When asked how the decision was made to enroll in a particular training, the majority (67.6%) of recipients reported that they made the decision themselves, 20.6% indicated that they made the decision along with their supervisor, and one person indicated that her supervisor decided. The majority of people reported that they had some discussion about the training with their supervisor prior to their enrollment.

Prior to enrolling in the trainings, 91% (31) of the participants reported that they viewed the Achieve Boston catalogue, only one person reported that they used the website exclusively. When asked if they visited the Achieve Boston website, 35.3% reported that they had not viewed the website, and relied solely on the catalogue for their information regarding trainings. The majority responded that they were satisfied with the catalogue content and found the catalogue easy to use. Some found the web hard to navigate, while others felt it was not updated.

Funding:

The vouchers were used 94% of the time to pay for the training. One person indicated that he paid out of pocket. When asked if they would have been able to attend the training without the vouchers, 58.8% reported that would not have and 29.4% indicated that the organization they worked for would have provided the funds for training. Fifty-percent (50%) of the recipients participated in training for the first time with the vouchers, 20.6% were second time users and 23.5% were using their vouchers for a third time.

The Tools:

When asked if they used the web-based professional registry only 17% indicated that they had. Over 70% of the participants used the self-assessment tool and felt it was helpful. The overall consensus was favorable for the tools that were provided and used.

Compare Achieve Boston training to other related training:

Fifty-two percent (52%) responded that the Achieve Boston training matched their needs better than previous trainings, 20.6% felt that the Achieve Boston training was a somewhat better match and 17.6% indicated that there was no difference between the Achieve Boston training and other training they attended. Over 94% felt the experience they had with the Achieve Boston training had a positive effect on the likelihood they would enroll in future Achieve Boston trainings.

When asked if the training had a positive influence to continue in the field and pursue a degree, credentials or certificate, 59% responded favorably, 14.7% indicated the training had no effect and 17.6%, all females, indicated that the training had some negative effects. All of the men responded favorably to the training and indicated that they were motivated to build their professional skills and remain in the youth serving field, only 52% of the females felt the training was effective in leading them to pursue credentials, but 78% of the females indicated they were motivated to build on their professional skills. (The number of males who responded to this phone survey was significantly lower than the female respondents.)

Resources and Supports that would facilitate future training:

The majority of respondents indicated that scholarship assistance (76%) and access to training (47%) were the most important resources to make available to continue training. Twenty-nine percent (29%) felt that a career lattice was important, 20% felt that a self- assessment tool would help facilitate their continued participation in training and 17% felt that a professional registry was important.

Suggestions to Improve Training Participation:

- More website updates
- Advance posting of trainings
- Specific dates and times of trainings
- Clarification of training levels
- Trainings offered on-site

Appendix C

Summary of the Blueprint for Action: Professional Development System for the Out-of-School Time Workforce

The preface of the blueprint cites research linking the competence of staff with better quality programs and outcomes for youth and articulates a clear argument regarding the need for a comprehensive professional development system. The blueprint then outlines an infrastructure that builds on and weaves together a coherent system of support for practitioners. Responding to the input of Advisory Group members and other stakeholders the blueprint “mission & vision” statement incorporates feedback from stakeholders, clearly painting a picture of what the system should be—and not be. The blueprint discusses in length the value and importance of embracing the diversity of the out-of-school time workforce and how a system could be designed to support and nurture this diversity.

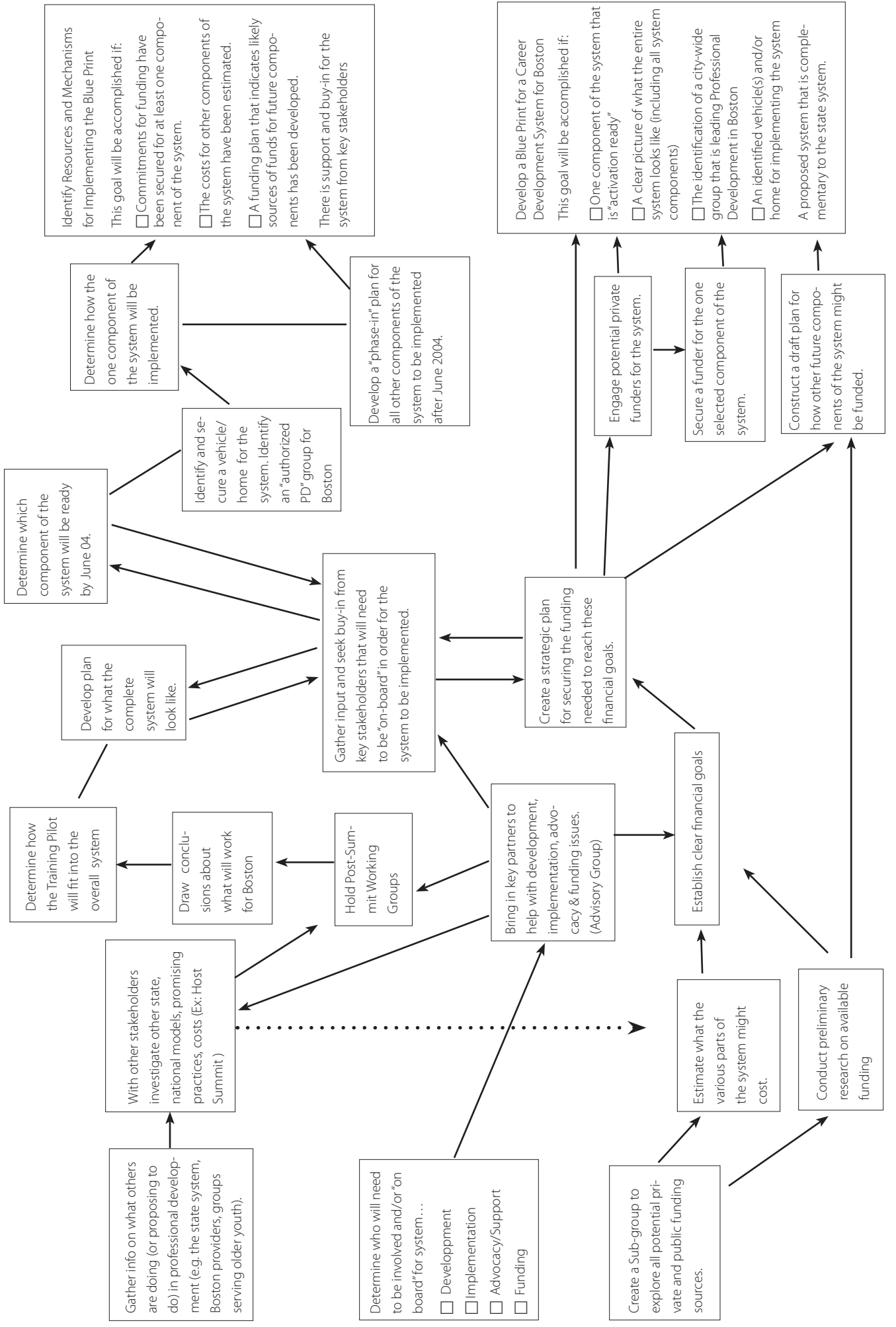
The blueprint explains that afterschool providers and youth workers come to this work by way of many paths. Some may enter the field without any formal education and training, gaining knowledge and skills on the job. Others may come with a background in a variety of disciplines, including social work, education, public health, community education, or psychology. The blueprint proposes how the system would partner with and build off of existing initiatives such as the Department of Early Education and Care Initiative, TEACH, MSAC’s PASS project, Citizen Schools, BELL, and BEST credentialing efforts. The blueprint carefully describes which components of the system would remain Boston-based, and which would need to be implemented as part of a statewide system.

The blueprint describes each of the components:

- Core Competencies
- Training System
- Trainer/Training Approval System
- Registry
- Career Lattice/Pathways

Information on each competency includes; implementation goals, linkage with any existing work, Achieve Boston’s accomplishments and progress to date in its development, and recommended action steps needed to move the component forward.

The final section of the blueprint summarizes what action is needed and how best to accomplish these objectives including an implementation timeline. The blueprint envisions a central organization that would coordinate the work of Achieve Boston such as resource development, work plan management, public policy and advocacy, linking to city, state, and national efforts, building public will through public/private partnership, and marketing. The blueprint concludes with a summary of recommendations, glossary of terms, and descriptions of managing partner organizations.



Identify Resources and Mechanisms for Implementing the Blue Print
This goal will be accomplished if:

- Commitments for funding have been secured for at least one component of the system.
- The costs for other components of the system have been estimated.
- A funding plan that indicates likely sources of funds for future components has been developed.

There is support and buy-in for the system from key stakeholders

Determine how the component of the system will be implemented.

Determine which component of the system will be ready by June 04.

Develop plan for what the complete system will look like.

Determine how the Training Pilot will fit into the overall system

With other stakeholders investigate other state, national models, promising practices, costs (Ex: Host Summit)

Gather info on what others are doing (or proposing to do) in professional development (e.g. the state system, Boston providers, groups serving older youth).

Identify and secure a vehicle/home for the system. Identify an "authorized PD" group for Boston

Determine who will need to be involved and/or "on board" for system...
 Development
 Implementation
 Advocacy/Support
 Funding

Draw conclusions about what will work for Boston

Hold Post-Summit Working Groups

Bring in key partners to help with development, implementation, advocacy & funding issues. (Advisory Group)

Estimate what the various parts of the system might cost.

Conduct preliminary research on available funding

Develop a "phase-in" plan for all other components of the system to be implemented after June 2004.

Engage potential private funders for the system.

Secure a funder for the one selected component of the system.

Construct a draft plan for how other future components of the system might be funded.

Establish clear financial goals

Create a strategic plan for securing the funding needed to reach these financial goals.

Develop a Blue Print for a Career Development System for Boston
This goal will be accomplished if:
 One component of the system that is "activation ready"
 A clear picture of what the entire system looks like (including all system components)
 The identification of a city-wide group that is leading Professional Development in Boston
 An identified vehicle(s) and/or home for implementing the system
A proposed system that is complementary to the state system.

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