

**Whitecap Executive Management Academy  
After-School Programs  
May 29-30, 2002**

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**BACKGROUND: THE WHITECAP EXECUTIVE MANAGEMENT ACADEMY**

Leaders in the nonprofit world are charged with full-time fulfillment of diverse and numerous responsibilities with very different groups of people. These expectations and groups include:

1. Managing their organization, including human resource development and management (staff and volunteers), operations, finances, strategic planning, and communications;
2. Interacting closely with the board, including board member recruitment and orientation, board management, and board dedication to the organization's success;
3. Delivering successful programs, including understanding the community needs, designing and developing programs, and managing others to deliver programmatic services; and
4. Obtaining funding for the organization, including funding design and development, generating funds through in-person and event solicitation, developing key relationships, and researching and writing proposals.

In 1997, the Whitecap Foundation launched the Executive Management Academy (EMA) to provide quality leadership training and technical assistance designed specifically to help its grantees develop the capacity to fulfill these expectations. The EMA trainings are presented in an environment where participants can exchange and examine new ideas and share professional experiences. Through the exchange, participants enhance their own knowledge and skills in order to lead their organizations more effectively.

Most of Whitecap's grantees are smaller, community-based organizations that otherwise have minimal access to management training. Given the profile of Whitecap's grantees, the goals for the program are:

1. Provide high quality, in-depth management/executive training sessions which are designed to improve the grantees' ability to provide quality service to clients;
2. Create a "community" of nonprofits who have developed and grown together, and can continue to share ideas, best practices, and solutions to common problems; and
3. Instill in the grantees a sense of confidence about their leadership capabilities and styles.

## THE AFTER-SCHOOL PROGRAMS WORKSHOP

On May 29-30, leaders from a number of Whitecap grantees convened to discuss their after-school programs, share their observations and experiences, and brainstorm ideas to make their programs more effective.

### Lessons Learned

Several themes emerged from the workshop, reflecting both successes and concerns common to the different organizations represented. These include:

#### 1. The Impact of Emotional Needs

One of the primary themes was the significant emotional component of after-school program success. It is apparent that, for these programs to succeed, certain emotional needs must be acknowledged and addressed, both children's and parents'.

These emotional needs include:

- Hope. Above all, both parents and children need to feel hope in their future. A feeling of hope inspires the children to participate enthusiastically, and it inspires parents to provide the support their children need to thrive in after-school programs.
- Safety. Children need to feel safe. Many of these programs provide a safe haven for children, especially where both parents work and are absent from the home after school. "Safety" means not only the children's immediate physical safety, but a refuge from and alternative to negative influences and pressures, including those represented by gangs.
- Recognition. Children need to be recognized and appreciated. They love being noticed, not only for their participation in the programs, but for something as simple as a birthday celebration.

#### 2. The Importance of Parent Participation

Children's participation and success in after-school programs increase with parental support and participation. In some cases, parents need to be educated and motivated to support their children. In many others, parents' struggles with other challenges leave them little time or energy to participate in programs or provide more support to their children. In most cases, children benefit more when the entire family is able to benefit through programs that address parents' other challenges and needs.

#### 3. The Impact of the Community

The programs are unavoidably linked to the successes and challenges of the communities they serve. The ability of children to participate and to have their parents' support, are

influenced by such important issues as housing, economics, transportation, health services, cultural differences, language, and citizenship.

### **Workshop Output**

The following charts reflect the data gathered during various discussions throughout the workshop. The responses have been organized according to four principle categories that were discerned: Programs, Community, Relationships – Internal & External, and Organization.

“Programs” refers to the substantive aspects of the programs discussed by Workshop Participants. “Community” embraces the particular issues presented by the communities served by the programs. “Relationships – Internal & External” reflects the critical impacts of many types of relationships on the programs’ success, and the various ways in which these relationships are expressed. Finally, “Organization” contains all of the internal considerations of the program providers.

One interesting result emerges from this collection of data. While the data reflecting “What’s Working” and “What’s Missing” is distributed across the four categories, most of the data regarding “Obstacles” relates to organizational issues – principally resources. Whether this reflects an absolute reality or a perception that could be better managed (and how) could be the topic of a future discussion among the participants.

**What's Working?**

| <b><u>Programs:</u></b>  | <b><u>Relationships: Internal &amp; External:</u></b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Range/Diversity/Variety of Programs</li> </ul>    | <ul style="list-style-type: none"> <li>• Parent Involvement</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Responsive to Needs</li> </ul>                    | <ul style="list-style-type: none"> <li>• Accessibility</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Homework Assistance/Tutoring</li> </ul>           | <ul style="list-style-type: none"> <li>• Creation of a Safe Place</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Skills Building</li> </ul>                        | <ul style="list-style-type: none"> <li>• Place and Sense of Hope</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>• Field Trips</li> </ul>                            | <ul style="list-style-type: none"> <li>• Exchange between staff and children</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Youth Implementing Ideas into Programs</li> </ul> | <ul style="list-style-type: none"> <li>• Awareness and Greater Appreciation of Different Cultures</li> </ul> |
| <ul style="list-style-type: none"> <li>• Sports</li> <li>• Food</li> </ul>                 | <ul style="list-style-type: none"> <li>• Power of Relationships between Staff and Volunteers</li> </ul>      |
|  | <ul style="list-style-type: none"> <li>• Partnerships and Collaborations among Organizations</li> </ul>      |
| <b><u>Impacts:</u></b>   | <ul style="list-style-type: none"> <li>• Celebrations (Individual and Group)</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Increased Academic Achievements</li> </ul>        |  |
| <ul style="list-style-type: none"> <li>• Higher Self-Esteem</li> </ul>                     | <b><u>Organization:</u></b>  |
| <ul style="list-style-type: none"> <li>• Lower Incidence of Pregnancy</li> </ul>           | <ul style="list-style-type: none"> <li>• Committed &amp; Consistent Staff</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Physically Healthy Children</li> </ul>            |  |
|  |  |

**What's Missing?**

| <b><u>Programs:</u></b>   | <b><u>Relationships - Internal &amp; External:</u></b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Health Services – Mental and Physical</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Effective Publicity and Development</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Gang Intervention</li> </ul>   | <ul style="list-style-type: none"> <li>• Advocacy and Policy Creation</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Family Programs</li> <li>• Meaningful Parent Involvement</li> </ul>                | <ul style="list-style-type: none"> <li>• Increased Respect and Trust for the Profession</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• More Opportunities to See the Larger Society</li> <li>• Skills Building</li> </ul> | <ul style="list-style-type: none"> <li>• Better Communication/ Collaboration Among Programs, Parents, Governments and Schools</li> </ul> |
| <ul style="list-style-type: none"> <li>• Drug Programs (Prevention and Intervention)</li> </ul>                             |  |
| <ul style="list-style-type: none"> <li>• Job Creation and Youth Employment</li> </ul>                                       | <b><u>Organization/Resources:</u></b>  |
| <ul style="list-style-type: none"> <li>• Financial Literacy</li> </ul>  | <ul style="list-style-type: none"> <li>• Resource Center</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Staff Career/Job Development</li> </ul>   |
| <b><u>Community:</u></b>  | <ul style="list-style-type: none"> <li>• More Resources: Financial, Staffing, Equipment, Etc.</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Increased Respect and Trust among Different Cultures</li> </ul>                    |  |
| <ul style="list-style-type: none"> <li>• Citizenship Assistance</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Housing</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• The Ability to Save More Kids and Family</li> </ul>                                |  |
| <ul style="list-style-type: none"> <li>• Transportation – Helping Kids Get Drivers License</li> </ul>                       |  |
|   |  |

**What Are the Obstacles?**

| <b><u>Programs:</u></b>   | <b><u>Relationships – Internal/External:</u></b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Insufficient Parent Participation</li> </ul> | <ul style="list-style-type: none"> <li>• Insufficient Public Relations</li> </ul>                                |
|   | <ul style="list-style-type: none"> <li>• Parents’ Lack of Trust in the Staff and Organization</li> </ul>         |
| <b><u>Community:</u></b>  |  |
| <ul style="list-style-type: none"> <li>• Economically Poor Constituency</li> </ul>    | <b><u>Organizational:</u></b>  |
| <ul style="list-style-type: none"> <li>• A Transient Population</li> </ul>            | <ul style="list-style-type: none"> <li>• Fluctuating/Inconsistent Funding</li> </ul>                             |
| <ul style="list-style-type: none"> <li>• Cultural and Diversity Issues</li> </ul>     | <ul style="list-style-type: none"> <li>• No Funding Plan in Place</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• Cycle of Parent/Child Issues</li> </ul>      | <ul style="list-style-type: none"> <li>• Limited Staff, Time, Expertise, and Resources to Fundraise</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Insufficient General Operations Funding</li> </ul>                      |
|   | <ul style="list-style-type: none"> <li>• Outdated/Outgrown Facilities</li> </ul>                                 |
|   | <ul style="list-style-type: none"> <li>• Outdated/Outgrown Equipment</li> </ul>                                  |
|   | <ul style="list-style-type: none"> <li>• Insufficient Volunteer Base and Management</li> </ul>                   |
|   | <ul style="list-style-type: none"> <li>• Limited Time and Resources for Staff Training and Enrichment</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Uncommitted or Unavailable Board Members</li> </ul>                     |
|   | <ul style="list-style-type: none"> <li>• Funders’ Evaluation Requirements</li> </ul>                             |
|   | <ul style="list-style-type: none"> <li>• Little Dialogue between Funders and Organizations</li> </ul>            |
|   | <ul style="list-style-type: none"> <li>• Limited Time and Resources to Evaluate Effectively</li> </ul>           |
|   | <ul style="list-style-type: none"> <li>• Insufficient Tracking Systems</li> </ul>                                |
|   |  |

**What Are Possible Solutions?**

| OBSTACLES  | SOLUTIONS   |
|--|---|
| <b><u>Programs:</u></b>  |   |
| Lack of Parent Involvement/ Participation                                | <ul style="list-style-type: none"> <li>• Change Outreach Format – More one-on-one</li> <li>• Mandatory Parent Involvement</li> <li>• Communication re. What Kids are Doing</li> <li>• Parents Pick Up Kids (Hard to Locate Some Parents)</li> <li>• Call at Work/Home</li> <li>• Parenting Workshops</li> <li>• Parent/Child Activities</li> <li>• More Parent Education</li> </ul> |
| Incentives/Rewards   | <ul style="list-style-type: none"> <li>• Create More Structure</li> </ul>   |
| Kid Responsibility/Parent Involvement                                    | <ul style="list-style-type: none"> <li>• Contract for Kids</li> <li>• Parent Meetings two times/year</li> </ul>   |
| Behavior (language etc.)   | <ul style="list-style-type: none"> <li>• Nat’l Council of Jewish Women Program (Kids &amp; Parents Dialogue)</li> <li>• Change Attitudes – Kids teaching kids</li> </ul>  |
| Personality-Based Programs   | <ul style="list-style-type: none"> <li>• Create Structure for Continuity</li> </ul>   |
| <b><u>Community:</u></b>   |   |
| Transportation   | <ul style="list-style-type: none"> <li>• Kragen, Other Specialized Funders</li> </ul>   |
| Volunteers   | <ul style="list-style-type: none"> <li>• Local High School Volunteers</li> </ul>  |
| Parent/Child Issues  | <ul style="list-style-type: none"> <li>• One-on-One Three Times/Year (family together) re. Parent/child communication</li> <li>• Family Night – Kids Group and Parents Group</li> <li>• “Red Tent” – Family Flag</li> <li>• Help Families Imagine Hopeful Future -- for themselves, their children</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Transient Population</li> </ul> | Tracking/Contact (E.g. Birthday Cards)  |

| OBSTACLES (cont'd)  | SOLUTIONS (cont'd)  |
|---|---|
| <b><u>Organization:</u></b>   |   |
| Balancing Organizational Mission with Financial Reality (How to Grow) | <ul style="list-style-type: none"> <li>• Committed to Staff Change</li> <li>• Staff Development: Commit, Make Room, Close Organization One Day/Month to Focus on Staff</li> </ul>   |
| Limited Staff Training Time   | <ul style="list-style-type: none"> <li>• Staff Appreciation Days</li> <li>• After Hours</li> </ul>  |
| Insufficient Operating Funds  | <ul style="list-style-type: none"> <li>• Dialogue with Funders</li> </ul>   |
| Limited Time/Resources for Staff Training Development                 | <ul style="list-style-type: none"> <li>• Continue Doing It</li> <li>• See What Others Are Doing</li> </ul>  |
| Space   | <ul style="list-style-type: none"> <li>• Study Better Space Utilization</li> </ul>  |
| Tracking Data (Multi-program)   | <ul style="list-style-type: none"> <li>• Have Applied for Medical Program</li> <li>• Got Name for Social Services</li> <li>• Looking for Arts package</li> </ul>  |
| Evaluation  | <ul style="list-style-type: none"> <li>• Tracking System (E.g. Filemaker Pro)</li> <li>• Child Care and Saved Attitude Surveys</li> <li>• Focus Group: Kids/Parent</li> <li>• Different Evaluation Methods</li> </ul>   |
| Assessment Data/Evaluation  | <ul style="list-style-type: none"> <li>• Community Focus Groups with Outside Facilitator</li> <li>• Convey Program Ownership</li> <li>• Respond to Community Wants/Needs</li> <li>• Parent Surveys/Interviews</li> <li>• Youth Interviews</li> <li>• Employment</li> <li>• Test reading/computer skills</li> <li>• Track numbers and levels of participants</li> <li>• Periodic Assessment (e.g. 6 weeks)</li> <li>• Build relationships</li> </ul> |
| Evaluation: Limited Time and Resources                                | <ul style="list-style-type: none"> <li>• Comprehensive “Overarching”</li> </ul>   |

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|--|---|
|  | <p>Evaluation – Design with outside help</p> <ul style="list-style-type: none"><li>• Write into All Grant Budgets</li></ul> |
|--|---|

**Reflections: What's Missing/Needed?**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ <b>Assessment:</b><br/>How to monitor progress of large numbers of kids? (Tools, resources)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Evaluation:</b><br/>How to gauge program effectiveness? (Tools, resources)</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>How to Fund</b><br/>Without creating more work</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Learn Useful, Effective Tools</b><br/>e.g., Evaluation</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Program Redesign:</b><br/>Revisit goals.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Align self-evaluations</b> with information required by funders</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ <b>Funding:</b><br/>How do nonprofits create “wealth?”</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>How to Convey Our Knowledge to Funders</b></li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>How to define “success?”</b></li> <li>▪ <b>How to Assess/Respond to Needs?</b></li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Learn Useful, Effective Tools</b><br/>e.g., Evaluation</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Societal Dialogue</b><br/>Re. social work, funder bias toward direct service, value of nonprofit services</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>How to Respond to Changing Communities</b><br/>How to make it happen.<br/>How to save more children.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Dialogue with Funders re:</b><br/>Issues, e.g., evaluation, using knowledge.<br/>We have greater collaboration with funders<br/>Possible partnership with others<br/>Better equipped for evaluation</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Simple evaluation tool</b> <ul style="list-style-type: none"> <li>▪ For funders</li> <li>▪ For self</li> </ul> How to do on a large scale? </li> <li>▪ <b>Explore Program/Mission Alignment</b></li> </ul> |
| <ul style="list-style-type: none"> <li>▪ <b>How to Respond to Changing Communities</b><br/>How to make it happen.<br/>How to save more children.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Getting past obstacles.</b></li> <li>▪ <b>Evaluations and Accountability</b></li> <li>▪ <b>Concern about Expenditures Exceeding Resources</b></li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ <b>Organize to Improve Communications, Increase Resources</b></li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>More programs</b> <ul style="list-style-type: none"> <li>○ For teens</li> <li>○ For parents</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ <b>Why Do We Lose Kids?</b><br/>Need to look critically</li> <li>▪ <b>Leverage Other Local Resources</b><br/>e.g. universities, civic, schools</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>Convene Foundations</b><br/>For dialogue<br/>Create templates for useful evaluations</li> </ul>  |

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|--------------------------------|--|
| ▪ <b>Role of Change Agents</b> | ▪ <b>Exchange/Empower Children to Become Leaders</b> |
|--------------------------------|--|