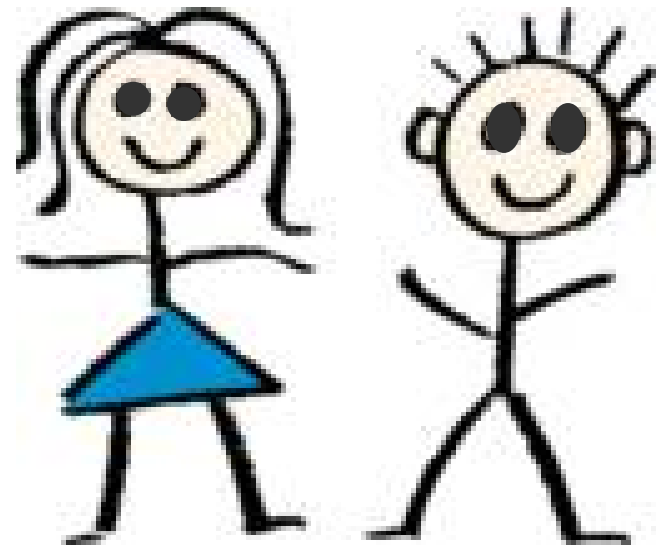


HOPKINS APARTMENTS

AFTER-SCHOOL SERVICES MARKET STUDY



AUGUST 2009



Table of Contents

- Objectives
- Methodology
- Summary of Findings and Recommendations
- Subject Site Analysis
- Demand/Needs Assessment Analysis
- Competitive Market Analysis
- Recommended Focus Areas
- Recommended Next Steps
- Findings Outside the Scope of the Market Study

Purpose and Objectives

Purpose

Urban Bridge Builders (UBB) prepared this report for the Boys and Girls Club of Greater Washington, the District of Columbia Housing Authority (DCHA), and the Hopkins Apartments Community to identify the after-school service needs of the Hopkins Community and assess ways to effectively meet these needs.

Objectives

- To assess the usefulness and limitations of the program currently offered by the Boys & Girls Club to Hopkins residents and evaluate its performance as it relates to the expectations of the Boys and Girls Club of Greater Washington
- To identify and understand the after-school service needs of the Hopkins community, in terms of demographic of users, types of programs and hours of operation desired, etc.
- To identify and evaluate other after-school programs that are serving Hopkins residents or are in the competitive market area
- To develop operational and programmatic recommendations to ensure that the services being provided by the Boys and Girls Club help address the unmet after school needs of the Hopkins' residents

Methodology

- **Subject Site Analysis involved:**
 - Review of Boys and Girls Club literature and past assessments
 - Interview with Dr. Khalid Randolph, Vice President of Programs & Operations to learn about the mission and program standards of the Boys and Girls Club of Greater Washington
 - Interview with Mr. Tyrone Mahoney, Branch Director of Hopkins Boys and Girls Club to learn about the current programming, operations, and performance of the branch
- **Demand Analysis involved conducting:**
 - Door-to-door questionnaire/survey of residents
 - Four resident focus groups (Parents and Kids)
- **Competitive Market Analysis involved:**
 - Secondary (desktop) research of after-school programs around Hopkins Apartments
 - Interviews with other after-school programs

Summary of Findings

- The Hopkins Boys and Girls Club (“Hopkins Club”) has caring, capable staff members who are providing diverse program offerings targeting different age groups and handling a high member to staff ratio.
- Key areas of challenges for the Hopkins Club include a high kids to staff ratio, limited space, lack of parental involvement, and perception problem of being considered an alternative program as a daycare or recreation league.
- Opportunities to provide more support for the Hopkins exist through involving community residents and collaborate with other community organizations exist.
- Perception of violence and lack of safety in the community and tension between residents living on opposite ends of the community are external obstacles that affect the Hopkins Club ability to increase participation in the program.
- The Boys and Girls Club is currently capturing less than half (43%) of the potential demand for after-school services by Hopkins school-aged children. This suggests a great opportunity for the Club to increase its membership base, but makes current space limitation a priority issue to address.
- A majority of Hopkins residents are aware that there is a Boys and Girls Club branch on site, but a significant number do not take advantage of the Club’s resources primarily because of conflicts with work schedule, safety concerns, and program preferences different from what is currently offered by the Club.

Summary of Findings

- Only one-third of respondents use other after-school programs, primarily school-based tutoring and organized sports. Residents cite convenience as main reason for using school-based programs, followed by lack of similar program offering at the Boys and Girls Club.
- For the most part, residents are not aware of existing programs in close proximity to Hopkins that provide the services they are looking for. This reflects both a desire for these programs and services to be on-site, and the lack of knowledge and communication about existing programs. There needs to be increased communication to and between residents about programs and services offered at the Boy and Girls Club and other local area resources.
- There appears to be a perception that the Hopkins Boys and Girls Club is merely an alternative for children after school, as opposed to being viewed as the first choice in academic enrichment, sports programs, relationship building, character development programs, etc.
- After-school services in the immediate area surrounding Hopkins are primarily offered in schools and by multi-service organizations.

Summary of Recommended Focus Areas

- **Programming**
 - Mentoring Program
 - Formal Sports/Recreation Program
 - Academic Enrichment Programs beyond homework help to expose members to new subjects and ideas

- **Operations**
 - Hire additional staff, particularly an academic director, female staff for girls-targeted programs, an athletic director, and a volunteer coordinator
 - Find additional space to accommodate more members, allow for the separation of kids by age group, and have dedicated space for different program areas (i.e. homework area, arts and crafts area, etc.)
 - Create and sustain a formal volunteer program to increase staff capacity
 - Form a parent advisory board to provide input and feedback on the Club's operations and program offering
 - Increase parent involvement with the Club's activities through the volunteer program or monthly social events
 - Increase the Club's visibility and reputation in the community and neighborhood

Subject Site Analysis

Assessment of the Hopkins Boys and Girls Club

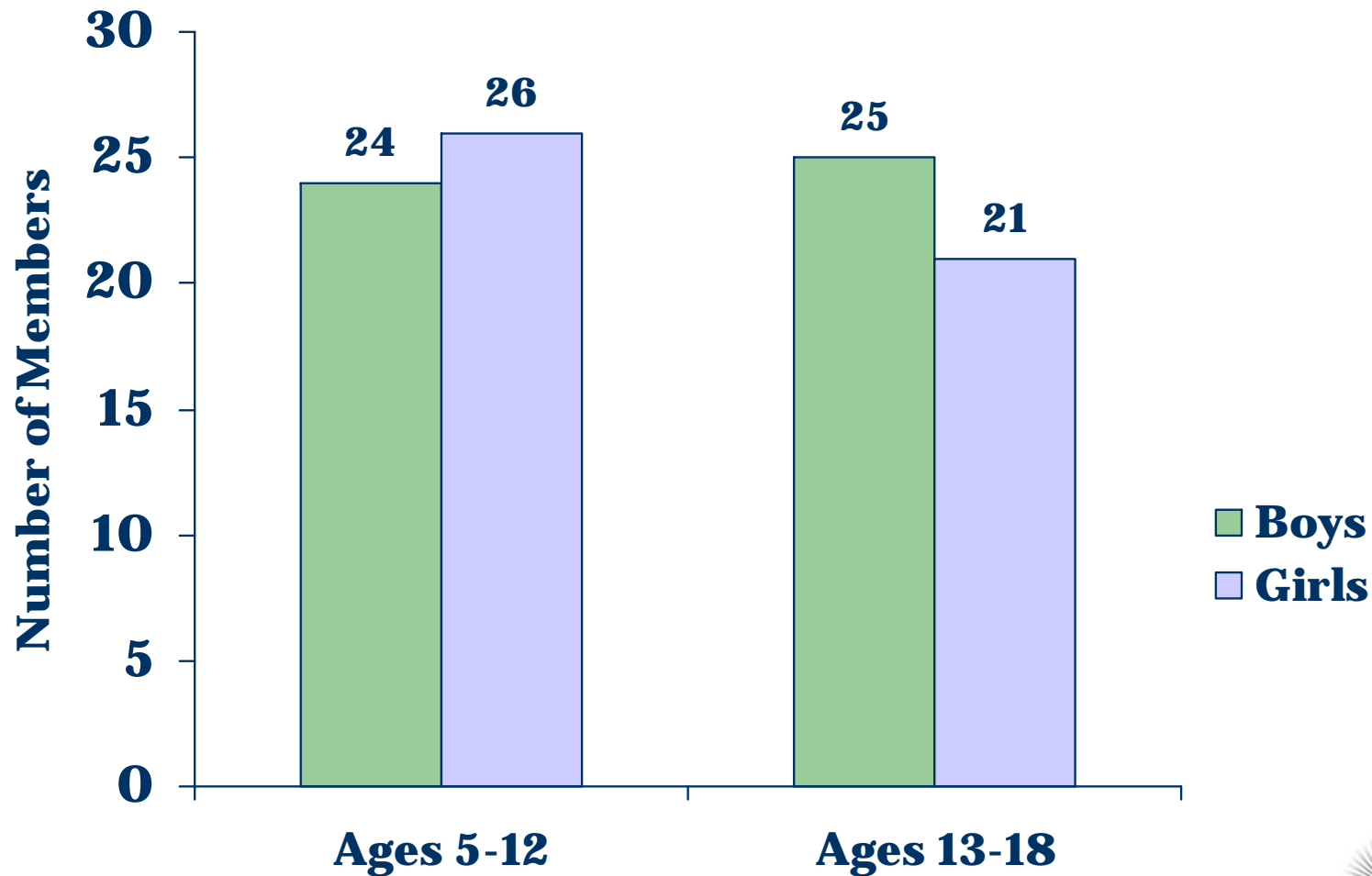


Hopkins Boys & Girls Club (as of June 2009)

Membership	<ul style="list-style-type: none"> • Kids ages 5-18 years old • 96 Registered Members • Avg. Daily Attendance = 25 kids*
Staff	<ul style="list-style-type: none"> • 1 Full-time and 2 Part-time Staff Members • No formal volunteer program
Programs	<ul style="list-style-type: none"> • C – Passport to Manhood (aimed at 11-14 yr. olds); TORCH Club (11-13; leadership development program for 11-13 year olds); Keystone Club (14-18; community service) • H – Money Matters (fiscal responsibility); SMART Girls (health, fitness, prevention/education and self-esteem enhancement program for girls ages 10-15) • A- Arts & crafts, photography, youth choirs, museum field trips, tickets to live performances • S – no formal program • E – Power Hour (homework help and tutoring targeted for 6-12 yr. olds); SMART Program
Operations	<ul style="list-style-type: none"> • Monday to Thursday = 3 to 7 pm (Ages 12 and under); 3 to 8 pm (Ages 13 and over) • Friday = 3 to 7 pm (Ages 12 and under); 3 to 9 pm (Ages 13 and over)

*Note: During focus group sessions, a number of residents pointed out that the avg. daily attendance figure of 25 kids may be undercounting the actual number because a significant number of kids do not come during Power Hour and may not sign in on time.

Membership Profile by Age Group and Gender



Source: Hopkins Boys and Girls Club, August 2009

Hopkins Boys & Girls Club Assessment

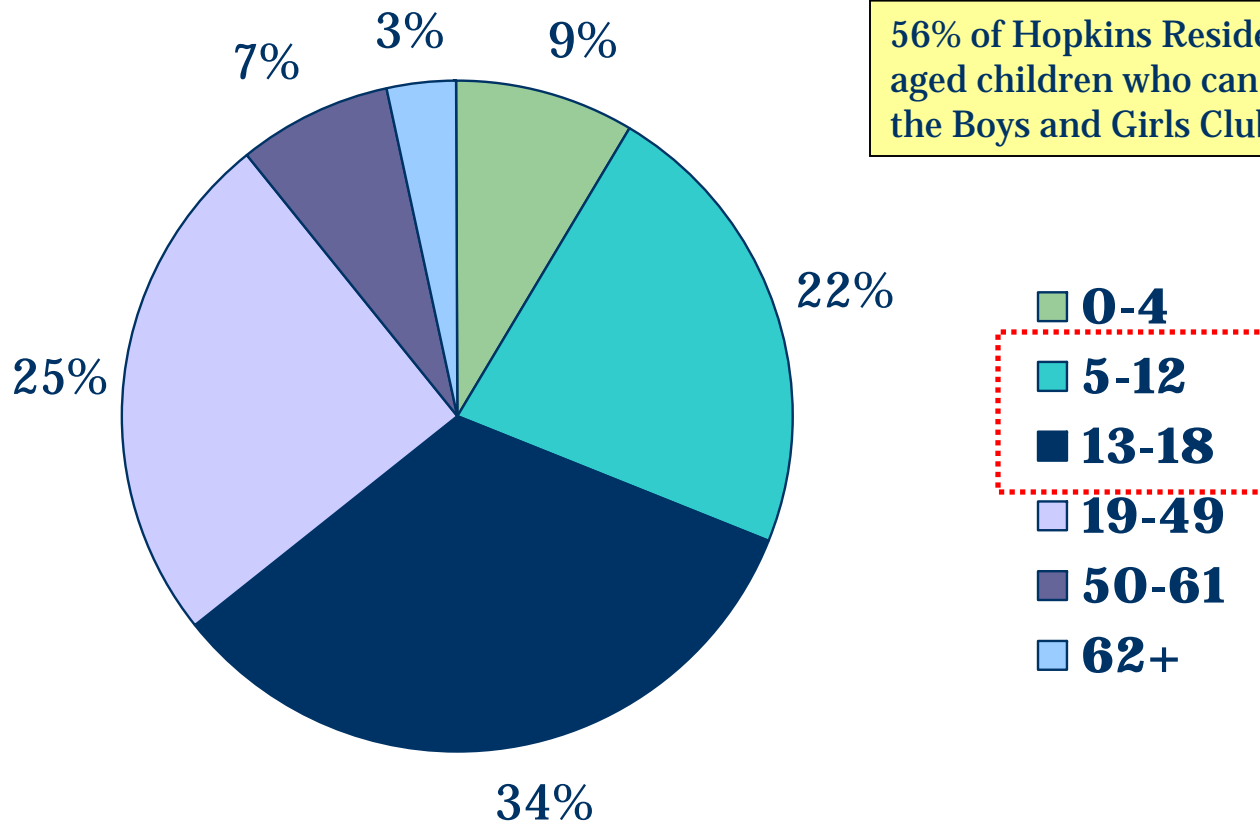
Strengths	Challenges
<ul style="list-style-type: none"> ● Caring, capable staff ● Academic focus ● Diverse program offering targeting different age groups and gender ● On-site location ● Hopkins residents interested in helping the Club ● Support from outside community organizations 	<ul style="list-style-type: none"> ● High member to staff ratio ● Limited space ● Lack of parental involvement with programming and operations, perhaps because many parents have inflexible work schedules ● No leadership board/committee ● Low staff retention ● Limited programs for teenagers who have been with the program for years ● No female staff ● No formal athletic program ● Perception problem – Boys and Girls Club is seen as a daycare or recreation league
Opportunities	Threats
<ul style="list-style-type: none"> ● Expanding programming to include a more regular performing arts component ● Community involvement through adult programs ● Involving parents and other adults through DCHA Community Service program ● Collaboration with other community organizations 	<ul style="list-style-type: none"> ● Other after-school programs, particularly in schools, are drawing away some Hopkins students ● Tension between residents who live in the 1000 building area and those around the 1430 building area ● Perception of violence/lack of safety in the community ● Lack of consistent after-school programs and other social services for residents

Demand Analysis

Understanding the Needs of Hopkins Residents



Hopkins Residents by Age



56% of Hopkins Residents are school-aged children who can participate in the Boys and Girls Club

*HOPKINS APARTMENTS
AFTER-SCHOOL SERVICES MARKET STUDY*

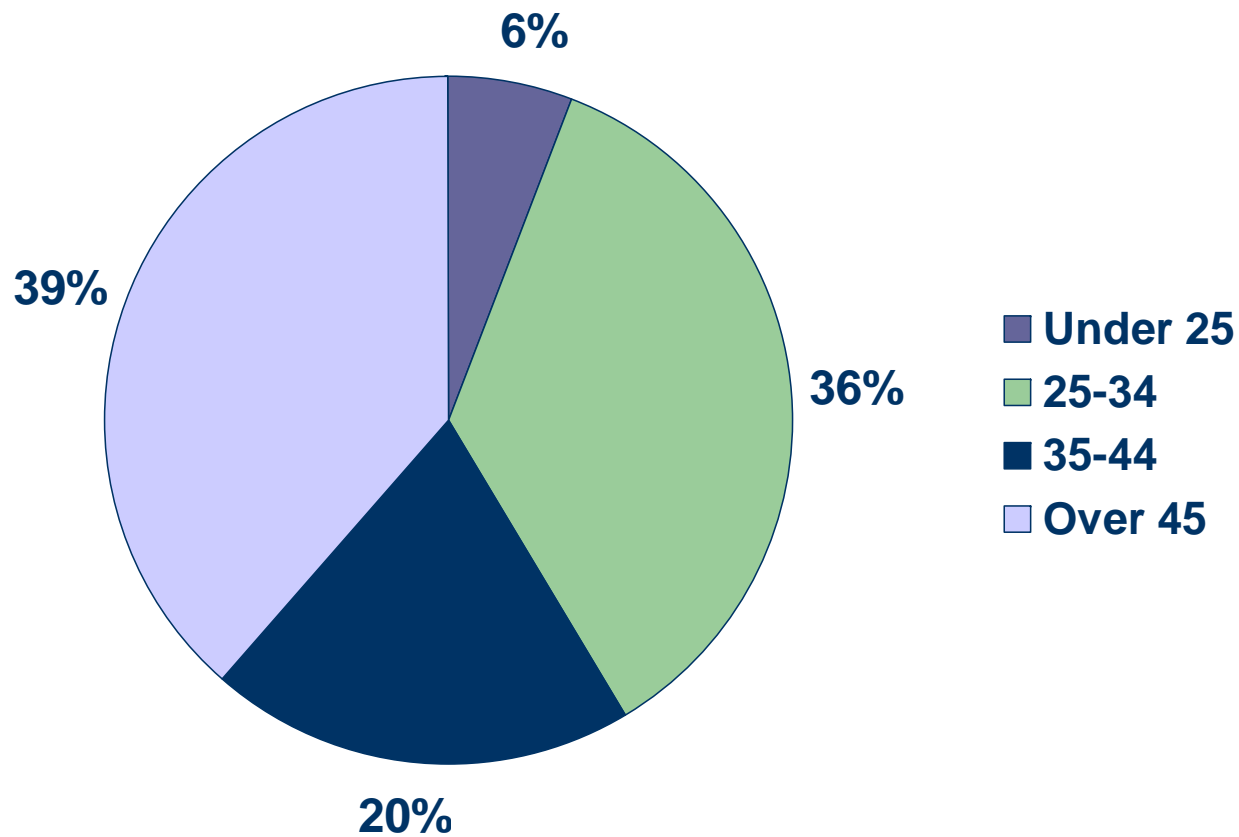
The Boys and Girls Club is Currently Capturing Less than Half of the Total Demand Potential of School-aged Children at Hopkins

	5-12 years old	13-18 years old	Total
# of Current Hopkins Boys and Girls Club Members	50	46	96
Total Demand Potential (Total # of Kids at Hopkins)	91	134	225
Current Capture of Total Demand Potential	55%	34%	43%

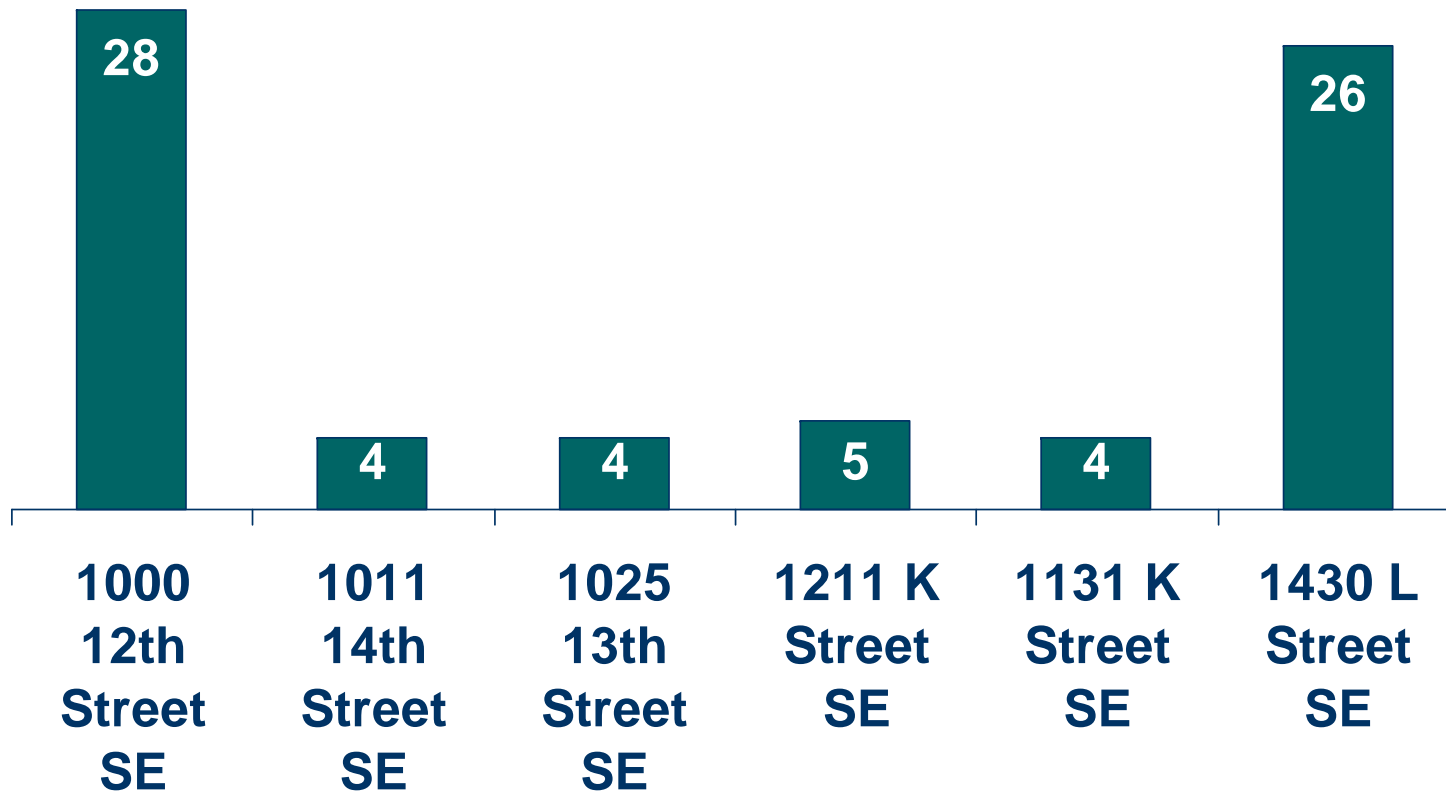
Overview of Door-to-Door Survey

- **Number of Respondents: 73 (out of 148 households) – 49% response rate**
- **Average number of children in respondents' households: 1.2**
- **Average number of children in respondents' households, excluding respondents with no children in households: 1.6**

Age of Respondents

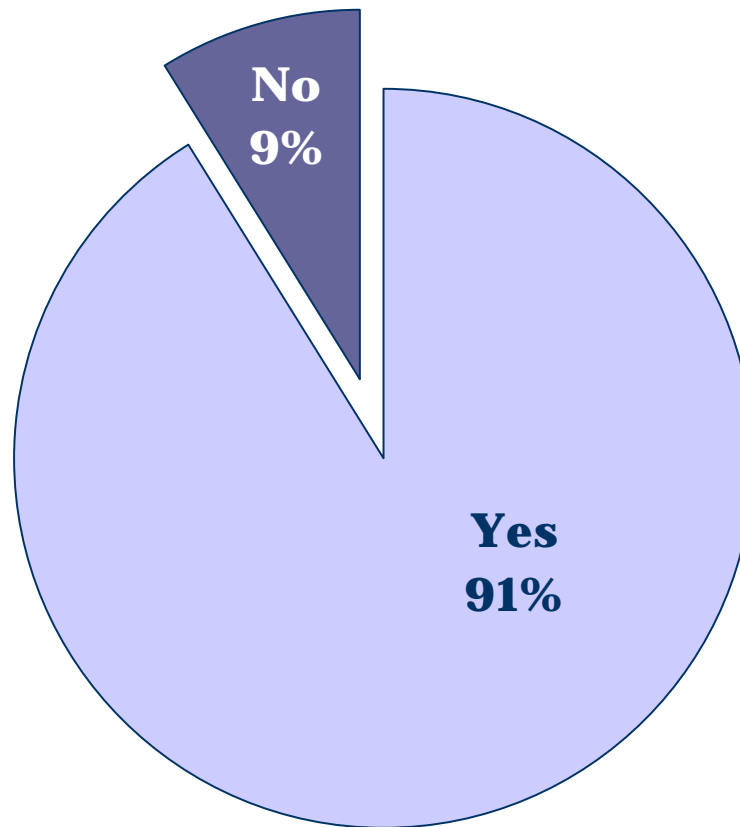


Respondents by Residence



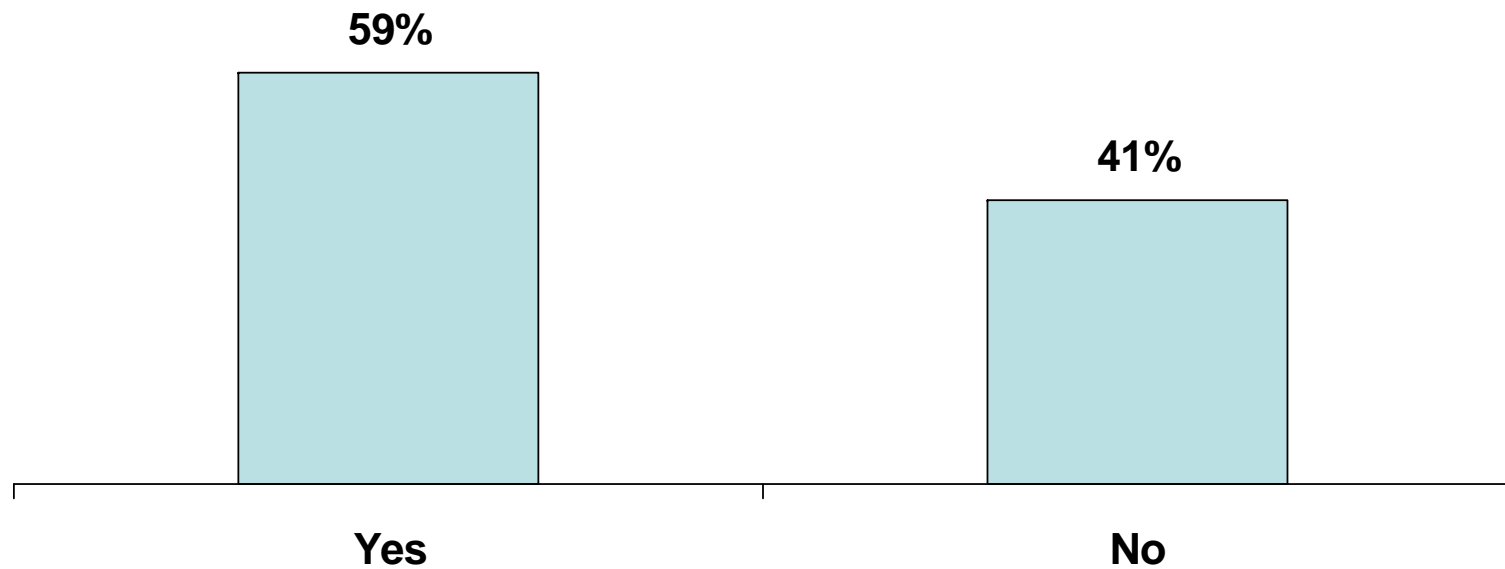
91% of Respondents Know of Hopkins Boys and Girls Club

Survey Question: Are you aware that there is a Boys & Girls Club at Hopkins?



59% of Respondents Have Made Use of the Club

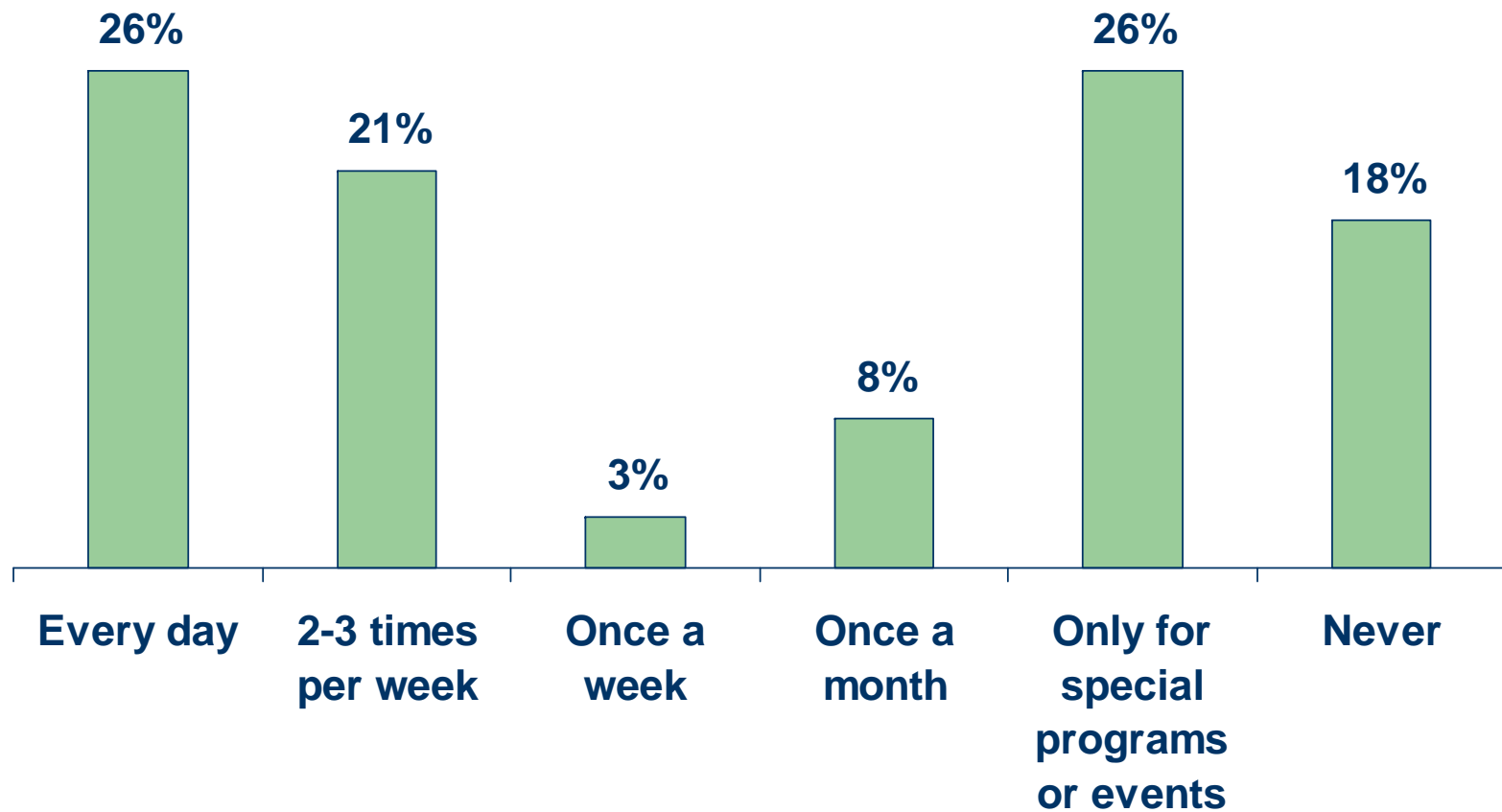
Survey Question: Have you been to the Boys & Girls Club?



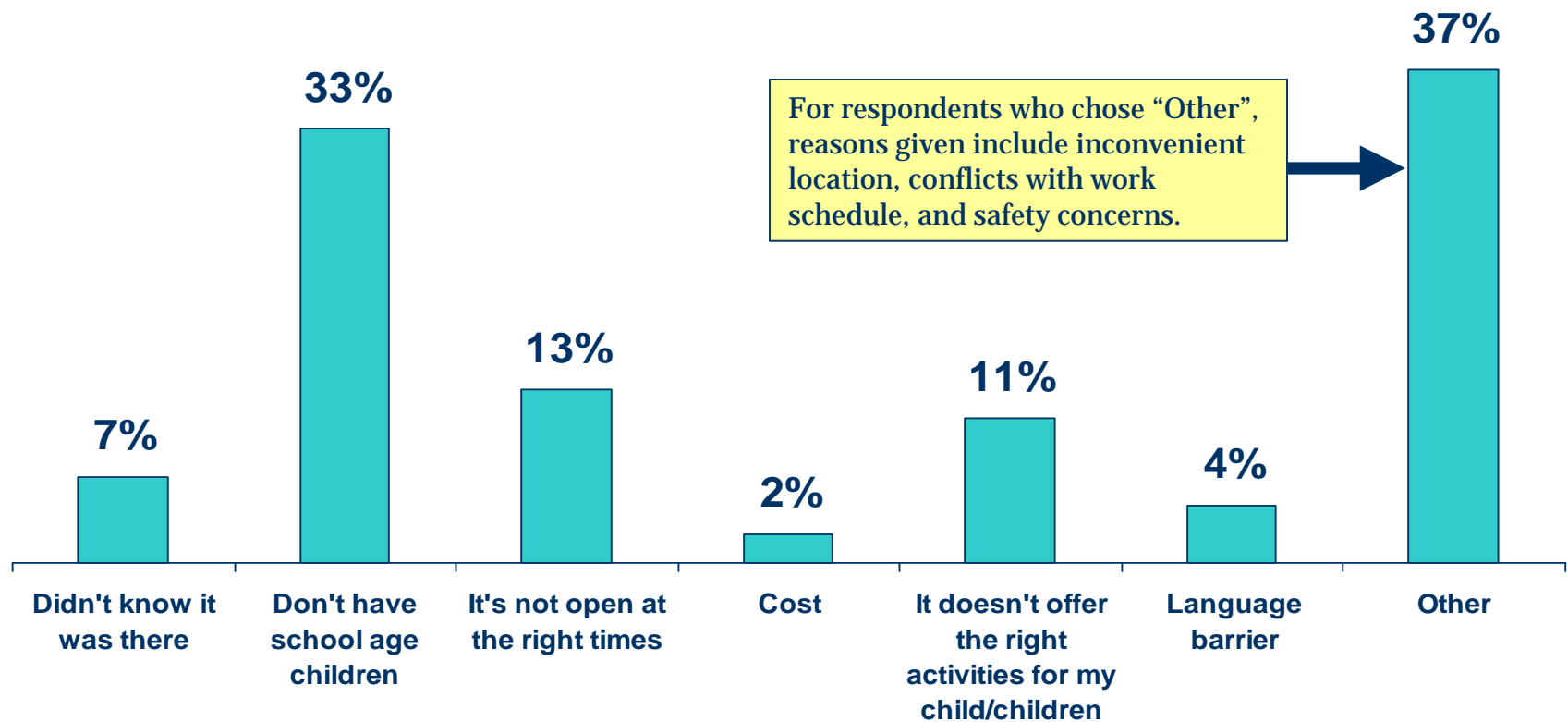
Activities that Respondents and their Kids Have Participated In

- Football
- Computer Classes
- Field Trips
- Reading
- Cheerleading
- Camp Brown
- Baseball Games
- Games (billiards, air hockey, board games)
- Youth of the Year
- Youth of the Month
- Torch Club
- Summer Camp
- Major Events (i.e. Halloween Parties)

Frequency of Use of the Club's Programs and Services

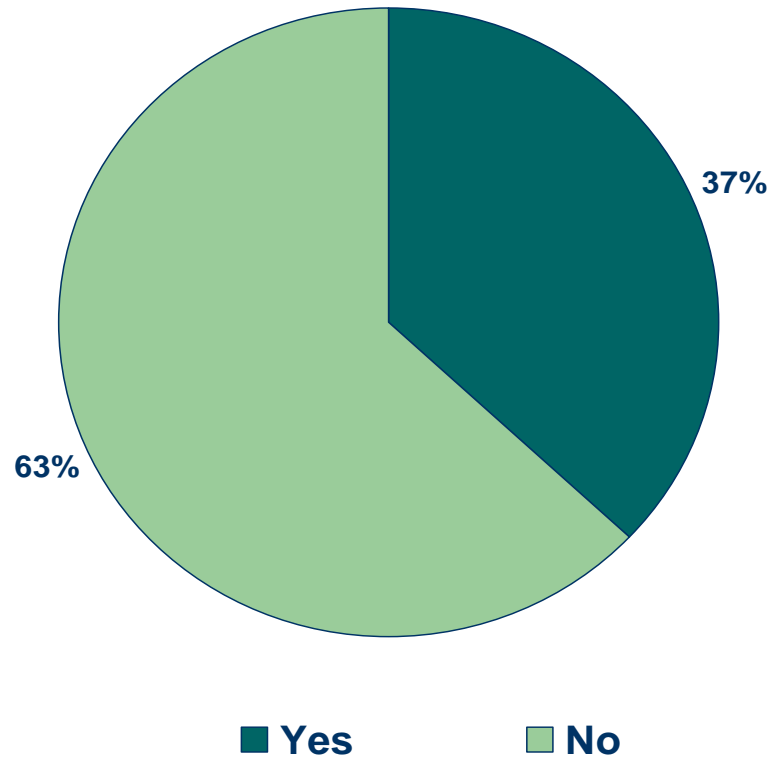


Reasons for Not Using the Club's Programs and Services



37% of Respondents Use Other After-School Programs

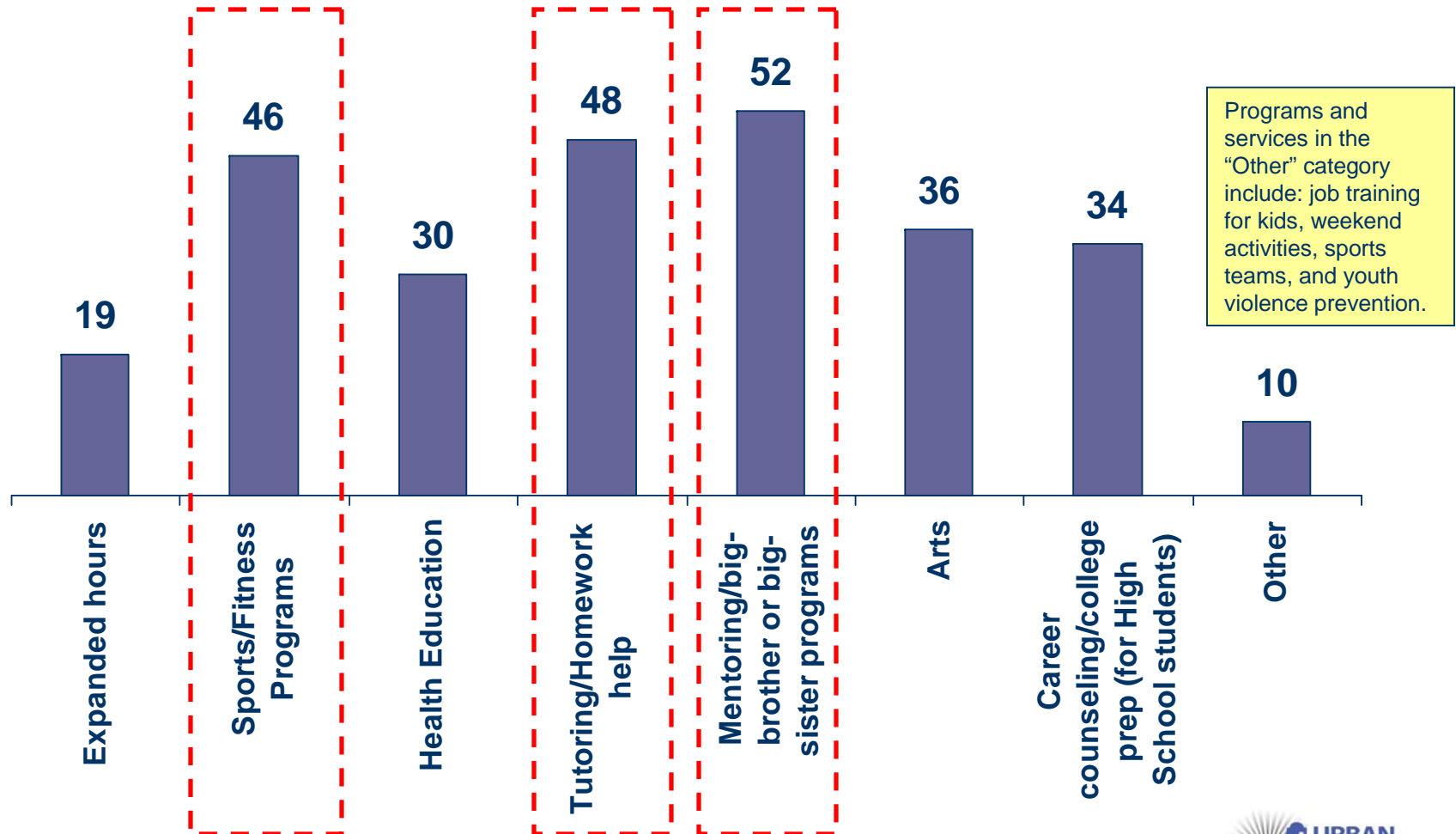
Survey Question: Do your children currently attend other before or after school programs?



Other after-school programs used:

- School-sponsored programs (e.g. Watkins and Randle Highland Elementary)
- Team sports (i.e. football, basketball, dance)
- ANCOR after-care

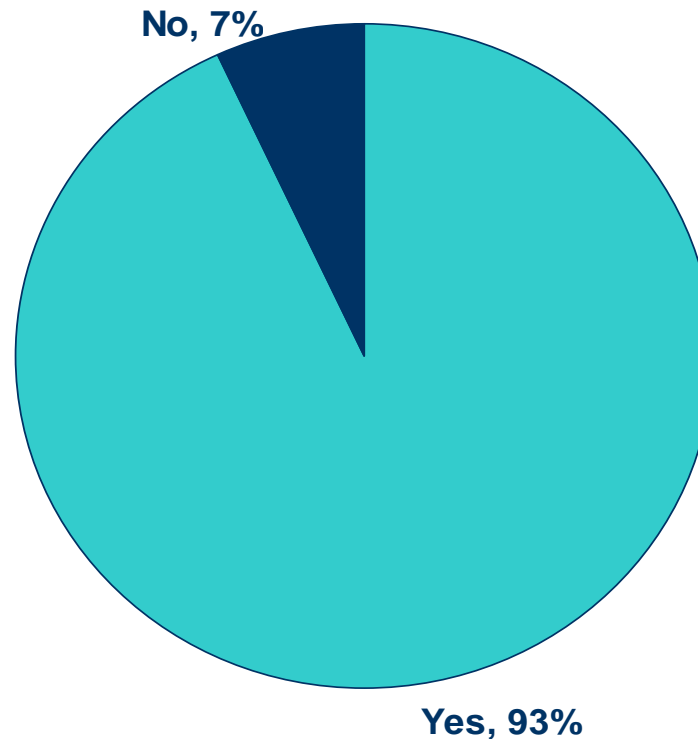
After-school Services and Programs Desired¹



¹Respondents were allowed to select multiple answers.

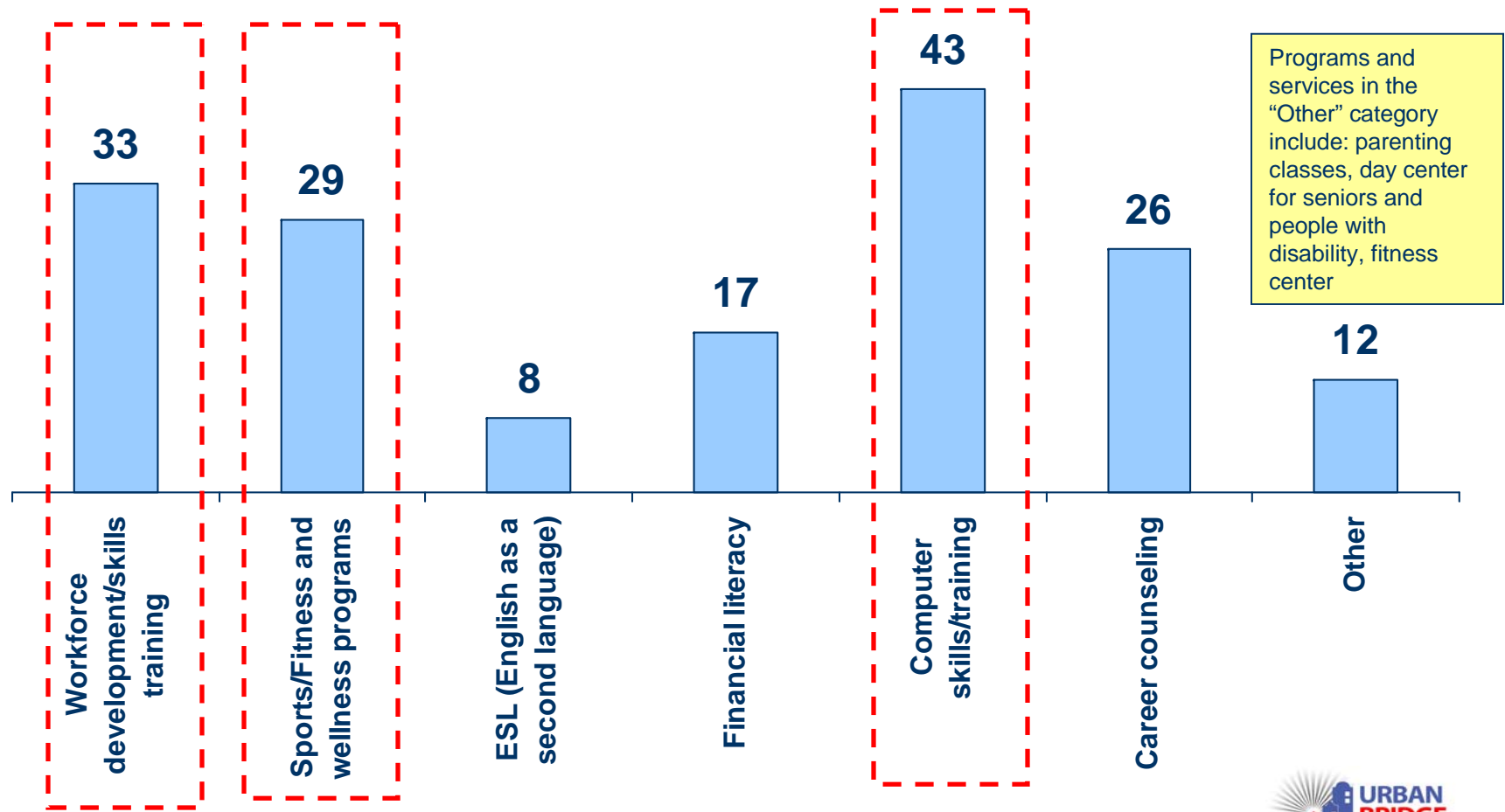
An Overwhelming Majority of Respondents Want to See Adult Programming at the Boys & Girls Club

Survey Question: If the Hopkins Boys & Girls Club offered programs and services for adults, would you use them?



Adult Programs or Services in Demand¹

Survey Question: *What types of adult programs or services would you be interested in?*¹



¹ Respondents were allowed to select multiple answers.

Key Findings from Focus Group Sessions

After-School Services

- The ideal after-school programs or services that were mentioned most frequently were mentoring programs, dance, cheerleading, baseball/basketball, double-dutch, field trips, and classes that relate to self-esteem and anger management. There is a much more comprehensive list of suggested activities and programs, but most of the suggested activities and programs center around the B&G Club goals of sports or character.
- Residents commented that there is a need for additional trained staff to address homework help and tutoring, in order for the Club to present an advantage over, and not just an alternative to, doing homework alone or with parents at home
 - Parents suggested that they receive training or other updates on kids' coursework so they are more prepared to help Club members.
 - Other parents suggested to direct parent involvement towards relationship building and other areas of Club programs/services, and for homework help to be addressed by additional trained staff.
- Residents noted that female staff is required to present a balance of mentoring and assistance to all children, especially since half of the members are girls.

Key Findings from Focus Group Sessions

Facility Limitations and Improvements

- There is a need for a quiet place for older students to study. Residents commented that having students at various grade levels and ages studying and doing homework in the same area is a challenge.
- Several attendees of the Club have commented on the need for more space and physical improvements. While space may be a more challenging issue to tackle, physical improvements to the space can be done such as fresh painting, minor renovations, painting pictures/murals on the walls, etc.

Parent Involvement

- Residents that participated in focus groups agree that parent involvement is an issue in the Hopkins community. One suggestion is to enforce the requirement of community service hours by asking residents with school-aged children to serve/volunteer at the Boys and Girls Club. Support and reinforcement from DCHA is necessary to accomplish this proposal.
- Parent involvement is oftentimes limited due to inflexible work schedules. In many of these instances, the Club is seen as an after-school day care service for working parents.

Competitive Market Analysis
Learning from Other After-School Programs



Map of Competitive Market Area

Map Key

After School Programs

- Character/Leadership Development
- Health and Life Skills
- Arts
- Sports and Recreation
- Education and Career Development
- Multi-service
- Unknown

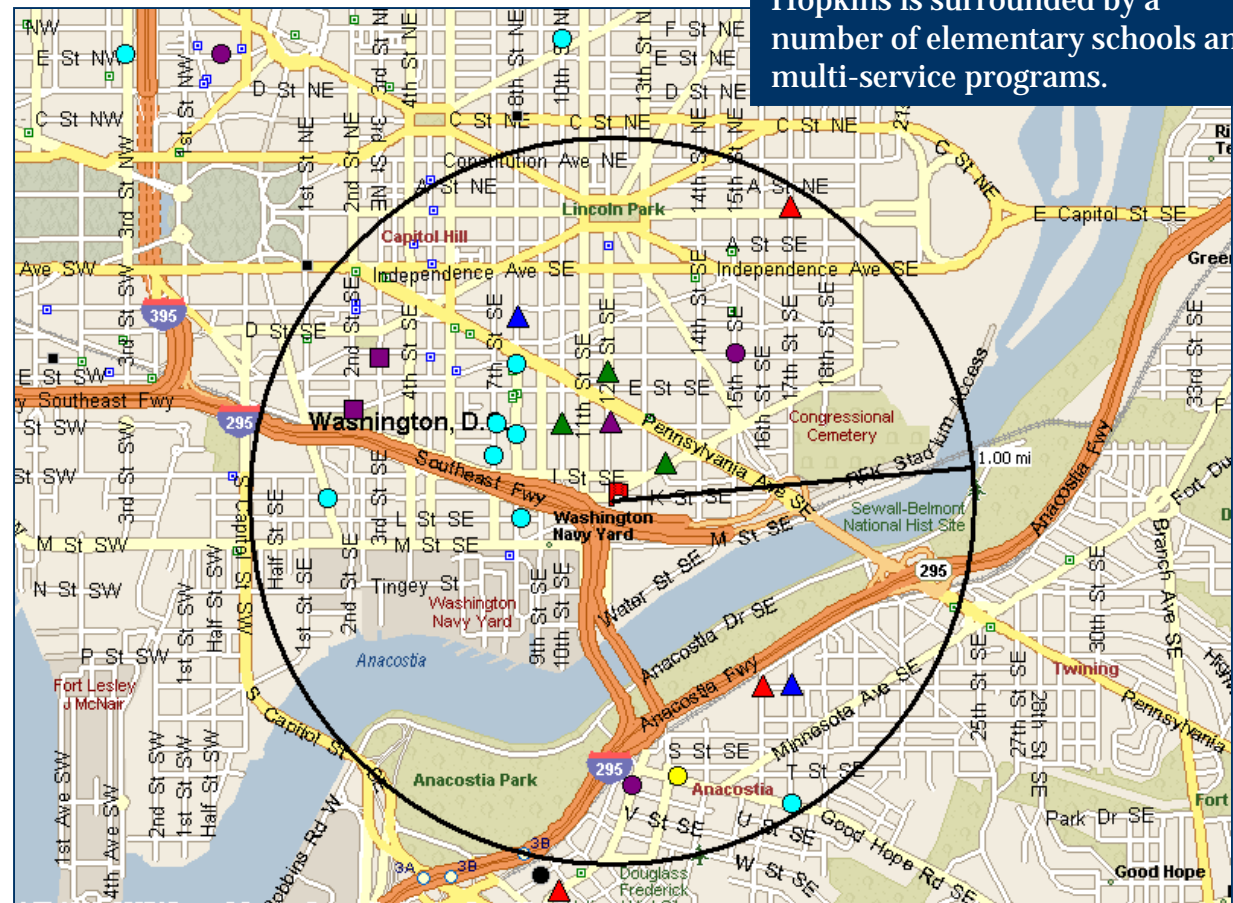
Public Schools (including charter)

- ▲ Elementary
- ▲ Middle School
- ▲ High School
- ▲ All-Levels

Private Schools

- Elementary
- Middle School
- High School
- All-Levels

Hopkins is surrounded by a number of elementary schools and multi-service programs.







List of Relevant Competitive Programs







Public Schools (including charter)

-  Elementary
Watkins Elementary School
Tyler Elementary School
Chamberlain Elementary
-  Middle School
Hine Junior High School
Kramer Middle School
-  High School
Eastern Senior High School
Anacostia Senior High School
Thurgood Marshall Academy
-  All-Levels
Cesar Chavez Public Charter Schools (6th-12th)

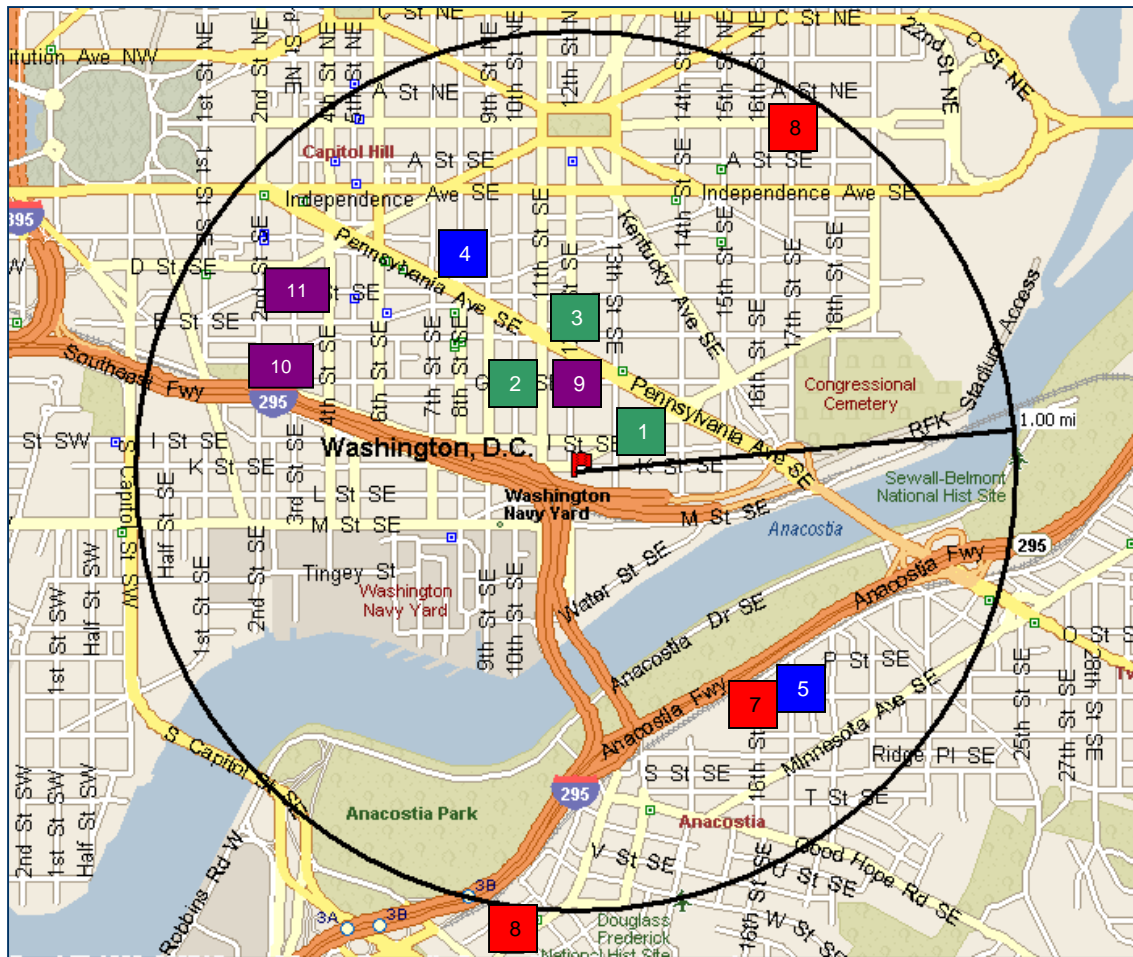
Private Schools

-  Elementary
-  Middle School
-  High School
-  All-Levels
Capitol Hill Day School
St. Peter's Interparish School (Pre-K to 8th)

Non-School-based After -School Programs

-  Character/Leadership Development
-  Health and Life Skills
-  Arts
African Heritage Dancers & Drummers
-  Sports and Recreation
-  Education and Career Development
Capitol Hill Computer Corner
Urban Ed, Inc.
-  Multi-service
Kids Safe
Sasha Bruce Youthwork, Inc.
Little Lights Urban Ministries
Center for Child Protection and Family Support
Family Room
Positive Nature Inc.
UPO - Anacostia Community Service Center

School-based After-school Programs



ID	School Name
1	Chamberlain Elementary
2	Watkins Elementary
3	Tyler Elementary
4	Hine Middle School
5	Kramer Middle School
6	Anacostia High School
7	Eastern Senior High School
8	Thurgood Marshall Academy
9	Cesar Chavez Charter
10	Capitol Hill Day School
11	St. Peter's

Select School-based After-school Programs

ID	School Name	Program Offering
1	Chamberlain Elementary	Choir, music ensemble/marching band, Spanish Club, Girl Scouts and Boy Scouts, partnerships with various community-based and cultural institutions such as Arena Stage Student Playwrights, Dance Institute of Washington Master Teachers, Shakespeare Theater Text Alive!, National Poetry Slam, and Kennedy Center for the Performing Arts Community Partnership Program
2	Watkins Elementary	Learning Tree, Girls Scout Troop, Arts programs, Character and Leadership Programs
3	Tyler Elementary	Tutoring program, Kids Reading to Kids program which involves homework and reinforcement skills, recreation, drama, music and arts and crafts
7	Eastern Senior High School	After-school extracurricular activities including organized sports and arts programs
8	Thurgood Marshall Academy	Teen Action, clinical counseling, part of Washington High School Athletic Association, co-ed flag football, Girls and Boys Basketball, cheerleading, soccer, tutoring, senior prep, clubs, academic tutoring by law firm employees, Anti-Defamation League Peer Tutoring
10	Capitol Hill Day School	arts and crafts, field trips, individual music lessons, tae kwon do classes, yoga, Chinese language classes, quiet times for rest, games, story time, computers, cooking club and other activity choices, snacks, play time, and study hall
11	St. Peter's	Tae Kwon Do, folk guitar, hula-hooping, yoga, American poetry, soccer, Interactive Story Theater, Latin, drawing, piano, arts and science, Adventure Theater, ballet, after school reading, and Hip-Hop Dance, basketball and track

Non-school-based After-school Programs



ID	Organization Name
1	Kids Safe
2	Sasha Bruce Youthwork, Inc.
3	Little Lights Urban Ministries
4	Center for Child Protection and Family Support
5	Family Room
6	Positive Nature, Inc.1
7	UPO – Anacostia Community Center
8	African Heritage Dancers and Drummers
9	Capitol Hill Computer Corner
10	Urban Ed, Inc.

Select Non-school-based After-school Programs

ID	School Name	Program Offering
2	Sasha Bruce Youthwork, Inc.	Mentoring, civic engagement, peer/family counseling, AIDS clinic, substance abuse counseling, art therapy classes, snowboarding, horseback riding therapy, tutoring, cultural enrichment, Youth Literacy Magazine program, summer enrichment program, college prep and counseling , Adult Programming (GED academic training, parental training, parent support group), Gender-Specific Programming (teen pregnancy prevention services, shelter, counseling/support for teen mothers)
3	Little Lights Urban Ministries	Cooking classes, digital photography, drawing, crafts, drums, keyboard video games, air hockey, foosball, basketball, math/reading tutoring Teen Internship Program, Bible Study, Summer Program, Friday Night Community Event
5	Family Room	Language classes (Spanish, French), Movie Nights
6	Positive Nature, Inc.	Life skills, expressive therapies including art, music, drama, recreation, dance, summer program
8	African Heritage Dancers and Drummers	Dance and drumming classes where participants learn performance skills and study the costumes and history of the dances, mentoring services that encourage character development, teach life skills, advise on teen pregnancy prevention
9	Capitol Hill Computer Corner	Homework help and technology instruction
10	Urban Ed, Inc.	Job training to prepare for technology industry

Recommended Focus Areas
Implementing the Findings of this Market Study



Recommended Focus Areas: Programming

- **Character and Leadership Development**
 - Gender-targeted Mentoring
 - Self-esteem, Anger Management,
 - Conflict Resolution
- **Health and Life Skills**
 - Eating Right Workshops
- **Arts**
 - Dance Team
- **Sports and Recreation**
 - Formal athletic program (organize baseball/basketball teams and tournaments for basketball, baseball, football, etc.)
 - Exposure to Different Sports such as Tennis, Golf, etc.
- **Education and Career Development**
 - Academic Enrichment Programs beyond Homework Help that expose kids to new subjects and ideas through partnerships with community-based and cultural institutions
 - Field Trips to Museums
- **Special Initiatives: Adult Programming**
 - Computer Skills
 - Workforce Development/Job Training
 - Continuing Education classes

Top 3 Program Areas for Kids:

- 1) Mentor Program
- 2) Formal Sports/Recreation Program
- 3) Academic Enrichment Programs

Recommended Focus Areas: Operations

- **Improve Staff to Student Ratio**
 - Hire additional staff, particularly an academic director, female staff to lead girls, an athletic director, volunteer coordinator
 - Use Americorps Program
 - Recruit during college fairs
 - Start a formal volunteer program
 - Hire a volunteer coordinator
 - Implement a recruitment strategy to get volunteers to who will assist with homework help, coach or supervise athletic events, etc.
 - Involve Hopkins residents through DCHA Community Service Program
 - Visit local churches and college campuses
 - Post needs and openings on web-based recruitment sites
 - Develop a volunteer training orientation
- **Additional Space**
 - Work with DCHA to find appropriate additional space to accommodate more kids, allow for the separation of age groups, and have dedicated places for different program areas (i.e. homework area, arts area, etc.)
- **Parental Involvement**
 - Form a parent advisory board to inform programming and operations decisions and provide feedback on Club performance
 - Offer discounted fees in return for service
 - Define how parents and adults can be involved and offer training
- **Outreach and Visibility**
 - Hold more prominent open houses
 - Invite the neighborhood

Recommended Next Steps

- **Determine which two or three program areas to execute**
- **Determine which two or three operational areas to execute**
- **Create a short-term business/strategic plan to implement selected program and operational focus areas**

Findings Outside the Scope of this Study

- There is a lot of demand for programs and services that focus on adult education, senior care, and other programs and services for disabled and veteran residents.
 - Demand exists for adult education that focuses on skills training:
 - Carpentry, plumbing, electrical, GED classes, computer skills training, literacy, case management (how to find others' jobs, etc.), administration
 - Demand exists for other life skills classes like parenting classes, anger management, conflict resolution, financial literacy
 - Adults would like to see these types of programs offered both during the day and in the evening, although evenings present safety issues depending on timing. Almost everyone agrees that Saturdays are ideal for these types of classes.
- Residents of 1430 Building are not sending their children to the Hopkins Boys and Girls Club, primarily because safety is an issue and because there is a desire to have a separate Boys and Girls Club or similar program on the 1430 end of the Hopkins Community
 - There are real safety and other real or perceived barriers for residents between the two ends of the Hopkins Community. Expanded or more attractive services offered at the Club may bridge some of this gap, but will likely not solve the problem, based on opinions and feedback of residents given at focus groups.

About Urban Bridge Builders

Vision

Urban Bridge Builders will assist local residents and stakeholders to acquire the skills and resources necessary to transform urban neighborhoods into vibrant, socioeconomically self-sustaining communities. Our vision is premised on the assumption that the lack of a quality education is one of the root gaps behind the national socioeconomic gap but that effective and sustainable reform requires a grassroots, relational/collaborative approach that takes into account both the academic and socioeconomic needs of that particular community and is built upon the capacity, efforts and strengths of local residents and stakeholders.

Mission

Urban Bridge Builders is a school-led, comprehensive urban community development nonprofit that serves alongside local residents and stakeholders to revitalize neighborhoods and build healthy communities by bridging the academic and socioeconomic gaps through collaborative relationships. UBB aims to establish quality schools and build resource and relational networks among and between community residents and stakeholders across various urban reform efforts—such as job training, public health services, and community cultural centers—to meet unique academic and socioeconomic challenges of particular communities/neighborhoods.

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