Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study

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Synopsis

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https://doi.org/10.59656/YD-OS4213.002

Out-of-school-time (OST) programs play a vital role in many children's academic and social development. To address the growing demand for and interest in these activities, a number of US cities have initiated efforts to create OST "systems"—coherent, shared infrastructures designed to support, coordinate and sustain OST programs citywide.

For emerging system-building efforts to succeed, policymakers, city leaders and funders need lessons, ideas and information to guide their investments in system planning, start-up and ongoing operations. This knowledge can assist these decision-makers as they assemble the necessary staff and funding to get their own efforts off the ground.

To meet this need, The Wallace Foundation commissioned The Finance Project and Public/Private Ventures to conduct a study of the investments six cities—Boston, Charlotte, Chicago, Denver, New York City and Seattle—made in building OST systems. Using a case-study approach, this study explores:

- Strategies and activities commonly pursued in building citywide OST systems;

- Monetary and in-kind investments associated with these efforts;

- Variations in investments from city to city; and

- Options for financing system-building efforts.

The study's findings can inform OST system-building efforts across the country—by helping stakeholders understand the potential roles and functions of OST systems, the range of resources needed to build a solid infrastructure and the variety of funding sources that can be tapped for system development and maintenance.

This is a summary of the final report in a series documenting the costs of OST programs and the city-level systems that support them. Below we briefly present the framework we used to categorize system costs, and lay out the key findings. A brief description of the systems in each of the six cities—as they stood at the time of the study—can be found on page 4. This synopsis and the full report serve as a companion to two previous resources: *The Cost of Quality Out-of-School-Time Programs*,[1] which provides detailed information on both the average out-of-pocket expenditures and the average full cost of a wide range of quality OST programs; and an online "cost calculator"[2] that enables users to generate tailored cost estimates for many different types of OST programs. This report builds on these resources by discussing the strategies and system-level investments made to support OST programming in the same six cities where we previously gathered program-cost data.

A Conceptual Framework for OST System Building

Currently, there is no accepted model for building an effective OST system, so defining what a well-functioning, coordinated system consists of—as well as outlining how to plan, operate and sustain such a system—remains a critical goal for OST researchers.[3] By carefully documenting the specific actions city leaders took to strengthen their OST system, this study further refines the conceptual framework other researchers have used to think about such systems.[4] Our research suggests that cities strengthen their OST infrastructure by pursuing four major strategies:

- Providing leadership and vision;

- Improving program quality;

- Expanding access to and participation in quality programs; and

- Financing and sustaining citywide programming and infrastructure.

These broad strategies are aimed at achieving the overarching goals of the cities' OST systems and can encompass a variety of specific approaches and activities—from establishing governing bodies and developing quality standards to creating resource and referral systems and exploring funding options. Table 1 on the next page outlines the types of activities city leaders undertook as part of these four larger strategies.

Table 1
Conceptual Framework for OST System-Building Efforts

Strategies			
Providing Leadership and Vision	**Improving Program Quality**	**Expanding Access to and Participation in Quality Programs**	**Financing and Sustaining Citywide Programming and Infrastructure**
Activities			
• **Individual leaders**, usually mayors, who use their position and influence to focus attention on the need for OST programs, bring people together, mobilize public- and private-sector resources and spearhead efforts to develop mechanisms for providing systematic guidance, management and support; • **Citywide governing bodies** that lead, advise and monitor system-building efforts; • **OST intermediaries**, generally independent nonprofit organizations established outside city government that foster collaboration and coordination among public- and private-sector stakeholders and mobilize resources; • **Partnerships and collaborations** among local individuals and organizations that have a stake in OST, which enable them to pool knowledge and resources to support shared system-building goals; and • **Business planning** by the system leaders that identifies system-building needs, priorities and the core strategies and activities to be pursued.	• **Technical assistance, training, higher education and professional development** for OST program staff; • **Alignment of OST programming with school curricula** to ensure that OST offerings reinforce what students learn in the classroom; • **Quality standards and evaluation initiatives** to assess program effectiveness; and • **Data management systems** to compile and organize information on OST programs and their operations.	• **City-level resource and referral systems** to facilitate access to existing programs; • **Market research** by system leaders to better understand the needs and preferences of local families and communities; • **Outreach** to families to increase awareness of OST opportunities; • **Program innovation** to attract and better serve diverse populations of local children and youth; and • **Building facilities and securing rent-free space** for OST programs throughout the city.	• **Training and technical assistance** to help OST programs develop and diversify funds; • **Exploring funding options** to support and sustain OST initiatives; • **Advocacy** at the state and local levels to build public support and influence OST policy and funding decisions; and • **Business planning** to lay the groundwork for the organizational and financial sustainability of OST system-building efforts.

Study Findings in Brief

We found no single blueprint for building successful OST systems. In many ways, city-level system-building efforts are charting new ground. The six cities examined in this study are among the leaders in a national movement to develop effective OST systems. Yet even today, not one has what could be called a fully formed system. Nevertheless, during the study period—October through December 2007—the initiatives in these cities had matured to a stage such that their experiences could provide leaders in other localities with useful ideas, information and lessons concerning investments in system planning, start-up and ongoing operations.

A number of key findings related to investments in each of the four primary strategies for city-level OST system building emerged from our study:

• **There is no "right" cost or investment for building citywide OST systems.** Rather, costs depend on the desired scale of the system, the strategies and activities employed, the available resources, and whether the system can leverage existing efforts or needs to be built from scratch. We found wide variations in the amount of resources and the proportions of investments that city leaders devoted to the four key strategies for system building we identified.

- **The availability of funding significantly influenced the trajectory for system building.** Foundation funding is often important for ambitious system-building efforts to get launched and to advance. Without generous outside support, most cities do not have available resources in their agency budgets to finance OST system planning and development at the scale they desire. Some system components, such as pilot programs and data-management systems, often require significant investments of time, money and technical expertise for design and implementation. We found that the three cities in our study that had significant foundation funding specifically dedicated to OST system building were able to move more quickly with planning and implementation and to do so on a more ambitious scale than were the other cities. Likewise, the availability of funding influenced the intensity, complexity and reach of specific activities. Across the cities in our study, the differences we observed in the scale of investments in specific system components largely reflects differences in the amount of funding that was made available to public- and private-sector leaders for these purposes.

- **Improving program quality and expanding access accounted for the largest share of system-building investments (43 percent and 38 percent, respectively, across the six cities).** Investments in program quality were mostly ongoing costs, while investments in access were mostly one-time expenditures. The specific strategies used in the six cities varied considerably, reflecting differences in the priority city leaders gave to specific needs and the availability of dedicated funding for those purposes.

- **Providing leadership received a relatively small average investment (14 percent across the six cities and less than 5 percent in three cities).** However, while the leadership costs we were able to document were generally relatively small, leadership in all the cities played a critical role in the successful development of citywide OST systems.

- **Overall, financing and sustainability received the smallest average share of investments (only 5 percent overall and 2 percent or less in four cities).** This may reflect the early developmental stage of OST system-building efforts in these cities, but it also suggests that when cities have significant dedicated funding for system-building, planning for long-term sustainability is less urgent. Nevertheless, in the future, resources to sustain the system's infrastructure and its programs will need to be found.

In sum, this study advances the knowledge base about OST system building by refining the framework other researchers have used, enumerating specific activities, providing estimates of their costs and uncovering particular patterns of investment. (For more information, see the series of Detailed Investment Tables presented on pages 5 through 17.) However, our dataset was too small, and the systems themselves too young, for broad conclusions to be drawn. Thus, the findings do not provide a definitive guide for local leaders who want to project the investments required for their own OST system building, nor do they answer the question of what can ultimately be achieved as the result of such investments. But they do offer a valuable look at how leaders in several cities approached the challenges of creating and sustaining quality OST programming and infrastructure.

There is much more to learn about OST systems and the investments needed to create and sustain them. Issues for future research include: patterns of investments; the differences between start-up and ongoing operating costs; and the types of funding, infrastructure and leadership models that can advance truly sustainable citywide OST systems.

Summary of Cities and Their Systems

Boston is a midsize city with school enrollment (grades K-12) of 85,371 children[5] and approximately 1,000 OST programs.[6] At the time of our study, its system was decentralized, having developed over decades from a number of separate OST organizations and initiatives, including Making the Most of Out-of-School Time (MOST).[7] Boston's recent system-building efforts were spearheaded by schools, nonprofit organizations and foundations that provided support to some, but not all, OST programs.

Charlotte is a midsize city with school enrollment of 115,927 students.[8] Although its OST system was relatively young and still relatively decentralized at the time of this study, an intermediary was spearheading the system-building efforts. Additional leadership was provided by the school district, local government and philanthropy. The city-county structure of the Charlotte-Mecklenburg area has important implications for the organization and financing of the system. Much of the quality improvement activity was aimed at 109 school districts' After School Enrichment Program (ASEP) sites, which served more than 6,000 students.

Chicago is a large city with school enrollment of 479,746 children.[9] Like Boston, Chicago was involved in early system-building efforts through MOST. Over time, Chicago's system has expanded to include all 1,300 publicly funded OST programs in the city, serving 25,000 children. At the time of the study, the system was centrally but jointly coordinated by the Chicago Department of Family & Support Services, Office of Children and Youth Services and After School Matters. The mayor, leaders from an array of city agencies, public schools, community-based nonprofit organizations, local universities and advocacy organizations were all involved in the system.

Denver is a midsize city with school enrollment of 85,268 students[10] and more than 700 OST programs.[11] Denver has had a long history of OST system building. At the time of our study, city leaders were transitioning to a more centralized system based in Denver's public schools. The mayor and city officials, as well as the city's youth-serving organizations, played key roles in supporting and advancing system-building efforts.

New York City is a large city with more than 1.39 million school enrollees.[12] New York City's system-building efforts date back to 1998, with the launch of The After-School Corporation (TASC), an OST intermediary, with support from the Soros Foundation. Recently the system has become centralized under the city's Department of Youth and Community Development. It is now one of the largest municipally financed OST systems in the country, serving around 78,000 youth a year.

Seattle is a midsize city with school enrollment of 59,100 students.[13] Ninety percent of public elementary schools offered licensed school-age programs operated by community providers, and all middle and K–8 schools were associated with OST programs provided by a Parks and Recreation Department/YMCA partnership. Its 30-year history of establishing OST programs in public schools and its involvement with MOST makes it home to one of the oldest system-building efforts in the US. At the time of our study, the system was decentralized but coordinated by a state-level intermediary that convened stakeholders, including staff from the City of Seattle, the Parks and Recreation Department, Seattle Public Schools and major OST providers (such as YMCA of Greater Seattle and Associated Recreation Council).

Detailed Investment Tables

Table 2
Investments in Strategies for Providing Leadership

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Mayoral Leadership	Mayoral leadership in **Boston**, **Chicago**, **New York** and **Seattle** was key to building public and private support for OST system-building efforts.	Data not available	Data not available	Data not available
Governing Bodies	**Chicago** established a governing body to lead system-building efforts through planning, coordinating and monitoring key areas of work across partner city agencies. Its efforts affected the majority of publicly funded OST programs in the city, including 1,298 sites and nearly 25,000 program activities serving more than 380,000 school-age children and teens each year. The governing body is staffed by representatives from city agencies, ASM and consultants.	*Total Investments* $253,900 for 2006–07 *Monetary* $234,700 in salaries for key staff and consultants *In-Kind* $19,200 in staff time	Data not available	Private foundation, city agencies
	New York's mayor's office and Department of Youth and Community Development (DYCD) dedicated staff to overseeing system-building efforts. In addition, a Youth Council and Youth Board advised DYCD on the planning, development and funding of youth programs, including OST services.	Data not available	*Total Investments* $255,167 *Monetary* $250,000 *In-Kind* $5,167 in staff time	Private foundation, city agencies
	Seattle's Human Services Department (HSD), Parks and Recreation and the Seattle Public School's (SPS) Office for Community Learning dedicated staff to providing shared leadership for system-building efforts.	Data not available	Data not available	Data not available
OST Intermediaries	**Charlotte** invested in a nonprofit intermediary, POST, which led system-building efforts in the city.	*Total Investments* $420,000 *Monetary* $420,000 (adjusted from 2000 to 2006 dollars) *In-Kind* None reported	*Total Investments* $116,000 *Monetary* $116,000 *In-Kind* Unspecified amount of staff time	*Start-up:* Private foundation *Ongoing*: Private foundations, city and county agencies, individuals, community partners, program participants
	Seattle's efforts were coordinated by a statewide intermediary organization, SOWA, in partnership with city government and the school district. SOWA provided services to more than 90 OST programs, both statewide and in targeted cities, in four core areas: leadership, training, advocacy and funding.	*Total Investments* $14,200 *Monetary* $14,420 (start-up grant of $8,000 in 1987 adjusted to 2006 dollars) *In-Kind* None reported	*Total Investments* $110,000 *Monetary* $110,000[a] *In-Kind* None reported	City agencies, private foundations, federal grants

Table 2 *continued*
Investments in Strategies for Providing Leadership

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Partnerships and Collaborative Relationships	In **Boston**, more than a dozen city leaders regularly convened to consider what investments were needed to strengthen system-building efforts and facilitate networks at the state, city and program levels. Boston After School and Beyond (BB) and Building Out-of-School Time Opportunities for Children, Youth, and Families (BOSTnet) each coordinates one of the two efforts to strengthen system building and facilitate networks.	Data not available	*Total Investments* $370,600 *Monetary* $358,000[a] *In-Kind* $12,600 in BB staff time	In-kind investments contributed by partner organizations (unable to obtain source for monetary investments)
	Charlotte's intermediary, POST, oversaw a steering committee that facilitated collaborations among more than 60 OST organizations in the city and helped program leaders share information on best practices, valuable resources, and opportunities for training and technical assistance.	Data not available	*Total Investments* $25,200 *Monetary* None reported *In-Kind* $25,200 in staff time	Community partners, POST
	Denver invested in two initiatives coordinated by Lights On After School (LOAS) and Denver Quality After-School Connection (DQUAC) to build collaborative relationships. These initiatives, which brought together 17 youth-service providers and 91 schools serving 10,000 students, were designed to leverage resources to develop, promote, sustain and expand quality OST programming in Denver.	*In-Kind* An unspecified amount of in-kind technical assistance from the National League of Cities[b]	*Total Investments* $153,600 *Monetary* $60,000 in staff salaries: • $30,000 from LOAS • $30,000 from DQUAC *In-Kind* $93,600 in staff time: • $60,000 from LOAS • $33,600 from DQUAC	Individual organizations, private foundation
	New York regularly convened an Interagency Coordinating Council on Youth that included representatives from the city's 21 youth-serving agencies. Its work groups on after-school programming and court-involved youth both supported OST system-building efforts by promoting interagency collaboration.	Data not available	*Total Investments* $4,000 *Monetary* None reported *In-Kind* $4,000 in staff time	City agencies
Business Planning	**Boston**, **Chicago** and **New York** engaged in business planning that identified system-building needs, priorities and the core strategies and activities to be pursued.	See Table 5	See Table 5	See Table 5

Note: "Data not available" indicates that we were not able to gather information on system-building investments in this area.

[a] Where specific monetary investment values were unavailable, we assumed that approximately 10 percent of the overall operating budgets for each city's central intermediaries was dedicated to providing leadership.

[b] Through a grant from City Leaders Engaged in Afterschool Reform (CLEAR), the National League of Cities provided an unspecified amount of in-kind technical assistance to local leaders to help them assess readiness, create a local action plan and engage in peer learning to support the development of a citywide OST system.

Table 3
Investments in Strategies for Improving Program Quality

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
TA, Training, Higher Education and Professional Development	**Boston** established seven initiatives that provide TA, training, higher education and professional development for OST providers, including college-level courses that lead to a credential, certificate or BA in OST education or school-age youth development. TA is provided by BOSTnet, BB, Boston Public Schools, the Department of Extended Learning Time, Afterschool and Services (DELTAS), Achieve Boston, United Way of Massachusetts Bay and Merrimack Valley (UWMB) and The Medical Foundation. Local colleges and universities provide professional development services.	*Total Investments (over four years)* $155,000 *Monetary* $25,000 for staff time to support the development of OST-credential programming *In-Kind* $130,000 in donated time from university administrators	*Total Investments* $4,608,584 *Monetary* $4,589,400. This includes: • BOSTnet $885,000 for training and networking; $190,000 for creating and disseminating best practices • Achieve Boston, BB, UWMB working together, $330,000 for credential development • DELTAS $434,400 for TA and training • The Medical Foundation $2.75 million for credential development *In-Kind* $19,184. This includes: • BOSTnet $5,184 for training • DELTAS $14,000 for experts at leadership training	Private foundations, community fundraising, federal grants, public schools, participant fees
	Charlotte established a variety of TA and training efforts for OST professionals citywide, including training on acquiring a School-Age Care Environment Rating Scale Certification. These programs were offered by POST, city agencies and Charlotte–Mecklenburg Schools' ASEP.	Data not available	*Total Investments* $64,148 *Monetary* $64,148. This includes: • POST $47,548 • City of Charlotte (data not available) • ASEP $16,600 in estimated salary investments	Public schools, private foundations, individuals, city agencies, federal grants
	Chicago offered professional development, training and credentialing for youth development agencies and their staff members. Services were coordinated by Chicago Area Project (CAP).	Data not available	*Total Investments* $482,521 *Monetary* $482,521 for CAP staff training sessions *In-Kind* None reported	City agencies, federal funds, private foundations
	Denver invested in multiple opportunities for training and TA across more than 300 programs. Services, provided by Assets for Colorado Youth and Denver Parks and Recreation, included positive youth development principles, cultural competency instruction and access to programs and services from public agencies.	Data not available	*Total Investments* $76,000 *Monetary* $76,000. This includes: $70,000 by Assets for Colorado Youth and $6,000 annually (for 5 years) for trainings to improve quality *In-Kind* None reported	City agencies, OST organizations and partnerships

Table 3 *continued*
Investments in Strategies for Improving Program Quality

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
TA, Training, Higher Education and Professional Development *(continued)*	**New York**, through Partnership for After School Education (PASE), TASC and DYCD, developed eight unique training and TA opportunities for OST staff members in a variety of topic areas. These services are supplemented with professional development opportunities in the form of college-level courses that lead to a certificate or BA in OST education or youth studies. A joint initiative of DYCD and New York State Afterschool Network (NYSAN) also established a Professional Development Institute to train staff members across several city and state agencies.	*Total Investments* $150,000 *Monetary* $150,000. This includes: DYCD $50,000 for a Best Practices Conference and $100,000 for a Professional Development Institute *In-Kind* None reported	*Total Investments* $13,444,077 *Monetary* $13,156,000. This includes: • PASE $2.2 million for TA and training • TASC $6 million for TA and training and $1.7 million for the professional degree program • DYCD $2.3 million for TA and training and $331,000 for the credential program • Department of Education (DOE) $625,000 for TA focused on fiscal and grant management *In-Kind* $288,077 in donated staff time	Government agencies, private foundations, individuals
	Seattle matched trainers from SOWA with more than 90 programs on an ongoing basis to help them develop and meet yearly goals. The city also conducted research to build knowledge of professional-development needs and capacities in the field.	*Total Investments* $439,000 *Monetary* $439,000 for SOWA workforce study *In-Kind* None reported	*Total Investments* $970,538 *Monetary* $970,538. This includes SOWA $79,338 for training program; $264,000 for trainers; $43,950 for manager salaries (15% of managers' full-time salaries); $56,250 for staff (25% of employees' full-time salaries); and $527,000 for research and workforce study *In-Kind* None reported	Federal, state and local government agencies, private foundations, fees from contracting organizations
Aligning OST Programming with School District Curricula	**Boston** funded nine schools through a UWMB initiative to coordinate OST activities with school curricula.	Data not available	*Total Investments* $68,000 *Monetary* $68,000. This includes UWMB $33,000 for school-CBO partnerships and $35,000 for managers of extended learning services *In-Kind* None reported	Private foundation
	Charlotte's ASEP offered an aligned curriculum that was provided to participating schools and community partners.	See Chapter 5 in the full report	See Chapter 5 in the full report	See Chapter 5 in the full report
	New York's DYCD worked to promote collaboration between schools and OST providers that operate rent-free in school facilities.	Data not available	*Total Investments* $17,800 *Monetary* None reported *In-Kind* $17,800 in donated staff time	City agencies

Table 3 *continued*

Investments in Strategies for Improving Program Quality

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Aligning OST Programming with School District Curricula *(continued)*	**Seattle**'s Community Alignment Initiative worked to ensure that all OST programs operating in SPS facilities and receiving free space aligned their program goals and activities with learning goals set by their host schools. The initiative is overseen by an advisory group—the Learning Partners—composed of staff from HSD, Parks & Recreation, SOWA, YMCA of Greater Seattle and other OST providers. At the time of this study, the initiative served OST programs in more than 80 elementary, middle and K–8 schools.	Data not available	*Total Investments* $105,000 *Monetary* $105,000 *In-Kind* None reported	Public schools, partnering provider organizations
Establishing Quality Standards and Evaluation Initiatives	**Boston**'s DELTAS, UWMB and BB developed site-monitoring tools and program evaluation initiatives to improve OST program quality. These efforts included DELTAS's development of The Roadmap for the 21st Century (a quality-assessment tool and guidebook that detailed minimum quality standards for community collaborations).	*Total Investments* $270,250 *Monetary* $237,450. This includes: • DELTAS $2,450 for Roadmap • UWMB $60,000 for assessment tool • $175,000 for evaluation by Policy Studies Associates *In-Kind* $32,800 for development of DELTAS's Roadmap	Data not available	Federal funds, private foundation
	Denver's Community Recreation Division (CRD), LOAS and the Mayor's Office for Education and Children (MOEC) sponsored a longitudinal evaluation to assess the impact of OST participation on student engagement and academic achievement. Additional evaluations of school-based OST programs focused on accessibility, quality, strengths and weaknesses, and participant and parent feedback. Local leaders also developed two sets of quality standards—one developed by MOEC for school-based programs receiving funding from LOAS and another developed by DQUAC for all area OST programs. These standards include requirements for after-school programs to align with school curricula.	*Total Investments* $155,000 *Monetary* $136,000. This includes: • Parks and Recreation/CRD $30,000 for evaluation and $100,000 for 2006–07 independent evaluation • LOAS $6,000 for assessment tool development *In-Kind* $19,000. This includes: • DQUAC $13,000 for assessment tool development • MOEC $6,000 for assessment tool development	*Total Investments* $117,000 *Monetary* MOEC $111,000 in 2006 evaluation *In-Kind* MOEC and LOAS $6,000 for quality assessments	City agencies, public schools, affiliated agencies
	New York's DYCD conducted annual evaluations of 730 OST programs and centers. The initial report explored program partners and participants as well as attendance and implementation measures. The next report will focus on outcome measures. DYCD also created an inventory of core competencies and associated indicators for frontline youth workers and their supervisors.	*Total Investments* $62,000 *Monetary* $62,000 *In-Kind* None reported	*Total Investments* $700,000 *Monetary* $700,000 for Policy Studies Associates' evaluation of OST and Beacon Initiatives *In-Kind* None reported	Private foundations, government agencies
	Seattle provided quality-assurance services for licensed, school-based programs receiving General Fund monies, including OST programs in more than 80 elementary and K–8 schools. Services included quality assessments, oversight of licensing for new programs and training. These services were conducted by HSD for HSD-licensed programs only. Other programs conducted parallel quality-monitoring activities as self-assessments.	Data not available	*Total Investments* $143,250 *Monetary* $143,250. This includes HSD $87,000 and $56,250 for staff salaries (25% of employees' full-time salaries) *In-Kind* None reported	City agencies

Table 3 *continued*

Investments in Strategies for Improving Program Quality

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Developing and Maintaining Data-Management Systems	**Boston**'s BB piloted a participant tracking system, Academics Plus, to help individual programs track their operations and improve their reporting processes.	*Total Investments* $154,425 *Monetary* $154,425. This includes: BB $79,425 for start-up and $75,000 for installation, training and maintenance *In-Kind* None reported	Data not available	Private foundations
	Charlotte's POST and Police Athletic League utilized the KidTrax System to compile program and participant information for two of its OST programs.	Data not available	Data not available	City agencies
	Chicago developed a shared information system to collect and analyze data for planning and accountability purposes. The Program and Participant Tracking System will connect the majority of publicly funded OST initiatives— some 1,298 sites, with nearly 25,000 program activities serving more than 380,000 school-age children and teens.	*Total Investments* $700,900 *Monetary* $679,900. This includes: $466,742 for management and oversight; $15,786 for user manual development; $173,372 for staff training and support; $2,000/month for help desk *In-Kind* $21,000 for staff time from partner agencies	Data not available	Private foundation
	Denver utilized the Cayen data system, which collects data on study participants for the Department of Extended Learning and Community Schools/LOAS Longitudinal Out-of-School Time Evaluation.	*Total Investments* $25,000 *Monetary* $25,000 *In-Kind* None reported	*Total Investments* $5,000 *Monetary* $5,000 *In-Kind* None reported	City agency
	New York's OST Online, coordinated by DYCD for the programs it manages, tracks participant attendance for more than 700 programs and can link attendance data with educational outcomes through a partnership with the school district.	Data not available	*Total Investments* $750,000 *Monetary* $750,000 for maintenance, staff time and infrastructure building *In-Kind* None reported	Private foundation

Table 4

Investments in Strategies for Expanding Access to and Participation in OST Programming

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Resource and Referral Systems	**Boston**'s BOSTnet, BB and city agencies developed and maintained BOSTONavigator, a web-based program locator that provided descriptions of more than 1,000 OST programs throughout Boston run by 500-plus organizations. This information was also distributed via 5,000 hard copies each year.	*Total Investments* $445,000 in 2006–07 *Monetary* $345,000 in 2006–07 *In-Kind* $100,000	*Total Investments* $40,000 *Monetary* $40,000 *In-Kind* None reported	Private foundation, city agencies
	Charlotte's Child Care eSearch provides comprehensive information about licensed and legally exempt childcare programs serving children from birth through age 12. An Internet-based OST program locator, with information about programs and activities for children ages 5 to 12, was also under development. The OST program locator will include mapping software when it is complete.	Data not available	Some recurring costs for updating and enhancing the system over time are likely.	State and local agencies
	Chicago developed the online After-School Chicago Program Locator (afterschoolchicago.org), which provides information for and maps the locations of more than 25,000 OST programs located at 1,298 sites. The information is also accessible through the city's 311 call center and at local library branches city-wide. The Program Locator initiative is led by the Chicago Department of Children and Youth Services and supported by Pangaea Information Technologies.	*Total Investments* $150,049 in 2006–07 *Monetary* $150,049 in 2006–07.[a] This includes $120,049 for data collection and $30,000 for test-piloting it. *In-Kind* None reported	Some recurring costs for updating and enhancing the system over time are likely.	Private foundation
	Denver's Colorado After School Network conducted a survey on citywide OST program offerings; the findings of that study were used by the City and County of Denver to develop the OST Program Mapping and Searchable Database. The database, which is updated by MOEC and accessed through the City and County of Denver website, overlays demographic information about Denver's children and youth with 700 OST program sites.	*Total Investments* $17,000 *Monetary* $17,000 *In-Kind* An unspecified amount of staff time	Some recurring costs for updating and enhancing the system over time are likely.	City and county agencies, state-wide networks
	New York has developed three resource and referral efforts—Youth Connect, Citywide 311 and an Out-of-School Time website (nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml)—that provide families with information on more than 700 local OST programs. These efforts are coordinated by DYCD and the City of New York.	Data not available	*Total Investments* $1,068,000 *Monetary* $1,068,000. This includes $286,000 for Youth Connect and $782,000 for the OST website. *In-Kind* None reported	State and local agencies, including funds from a city tax levy

Table 4 *continued*

Investments in Strategies for Expanding Access to and Participation in OST Programming

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Market Research	**Chicago** conducted research to understand the supply of and demand for OST programs serving teens in the city. Findings of the study, which was conducted by Chapin Hall Center for Children at the University of Chicago, will be used to inform efforts to expand access for teens, including the development of public awareness and enrollment campaigns designed to attract more teens to OST activities.	*Total Investments* $115,049 in 2006–07 *Monetary* $115,049 in 2006–07 *In-Kind* None reported	Data not available	City agency, private foundation
	New York, through a DYCD initiative, conducted focus groups with parents to learn more about what they want from OST programs and to develop programs that better meet their needs. The city also conducted market research to inform the development of culturally relevant programs for underserved populations and high school students who are not involved in OST activities. This research examined the spatial distribution of OST sites to determine where future programs should be located.	*Total Investments* $434,000 in 2007 *Monetary* $434,000 in 2007 *In-Kind* None reported	Market research is continuing and will total more than $1 million.	Private foundation
Outreach	**Chicago**'s Rescue Social Change utilized the results of a teen survey and teen focus groups to develop a comprehensive marketing campaign to promote the city's program locator and to inform hard-to-reach teens about available OST opportunities.	*Total Investments* $126,000 in 2006–07 *Monetary* $126,000 in 2006–07[b] for research and strategic planning *In-Kind* None reported	Data not available	Private foundation
	New York, through a DYCD initiative, held a variety of public events and forums to create awareness of OST opportunities across the city and distributed parent guides, pamphlets and other publications to increase awareness.	*Total Investments* $210,000 in 2007 *Monetary* $210,000 in 2007. This includes: $10,000 for public events and forums; $20,000 for special events; $50,000 for outreach materials; and $130,000 for grassroots marketing. *In-Kind* None reported	Data not available	Private foundation

Table 4 *continued*

Investments in Strategies for Expanding Access to and Participation in OST Programming

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Pilots and Program Innovations	**Boston**'s BB and UWMB invested in several innovation and expansion initiatives, including two demonstrations of academically oriented programs—Partners for Student Success and Connect to Schools. These pilots included a program that focused on math, science and technology; a recreational curriculum for programs without gym facilities; and initiatives to better serve teens, girls and high-risk youth. In addition, BOSTnet launched the Lead to Opportunities for Youth with Disabilities (LOYD) initiative, an ongoing effort to provide services to children with disabilities.	*Total Investments* $13,456,200 *Monetary* $13,431,000 *In-Kind* $25,200	*Total Investments* $153,920–$203,920 *Monetary* $150,000–$200,000 for the LOYD initiative *In-Kind* $3,920 for an oversight committee composed of funders and disability advocates that provided direction to and generated interest in and support for the LOYD initiative.	Private foundations, state and federal agencies
	Charlotte's POST, through a partnership with Charlotte–Mecklenburg Schools, piloted Middle School Matters, an OST program serving middle school students in three school sites. Each site was run by a community partner. The city hoped to expand the program to reach all of the district's 34 middle schools by 2010.	*Total Investments* $985,000 in 2007 *Monetary* $985,000 in 2007 *In-Kind* None reported	Data not available	Private foundations, city and county agencies, individual donors, program participants, nonprofit community partners
	Chicago's ASM used multiple strategies to improve OST programs for older youth, including developing new advanced apprenticeships and internship opportunities, creating special modules with topics of relevance to teens, developing a Youth Portfolio program for teens to record their OST experiences and achievements online and convening issue-focused youth councils to obtain feedback on these innovations.	*Total Investments* $87,000 in 2006–07 *Monetary* $87,000 in 2006-07 *In-Kind* None reported	Some costs described in the one-time investments column may recur in future years.	Private foundation
	New York's DYCD piloted Cultural After School Adventures, which provided contracts to arts and cultural organizations to work in collaboration with 122 OST programs citywide to offer cultural experiences to participating youth.	*Total Investments* $2.8 million for 2008 *Monetary* $2.8 million for 2008 *In-Kind* None reported	Data not available	City agencies
	Seattle developed a number of culturally specific OST programs for immigrant and refugee children and youth, including those of Chinese, Laotian, Hispanic, Asian, Eritrean and Native American descent. Organizations involved in these efforts included the Chinese Information and Service Center, Refugee Women's Alliance, Lao Communities Center, El Centro de la Raza, Asian Counseling and Referral Service, YMCA of Greater Seattle, Atlantic Street Center, Seattle Emergency Housing Service, Eritrean Association in Greater Seattle, Huchoosedah Indian Education Program and First Place School.	Data not available	Data not available	City agencies, private foundations

Table 4 *continued*
Investments in Strategies for Expanding Access to and Participation in OST Programming

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Building Facilities and Securing Rent-Free Space for OST Providers	**New York**'s DYCD established a MOU with the NYC DOE, which provides rent-free space in public school buildings for community-based organizations to operate out-of-school-time programs. The MOU is valued at $8 million annually and is supported by a dedicated staff person who is responsible for finding space for OST and summer programs. DYCD also has agreements with other city agencies, such as Parks and Recreation and the Housing Authority, to allow contractors to operate out-of-school-time programs in their facilities.	Data not available	*Total Investments* $71,200 *Monetary* None reported *In-Kind* $71,200 in donated staff time. (The value of the space is a program resource, not a system resource.)	City agencies
	Seattle, through a Seattle School District initiative, constructed additional dedicated childcare space in 35 elementary schools for after-school and early learning programs.	Data not available	*Total Investments* $2,001,100 in 2007 *Monetary* $2,001,100 in 2007 *In-Kind* None reported	School district capital construction bonds

a   In addition, the city has budgeted approximately $54,000 for continued development.

b   In addition, the city has budgeted approximately $103,000 for the continued development and implementation of the public awareness and enrollment campaign.

Table 5

Investments in Strategies for Financing and Sustaining Citywide OST Programming and Infrastructure

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Fund-Development Training and TA	**Boston**'s DELTAS offered workshops on fund sustainability to staff from 40-plus OST programs.	Data not available	*Total Investments* $12,000 *Monetary* $12,000 *In-Kind* None reported	Federal agencies, national nonprofit network, private foundations
	Charlotte's POST provided fund-development training for programs citywide to help strengthen and sustain their OST initiatives. Efforts included fiscal workshops to help OST programs access public funding from city and county agencies.	Data not available	*Total Investments* $6,600 *Monetary* $6,600 *In-Kind* None reported	City and county agencies, private foundations, individual donors
	Denver's Community Recreation Division provided training for OST staff and parents on accessing funds from the Colorado Child Care Assistance Program to pay for OST activities. It also had a recruiter on-site once a year to help parents renew their eligibility for funding. These training sessions were available at eight recreation centers serving more than 3,370 youth.	Data not available	*Total Investments* $1,600 *Monetary* None reported *In-Kind* $1,600 for staff members to conduct training sessions	City and state agencies
	New York's TASC provided fund-development training and TA to more than 200 OST programs. Services included assistance with grant and proposal writing and accessing public funding sources. In addition, a city agency published a monthly newsletter about upcoming requests for proposals and awards for OST providers.	Data not available	*Total Investments* $687,000 *Monetary* $687,000[a] *In-Kind* Yes, but estimated value not available	Public agencies, private foundation, individual contributions
Exploring Funding Options	**Boston**'s DELTAS provided site managers for nine programs in 2005 and seven additional programs in 2006. Site managers helped finance and sustain operations by identifying and pursuing new funding opportunities. Through a BB initiative, TFP and Community Matters conducted a sustainability study to help leaders develop strategic and integrated approaches to delivering school-connected services for Boston Public Schools (BPS) students during in-school and out-of-school time.	*Total Investments* $172,506 for 2007 *Monetary* $172,506 in 2007 for sustainability study *In-Kind* None reported	*Total Investments* $35,000 *Monetary* $35,000 for managers of extended learning services *In-Kind* None reported	Private foundations
	Chicago, through an initiative of the City of Chicago, Metro 2020 and the Illinois After-School Partnership, supported multiple efforts to understand OST resource needs and funding options, including projecting the total costs of maintaining an OST system and researching dedicated OST funding options as well as public support for such funding.	*Total Investments* $393,000 for 2006–07 *Monetary* $203,000. This includes $75,000 for research on dedicated funding options and $128,000 for public will research *In-Kind* $190,000 in staff time	Data not available	Private foundations
Advocacy	**Boston**'s DELTAS, BB and BOSTnet supported OST advocacy efforts through their participation in statewide after-school networks—such as the Massachusetts Afterschool Partnership (MAP) which works to support, finance and build partnerships among OST programs, and the Governor's Readiness Council, which examines best practices for making sure that children are ready for school.	Data not available	*Total Investments* $22,500 *Monetary* $22,500 *In-Kind* None reported	Data not available

Investments in Strategies for Financing and Sustaining Citywide OST Programming and Infrastructure

Strategies	Description of Relevant Initiatives	Planning, Start-Up and Other One-Time Investments	Annual Ongoing Investments	Funding Source(s)
Advocacy *(continued)*	**Charlotte**'s POST and city agency staff members participated in a statewide OST network that works to increase awareness and support for OST initiatives throughout North Carolina.	Data not available	*Total Investments* $2,800 *Monetary* $1,800 for senior-level staff time invested by POST *In-Kind* $1,000 in staff time donated by a midlevel manager from the City of Charlotte	Intermediary organization, city agencies
	New York invested in four advocacy initiatives throughout the city. Each included efforts aimed at achieving financial security for OST programs, fostering community organizing and lobbying for funding and resources for OST. These efforts were coordinated by TASC and PASE.	Data not available	*Total Investments* $1,560,000 *Monetary* $1,560,000. This includes: • TASC $1,000,000 • PASE $560,000 *In-Kind* Investments in each of the four initiatives varied from a few thousand to more than $100,000 in TASC or PASE staff time. NYC Youth Alliance members donated staff time for participation in meetings, workshops and other advocacy efforts.	Public agencies, private foundation, individual contributions
	Seattle's SOWA lobbied at the state level for OST funding. The city hosted candidates' forums, testified before city council on the importance of OST and was heavily involved in public advocacy for the renewal of the Families and Education Levy.	Data not available	*Total Investments* $75,000 *Monetary* $75,000 *In-Kind* None reported	Private foundations
Business Planning	**Boston** developed a business plan that lays the groundwork for the organizational and financial sustainability of OST system-building efforts citywide.	*Total Investments* $23,000 in 2006–07 *Monetary* $23,000 in 2006–07 *In-Kind* None reported	Data not available	Private foundation
	Chicago's Root Cause developed a business plan that lays the groundwork for the organizational and financial sustainability of OST system-building efforts citywide.	*Total Investments* $17,000 in 2007 *Monetary* $17,000 in 2007 *In-Kind* City agency staff donated an unspecified amount of work hours to support these efforts.	Data not available	Private foundation, city agencies
	New York developed a business plan that lays the groundwork for the organizational and financial sustainability of OST system-building efforts citywide.	Data not available	Data not available	Private foundation

a Costs for this initiative are embedded in TASC's overall operating expenses. Funds that do not go to TA are spent on advocacy efforts.

Endnotes

1   Grossman, Jean Baldwin, Christianne Lind, Cheryl Hayes, Jennifer McMaken and Andrew Gersick. 2009. *The Cost of Quality Out-of-School-Time Programs*. Philadelphia, PA: Public/Private Ventures.

2   Available at www.wallacefoundation.org/cost-of-quality.

3   Halpern, Robert. 2003. *The Challenge of System-Building in the After-School Field: Lessons from Experience*. Wellesley, MA: National Institute on Out-of-School Time.

4   See, for example, Hall, Georgia and Brooke Harvey. 2002. *Building and Sustaining Citywide Afterschool Initiatives: Experiences of the Cross-Cities Network Citywide Afterschool Initiatives*. Wellesley, MA: National Institute on Out-of-School Time. See also Halpern, Robert. 2003. See also Halpern et al. 2001. *Evaluation of the MOST (Making the Most of Out-of-School Time) Initiative: Final Report and Summary of Findings*. Chicago: Chapin Hall Center for Children at the University of Chicago. See also Ouellette, Mark et al. 2005. *The Afterschool Hours: A New Focus for America's Cities*. Washington, DC: National League of Cities. See also Proscio, Tony. 2006. *The Final Report of the After School Project: Making the Most of the Day*. Princeton, NJ: The Robert Wood Johnson Foundation. See also Proscio, Tony and Basil J. Whiting. 2004. *After-School Grows Up: How Four Large American Cities Approach Scale and Quality in After-School Programs: Executive Summary and Overview*. New York: The After School Project. See also Wright, Elisabeth. 2005. *Supporting Student Success: A Governor's Guide to Extra Learning Opportunities (ELOs)*. Washington, DC: National Governors Association Center for Best Practices.

5   US Census Bureau. 2005-2007. "Boston City, Massachusetts. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

6   Personal communication, Steven Pratt, Boston and Beyond, 2006.

7   MOST was a seven-year (1993–99) system-building initiative launched in Boston, Chicago and Seattle by the Wallace Foundation. Under the umbrella of one or more lead agencies, each MOST city brought together the stakeholders in its OST system to set priorities, engage in joint planning, share information, coordinate activities and develop citywide strategies for addressing OST challenges.

8   US Census Bureau. 2005-2007. "Charlotte City, North Carolina. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

9   US Census Bureau. 2005-2007. "Chicago City, Illinois. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

10 US Census Bureau. 2005-2007. "Denver City, Colorado. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

11 See http://www.denvergov.org/denvermaps/report.asp?rpt=aschl&cat=cgov.

12 US Census Bureau. 2005-2007. "New York City, New York. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

13 US Census Bureau. 2005-2007. "Seattle City, Washington. Selected Social Characteristics in the United States, American Community Survey 3-Year Estimates."

Acknowledgments

September 2009