



MUNICIPAL LEADERSHIP FOR AFTERSCHOOL

Citywide Approaches Spreading Across the Country

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Commissioned by



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About the National League of Cities Institute for Youth, Education, and Families

The Institute for Youth, Education, and Families (YEF Institute) is a special entity within the National League of Cities (NLC).

NLC is the oldest and largest national organization representing municipal government throughout the United States. Its mission is to strengthen and promote cities as centers of opportunity, leadership, and governance.

The YEF Institute helps municipal leaders take action on behalf of the children, youth, and families in their communities. NLC launched the YEF Institute in January 2000 in recognition of the unique and influential roles that mayors, city councilmembers, and other local leaders play in strengthening families and improving outcomes for children and youth. Through the YEF Institute, municipal officials and other community leaders have direct access to a broad array of strategies and tools, including:

- Action kits that offer a menu of practical steps that officials can take to address key problems or challenges.
- Technical assistance projects in selected communities.
- Peer networks and learning communities focused on specific program areas.
- The National Summit on Your City's Families and other workshops, training sessions, and cross-site meetings.
- Targeted research and periodic surveys of local officials.
- The YEF Institute's website, audioconferences, and e-mail listservs.

To learn more about these tools and other aspects of the YEF Institute's work, go to www.nlc.org/iyef.

About The Wallace Foundation

The Wallace Foundation is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for all people. Its three current objectives are: strengthening education leadership to improve student achievement; enhancing out-of-school learning opportunities; and building appreciation and demand for the arts. More information and research on these and other related topics can be found at www.wallacefoundation.org.

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NLC would like to acknowledge the mayors and other elected officials representing the 27 cities featured in this report for their leadership in building citywide systems that expand access to high-quality out-of-school time opportunities for children and youth. We would also like to thank the municipal staff and other local partners in these communities who contributed to this report by participating in surveys and in-depth interviews and who have made tireless efforts to improve outcomes for young people in their cities.

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EXECUTIVE SUMMARY

This report presents the broadest look yet at a growing trend in America's cities: the emergence of city-led efforts to build comprehensive afterschool and out-of-school time (OST) systems that meet the needs of children and youth in their communities. Mayors and other municipal officials who have demonstrated leadership in this area are increasingly linking isolated programs within more coordinated citywide networks, bringing disparate stakeholders together to create and advance common strategies, and using research-based approaches to improve program quality and access.

In preparing the report, commissioned by The Wallace Foundation, the National League of Cities (NLC) identified 27 cities – from Philadelphia to Portland, Ore., and Bridgeport, Conn., to Jacksonville, Fla. – that have made impressive strides in the development of citywide OST systems. Staff from NLC's Institute for Youth, Education and Families surveyed and interviewed representatives from each city to understand more fully the nature and pace of change within these communities. The descriptive city profiles generated through this research provide a rich portrait of what progress looks like in these leading cities, some of which have been engaged in OST system-building initiatives for only a few years while others have labored for as long as a decade to achieve their current results. Examples of local progress include:

- Louisville, Ky., where the city, school district and local United Way have developed YouthPrint – a comprehensive blueprint for increasing youth participation in high-quality OST programs that builds on Louisville's pioneering use of the KidTrax data system and advances citywide efforts to boost educational attainment;
- Portland, Ore., where OST programs are a key component of a system of community schools and an emerging "cradle-to-career" framework of educational support for the city's children and youth;
- St. Paul, Minn., where a new OST network called Sprockets grew out of a mayoral initiative to promote out-of-school learning opportunities that reinforce learning gains in the classroom;
- Nashville, Tenn., where the Nashville After Zone Alliance is adapting a successful model developed in Providence, R.I., in which a balanced menu of high-quality afterschool enrichment activities are organized within different geographic zones of the city;
- St. Louis, Mo., where the mayor's vocal support for afterschool has bolstered and drawn attention to the St. Louis After School for All Partnership's success in creating 3,200 new program slots for children and youth.

Why are cities paying more attention to the needs of children and families during the afterschool hours? Afterschool and other OST programs can help city leaders confront pressing local challenges such as public safety, while also providing young people with expanded opportunities to learn and grow. More than 15 million – one in four – children and youth in the U.S. are on their own after school, either at home unsupervised without any structured activities or just "hanging out."

High-quality afterschool programs have been shown to increase school attendance, raise graduation rates and reduce the likelihood that young people will smoke, drink, use drugs or become teen parents. Quality afterschool programs also address the needs of working parents who cannot pick up their children at 3:00 p.m., and increase their productivity at work. Furthermore, OST programs help cities reduce juvenile crime, promote healthy lifestyles and address childhood obesity, and build an educated and skilled workforce. In short, OST programs make a real, measurable difference in the lives of children, families, and communities. Polling data suggest that the parents of more than 18 million children who are not currently participating in afterschool programs would send their children to a program if one were available.

Recent efforts to enhance local data capacity have helped shed light on the benefits of creating or expanding a high-quality, citywide OST system. For example, equipped with the ability to track data on student participation across programs and match the data with school district information, local officials in Denver found a positive correlation between regular OST participation and school attendance and achievement. Louisville has seen reading scores improve for students attending OST programs at least two days per week. Other communities, such as Grand Rapids, Mich., have experienced a reduction in the number of juvenile offenders and offenses with more youth positively engaged and off the streets during the out-of-school hours. With continued improvement in the data and evaluation tools available to cities, the emerging body of evidence on the positive impact of OST programs is likely to grow.

In response to these community needs and opportunities, many cities have taken action through changes in policy, partnerships, and funding practices that support the growth of OST systems. Their actions have been aided by national foundations and organizations, the federal government and state and local partners. Since 2001, NLC has provided technical assistance to dozens of individual cities seeking to strengthen their afterschool and OST system-building efforts, sharing examples of successful city strategies and building robust venues for peer learning. The growth of federal funding provided through 21st Century Community Learning Center grants during the past decade has helped cities increase program slots and partner with schools and community-based organizations. Perhaps most important, resources provided by cities, parents, nonprofits, and local philanthropies have made a big difference in meeting local demand for OST programs.

This report highlights in great detail many of the exciting developments associated with recent city-level, OST system-building efforts. The progress and innovation reflected in these research findings offer further evidence that cities continue to drive many of the current efforts to expand high-quality OST opportunities, and that they are likely to continue to do so in the years ahead.

Key Findings

During the past decade, more than two dozen cities with committed mayoral leadership have made a fundamental shift in their approach to the development of out-of-school time opportunities for children and youth, moving from managing or funding individual programs to building more comprehensive afterschool systems that engage city, school, and nonprofit providers in their communities.

The 27 cities profiled in this report can be considered to have reached an advanced stage in the development of their citywide OST systems.¹ Each of these cities has made progress on six “action elements” defined as central to the sustainability of a coordinated OST approach in The Wallace Foundation’s report, *A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities*:

- **Committed leadership**, including top political, school, community and OST leaders, to secure funding and other resources and shape policies;
- **A public or private coordinating entity** to manage the development of plans, link disparate OST players, build citywide attention and support for OST, and ensure that plans and performance stay on track;
- **Multi-year planning** to set goals and priorities, develop ways to hold key players accountable for results and identify necessary resources;
- **Reliable information** to document the needs and wishes of parents and children, track participation and identify underserved neighborhoods and families;
- **Expanding participation** to reach more children and ensure that they attend often enough to benefit; and
- **A commitment to quality** because quality programs are most likely to benefit children and therefore scarce OST funding should be directed to delivering high-quality programming.

At least 20 additional cities are poised to pursue this more comprehensive approach, with evidence of strong support among the mayor and city council for such a strategy, and many more have expressed interest in learning how to get started. Among leading cities, mayoral leadership has been a key factor in driving local progress. Given cities’ momentum and interest in maximizing opportunities for youth development during the afterschool hours, the push toward citywide OST systems appears likely to continue.

The great majority of leading cities that are building afterschool systems have used data-driven analyses of community needs – including a thorough assessment of current supply of and demand for programs across all neighborhoods – as a key starting point for their efforts.

Twenty-four of the 27 cities surveyed for this report have used data from multiple sources to map OST programs throughout their communities. For example, mapping efforts in Boise, Idaho, and Rochester, N.Y., led to the creation of fully-equipped mobile recreation vans, which set up outdoor recreation centers in underserved areas of the city. The vans provide recreation services, address transportation

¹ These cities are Alexandria, Va.; Atlanta, Ga.; Baltimore, Md.; Boise, Idaho; Bridgeport, Conn.; Charlotte, N.C.; Charleston, S.C.; Cleveland, Ohio; Denver, Colo.; Fort Worth, Texas; Grand Rapids, Mich.; Jacksonville, Fla.; Louisville, Ky.; Nashville, Tenn.; New Orleans, La.; Newark, N.J.; Oakland, Calif.; Omaha, Neb.; Philadelphia, Pa.; Portland, Ore.; Rochester, N.Y.; San Francisco, Calif.; Spokane, Wash.; St. Louis, Mo.; St. Paul, Minn.; Seattle, Wash.; and Tampa, Fla. This list does not include the five sites in which The Wallace Foundation has made significant investments in OST system-building: Boston, Mass.; Chicago, Ill.; New York City, N.Y.; Providence, R.I.; and Washington, D.C. These five sites are also among the most advanced in their efforts to build citywide OST systems.

barriers, and are intended to serve as a mobile “gateway” to other city services. Some cities have used their mapping data to identify gaps in programming for middle and high school students or particular demographic groups and have developed plans to meet the needs of those populations.

City leaders clearly understand that quality matters and many have taken steps to improve the quality of local programs.

More than half of the 27 cities have created or adopted local afterschool standards to ensure that OST providers can assess and improve the quality of their programs and achieve desired outcomes for youth. Twenty-one of the cities reported using a quality assessment tool to help providers evaluate their programs, and 22 cities reported offering more training opportunities to increase the knowledge and skill level of afterschool program staff.

As their efforts to build comprehensive afterschool systems deepen and mature, these leading cities have somewhat naturally gravitated to more sophisticated strategies that are designed to address more complex or deep-rooted challenges.

With all of the progress cities have made in building citywide OST systems, municipal leaders are now focusing their attention on remaining challenges that must be overcome to take their systems to the next level. For instance, to hold programs accountable to the aforementioned quality standards and accelerate implementation, cities are exploring the use of quality rating systems that tie funding to program performance. Another likely area of growth is in the development of shared management information systems (MIS) that help cities measure the impact of OST programs more effectively. Eleven cities reported using an MIS to track attendance data and, in some cases, share data with local partners, with other cities poised to create an MIS in the near future. Information systems that enable providers across a community to collect similar data and analyze the impact of programs on various outcomes will help cities make real-time adjustments to ensure that youth do not fall through the cracks. Leaders from the mayor’s office in Omaha shared a common belief that “everything else will fall into place” if the city is able to develop a stronger data system.

Despite the severe economic crisis of the past several years and the extreme pressures it has placed on municipal budgets, a surprising number of leading cities report that they continue to invest funds from city general revenues in their efforts to build citywide OST systems.

Nearly 75 percent of cities responding to the NLC survey – 20 out of 27 cities – indicated that revenues from the city’s general fund are supporting afterschool and OST initiatives. For example, the Nashville, Tenn., Metro Council appropriated \$400,000 in 2009 for the city’s neighborhood-based OST system, representing Mayor Karl Dean’s only new initiative in that year’s budget. In 2010, Omaha Mayor Jim Suttle and the Omaha City Council passed a first-time ever budget line item of \$365,000 to support afterschool opportunities. At a time when so many cities are facing very tough budget choices and often implementing deep cuts in municipal funding for key services, the continuing investment of city revenues in OST systems is quite impressive.

A difficult budget climate has also forced or encouraged city officials to seek ways of reallocating funds or improving the use of existing resources within their OST systems. For example, Mayor John Peyton and the Jacksonville, Fla., City Council redeployed more than \$40 million in reserve funds,

federal earmarks, and other department cost savings in the 2009 budget to fund the mayor's anti-crime initiative, the Jacksonville Journey. Of these resources, \$3.8 million were allotted to the Jacksonville Children's Commission to create and fully fund 15 new afterschool programs.

The transition from supporting individual afterschool programs to building more comprehensive, citywide afterschool systems is a major change to how city and community partners do business that alters perspectives, deepens local partnerships, improves the odds for sustainability, and generates momentum for long-term and continuous improvement.

When local leaders move from a narrow focus on individual afterschool programs to a larger emphasis on OST system building, discussions of city-level strategies and priorities quickly change. Across the 27 cities included in this survey, city and community leaders typically began by replicating specific models or approaches (e.g., by adopting program quality standards, using geographic information system mapping technology to analyze issues of program supply and access, or creating an inventory of OST programs or an online program locator). In other instances, they started by moving forward with concrete action steps designed to strengthen some of the basic pillars of an OST system (e.g., by raising funds to expand programming slots, cultivating leadership for OST initiatives, or establishing a citywide coalition or some form of OST coordinating entity).

Once cities get started, however, the system-building perspective often fuels further progress and drives more strategic discussions about next steps. Early analyses of community resources and needs frequently reveal troubling gaps and spark efforts among key stakeholders to fill them. Gains in areas such as committed leadership, coalition building, and quality improvements lead to deeper, more nuanced and challenging work in categories such as multi-year planning, strategies to expand participation, data collection, sharing, and management, and strengthening or formalizing coordinating entities. In each of the six critical elements of OST system building, local communities are discovering and pursuing a logical progression from initial points of entry to increasingly sophisticated approaches. The very notion of an OST "system" provides a basic framework that guides cities as they continue on their journey.

INTRODUCTION

Over the past 10 years, municipal officials have displayed a new level of leadership in coordinating opportunities for young people when school is not in session through the development of citywide systems of high-quality, out-of-school time (OST) programming. Within that period, 34 cities have received in-depth technical assistance from NLC's Institute for Youth, Education and Families, and hundreds more have participated in NLC's Afterschool Policy Advisors Network (APAN) and other peer learning opportunities. By sharing creative approaches through these networks, municipal officials have helped each other redefine the role of their cities in expanding access to high-quality OST opportunities.

The shift from programmatic efforts to systemic approaches and the growing importance of municipal leadership within these OST system-building efforts caught the attention of national foundations and other organizations active in the OST field. These experts sought to better understand the key components that make an OST system effective in improving outcomes for children and youth, and to help stimulate the growth and development of these systems.

In 2003, The Wallace Foundation began making significant investments in five U.S. cities – Boston, Chicago, New York City, Providence, R.I., and Washington, D.C. – to support the planning and implementation of citywide OST systems. Learning from the work of these cities, the foundation identified six critical elements that serve as the building blocks of an effective system: committed leadership, a public or private coordinating entity, multi-year planning, reliable information, expanding participation, and a commitment to quality. The 2010 *Hours of Opportunity* report² published by RAND Corporation and commissioned by The Wallace Foundation highlights detailed efforts in the five cities and useful lessons for other communities seeking to pursue similar goals.

Philanthropies such as The Wallace Foundation and the Charles Stewart Mott Foundation have been investing in the development of citywide afterschool systems for some time. The Mott Foundation has worked in partnership with NLC for over a decade to provide technical assistance to cities across the country. Building on the knowledge gained from working with municipal officials during this period, NLC sought to present a broader picture of local progress by identifying additional cities that could be considered at an advanced stage of OST system building. This new report highlights 27 cities that have been working to create OST systems for many years, and have made varying levels of progress on the key elements that define an effective system. Although these 27 cities did not receive large philanthropic investments, their system-building work has moved forward due to the success of local leaders in bringing key partners together around a shared vision for supporting young people. This report explores trends in city leadership to coordinate OST systems and includes detailed profiles on each city's efforts that can offer guidance to system-building work in other communities.

2 Jennifer Sloan McCombs et al., *Hours of Opportunity: The Power of Data to Improve After-School Programs*, 2010, XV. Available at www.wallacefoundation.org.

How Were Cities Selected for Inclusion in this Report?

NLC selected cities to be included in this report based on knowledge gathered over the past decade from its work with hundreds of cities and towns to improve afterschool opportunities. This work includes four in-depth, multi-year technical assistance projects on citywide afterschool system building, engagement of numerous cities in the Afterschool Policy Advisors Network (APAN) Leadership Cadre and other learning communities that enable municipal officials to share ideas with each other, and exposure to a broad range of innovative, local afterschool and OST initiatives across the nation. To narrow the pool of cities, NLC focused on cities with populations above 100,000 and with school districts in which more than 50 percent of students qualify for free and reduced price meals.³ Additional criteria included significant mayoral commitment and leadership to champion OST efforts as well as the establishment of a coordinating entity to manage the OST system.

In addition to the five Wallace Foundation investment sites, NLC considers the 27 cities included in this report to be among those with the most highly developed OST systems based on the critical elements described above. NLC recognizes that many other cities have made significant strides to strengthen various elements of a system in their communities or have emerging efforts now in place, often with the support of new mayoral leadership.⁴ However, we believe the cities included in this report represent the most advanced efforts taking place around the country. The profiles of these 27 cities will help municipal leaders throughout the nation understand what is possible and refine their vision of a successful OST system.

How Was Information Collected?

In the fall of 2010, NLC developed and administered an online survey to identify the key aspects of each of the 27 cities' OST systems and to understand how much progress each city has made on each system element. NLC staff followed up by interviewing one or more representatives from each of the 27 cities to learn more about their work on each of the six system-building elements. While the survey answers provided a starting point, the 2-4 hour phone interviews with city, school and community leaders provided us with a more in-depth understanding of each city's efforts. Additional follow-up conversations were held throughout 2010 and the first half of 2011. NLC also reviewed various documents and tools developed as part of local system-building efforts.

Structure of the Report

The report chapters are organized to demonstrate the varying levels of progress that cities have made on the six elements of an OST system and highlight the diverse approaches that cities took in moving

³ A few exceptions were made to these criteria to include Boise, Idaho, and Seattle, Wash. These cities were included due to the growth of their afterschool system-building efforts over time, significant and continuous mayoral leadership, and substantial city investment in OST.

⁴ These cities include Albany, N.Y.; Asheville, N.C.; Buffalo, N.Y.; Charlotte, N.C.; Cincinnati, Ohio; Florence, S.C.; Las Cruces, N.M.; Lincoln, Neb.; Morgantown, W.Va.; Norwalk, Conn.; Pasadena, Calif.; San Antonio, Texas; Syracuse, N.Y.; Tucson, Ariz.; Tulsa, Okla.; and Vancouver, Wash.

their system-building work forward. Survey and interview findings show that OST system building does not always proceed in a linear fashion. Cities have used multiple points of entry and placed an emphasis on different elements depending on their local circumstances and needs.

At the end of each chapter, we include a number of “action steps” that cities can consider to move their efforts forward on each system element. When embarking on this work, city officials should note that establishing a comprehensive, citywide system to manage the wide range of afterschool and OST learning opportunities for children and youth is a challenging task that may take years to achieve. However, many city leaders often focus on the unique system elements that most need to be addressed in their communities, beginning with a few key action steps at a time. Finally, the profiles at the end of the report provide greater detail on the methods by which each city addressed key system elements, often highlighting subtle distinctions not fully captured by the survey results.

A Snapshot of City Progress on OST System Building Elements

Committed Leadership

All cities had in common committed mayoral leadership, which was manifest in different ways in each community. For instance, St. Paul, Minn., Mayor Chris Coleman formed the Second Shift Commission and appointed staff to lead the commission’s work. The commission’s recommendations led to a new city-school-community partnership called Sprockets, which is developing “learning campuses” across the city to link youth development opportunities and services in each neighborhood. In Nashville, Tenn., Mayor Karl Dean and the Metropolitan Council invested money from the city’s general fund to support the creation and expansion of the Nashville After Zone Alliance, which is modeled on the neighborhood-based “AfterZones” approach in Providence, R.I. Grand Rapids, Mich., Mayor George Heartwell has been a steadfast champion of afterschool efforts led by a joint city-school office called Our Community’s Children. The office manages a citywide Expanded Learning Opportunities Network and facilitated the development of afterschool standards and quality improvement efforts.

Coordinating Entity

Cities also took divergent pathways in the establishment of a coordinating entity. Most of the cities initially created a task force or informal coalition that convened community leaders and/or afterschool providers to discuss OST needs. These coalitions often evolved into more formal coordinating entities or intermediary organizations to manage the OST system. Jacksonville, Fla., Grand Rapids, Charleston, S.C., Atlanta, and Boise were among the cities that kept the coordinating role within city government, either in the mayor’s office or another city agency. In other cases – including Baltimore, Louisville, Philadelphia, Rochester, N.Y., St. Louis, and Tampa – cities contracted or partnered with an independent, nonprofit organization that agreed to manage the development of the OST system. The coordinating role in St. Paul, Nashville, and Omaha was initially situated within the mayor’s office and then transitioned to a separate structure to ensure sustainability.

Multi-Year Planning

A number of cities are engaged in multi-year planning to sustain and expand the number of afterschool program slots, increase participation, and improve program quality. Cities with sustainable financing strategies – which mix general fund investments, local tax levies dedicated to youth programs and services, state and federal funding, and donations from businesses, individuals and philanthropic organizations – are especially well positioned to carry out their plans for the future.

Reliable Information

Gathering reliable information continues to be one of the greatest challenges and areas for potential growth. Many cities collect data on students who participate in local programs, but rarely is their one uniform system for capturing data from all local providers that allows cities to fully gauge the impact of their OST systems. However, some cities have had notable success in using sophisticated data software tools to track participation. A few cities have linked program and school district data systems to measure the impact of afterschool program participation on students' academic performance and school attendance.

Expanding Participation

Cities have partnered with school districts and nonprofit organizations to make OST programs accessible to more children and youth. Whether an OST program makes an impact on youth development outcomes also depends on both the intensity and duration of participation. While local efforts to expand participation are often more limited by cities' financial resources than their political will, cities have nevertheless taken steps to mitigate cost and transportation barriers and raise awareness of program options. Even in communities that have made large investments in OST, there remain gaps between resources and unmet needs.

Promoting Quality

Many cities have established local program quality standards, either creating their own standards and assessment tools or adopting existing standards from other cities, statewide afterschool networks or national organizations. Several cities have helped afterschool program staff access a wide range of well-organized professional development and training opportunities. In some communities, OST program providers receive professional development and training only if they receive grant funding from the city or a coordinating intermediary.

City leaders recognize that the quality of OST opportunities influences the level of youth participation. A high-quality, engaging program will attract more youth, and their consistent participation is directly related to the program's impact on a range of youth outcomes.

COMMITTED LEADERSHIP:

The Role of Mayors and Other Local Leaders

Municipal leadership – and in particular, strong leadership by the mayor – has been a powerful catalyst for progress in the development of citywide systems of out-of-school time (OST) programming. Mayors, councilmembers, city managers, agency heads and other municipal officials often take action in response to local awareness and advocacy of the need for OST programming, as well as a personal commitment to expanding opportunities for children and youth.

Either during their election campaigns or once in office, mayors frequently emphasize the intersection of OST programs with top city priorities such as public safety and workforce development. For instance, when newly elected Oakland Mayor Jean Quan launched the 2000 Volunteer/Mentor Project to engage residents in mentoring 2,000 at-risk youth in school and after school, she stated that “if Oakland can wrap its arms around these 2,000 youth each year, we can increase the school graduation rate and reduce crime in our city.”

To be successful in creating a sustainable OST system, mayors and other city officials must partner with other committed leaders who play a significant role in promoting youth development. These leaders may include school superintendents and other district officials, school board members, chiefs of police and other law enforcement officials, United Way executives, leaders of large and small nonprofit organizations, college and university representatives, chambers of commerce and the local business community, the philanthropic community, parents, and youth themselves.

Mayors

Because of its impact on key city goals, mayors increasingly place OST programming high on their list of priorities. Among the cities with advanced OST systems, 26 of 27 survey respondents reported that their mayors see OST programming as one of the top priorities or an important priority (Figure 1). Even the one city that listed afterschool as a secondary priority has made major strides in developing an OST system with a sophisticated data component. The high level of support for OST is perhaps not surprising given the criteria used to select the 27 cities for this report. However, the fact that so many large and mid-sized city mayors – who are responsible for addressing a myriad of local issues – view OST as a top priority highlights a growing trend in which afterschool programs are increasingly seen as a “core” local service. The survey findings also underscore the prevalence of strong mayoral commitment in cities with advanced OST systems.

The motivating factors that encourage mayors to support OST may vary, but most mayoral champions understand both the benefits of increasing the availability of afterschool learning opportunities and the negative implications of insufficient programming. In particular, the role of OST in fostering student

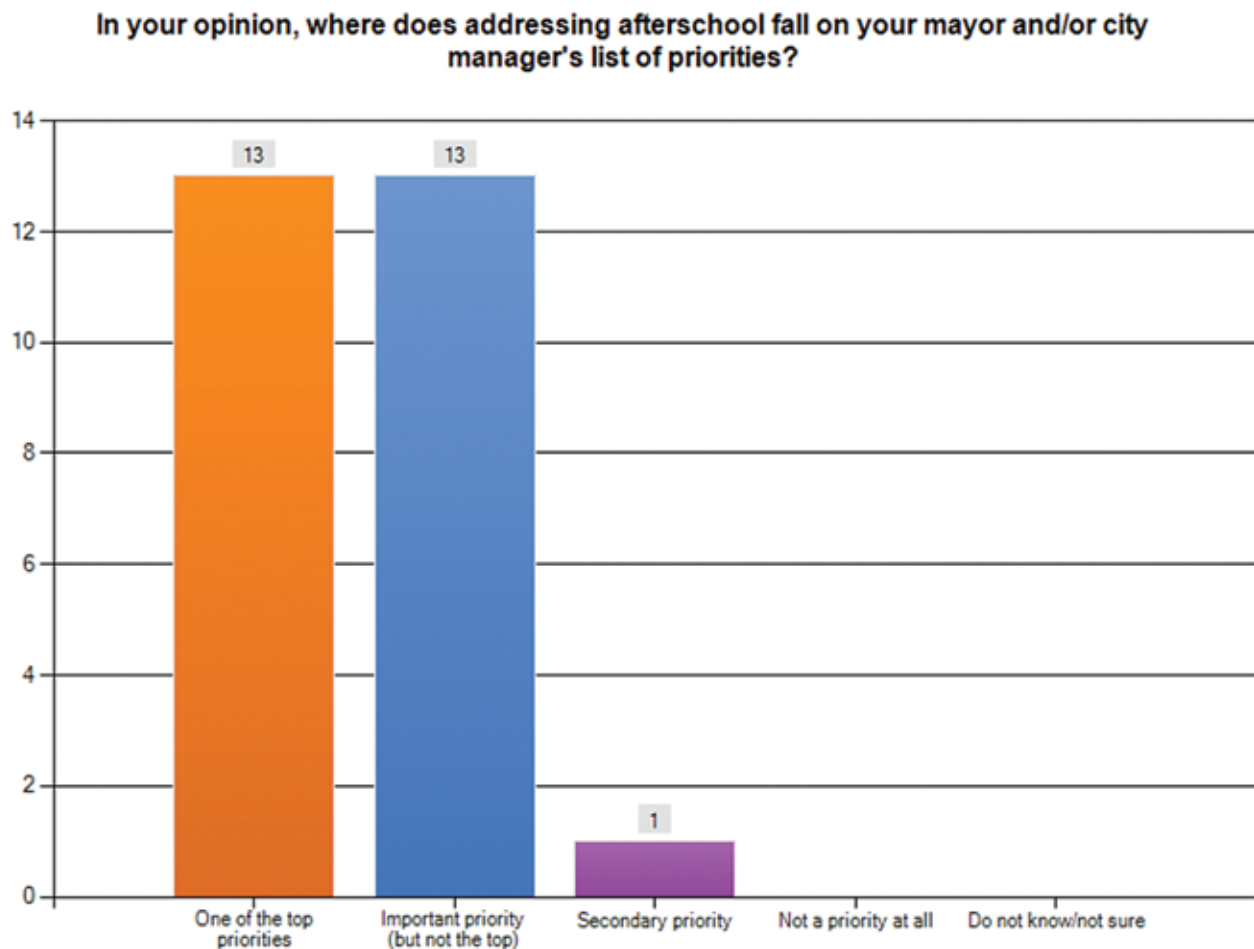


Figure 1: Afterschool Programming a Top Priority for Mayors in Cities with Advanced OST Systems

achievement is often a central concern due to its impact on local economic vitality and quality of life. Mayors embrace the notion that the strength of their communities depends on the quality of their education systems and that the availability of good schools and a wide array of afterschool enrichment opportunities are critical factors in families' and businesses' decisions to move to a community.

For instance, in his quest to make Boise “the most livable city in the country,” Mayor David Bieter recognized quality afterschool programming as an asset that could help attract and retain employers and families. Mayor Bieter reached out to the local business community, asking representatives of the Chamber of Commerce, United Way of Treasure Valley, and large corporations to participate in his new Mayor’s Council for Children and Families. Together with other community partners, the Council worked on a plan to ensure that business leaders and their current or prospective employees were aware of the range of afterschool programs that were available across the city.

Mayor Bieter’s efforts demonstrate how mayors – as their communities’ most visible elected officials and as chief executives of their cities – can mobilize local support for the priorities that become the focus of their terms. Mayors are in an especially strong position to convene potential partners and foster broad-based collaborations. Other community leaders are unlikely to turn down an invitation

from the mayor who seeks to bring key stakeholders around the same table to address an issue he or she feels is important. The ability to bring public and private sector leaders together or even to convene teachers and afterschool providers is no small feat, since these groups have few or no formal mechanisms that unite them around a common vision.

Mayors can also marshal human and financial resources to accomplish their OST goals. Even in today's tight fiscal environments, mayors have been working with councilmembers and city managers to realign municipal funding and invest new funding in OST programming.

Another resource at the disposal of mayors is their “bully pulpit.” The mayor’s language and actions can shape the local policy climate, raise awareness, and help persuade the community to embrace his or her priorities. Mayors can articulate a vision for how the city can better support children and youth and issue a call to action for expanding high-quality OST opportunities. The profiles in this report show how mayors in each of the 27 cities have been vocal in their support of afterschool issues.

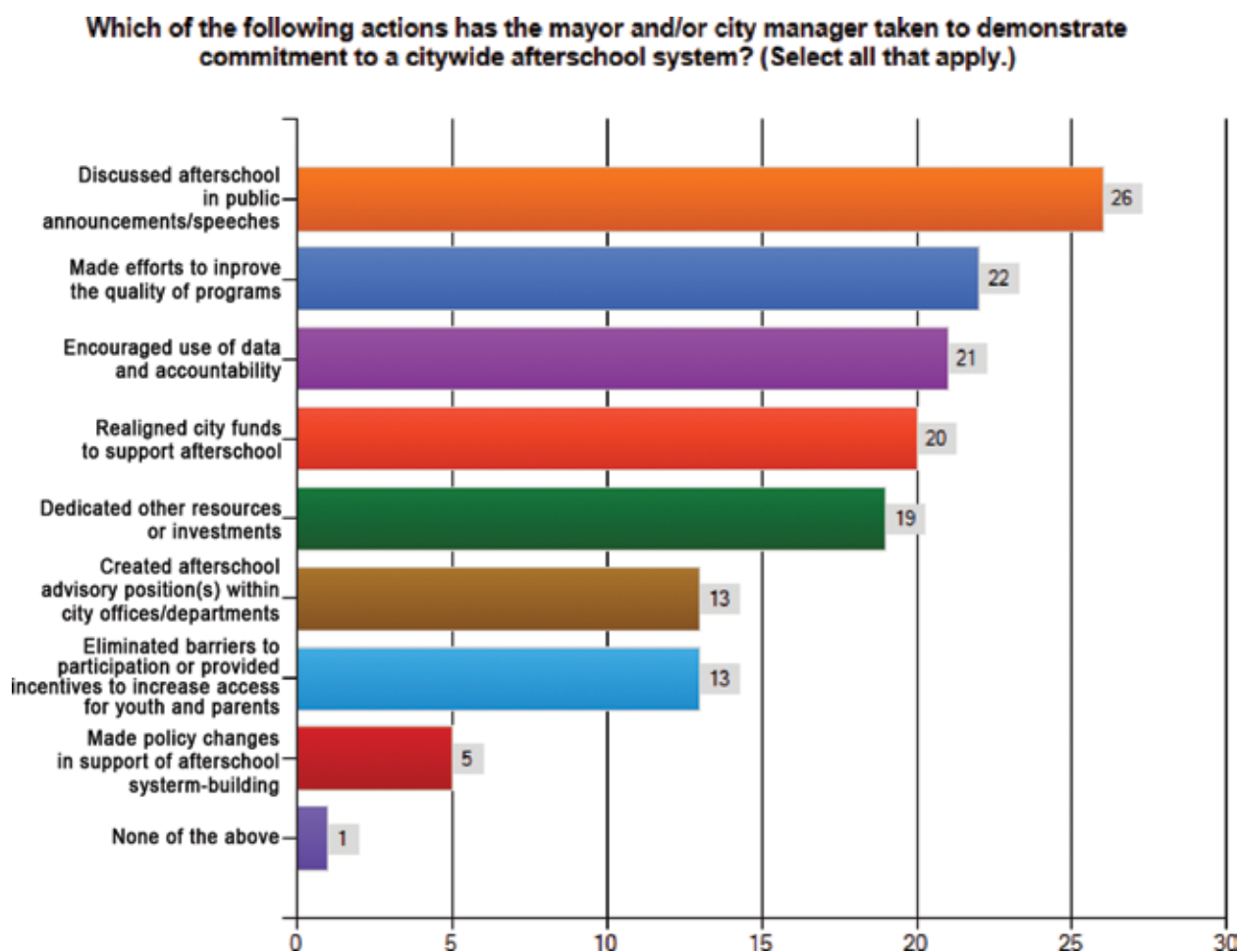


Figure 2: Actions that Mayors and City Managers Have Taken that Demonstrate Their Commitment to OST Programming

When asked about the specific actions that mayors have taken to demonstrate their support for OST, (see Figure 2), mayors in nearly every city have used their bully pulpit, voicing support through State of the City addresses, campaign speeches, presentations to city council, and other remarks in public venues. Even more compelling given the impact of the recent economic downturn on municipal budgets is that 20 mayors realigned city funding and 19 dedicated other resources and investments to OST programming.

The vast majority of mayors and their key staff have also been involved in making substantive improvements to programs by taking steps to improve the quality of programs and collect reliable data. In addition, about half of the cities reported that their mayors sought to eliminate barriers to participation. These efforts included increasing transportation to programs, reducing or eliminating fees, offering scholarships, improving communication about available options, or opening new program locations in underserved areas.

Mayoral Turnover

An important contextual factor affecting the city-level OST work discussed in this report is that several mayoral transitions occurred following the November 2010 elections while NLC was collecting data for this report. Cities where mayoral changes occurred prior to the publication of this report include:

- Louisville, Ky., where Mayor Jerry E. Abramson was term limited. Newly elected Mayor Greg Fischer has been a supporter of Louisville's ongoing OST system-building efforts.
- Denver, Colo., where Mayor John Hickenlooper won the gubernatorial race. Mayor Guillermo "Bill" V. Vidal served as mayor on an interim basis until Mayor Michael Hancock took office in July 2011.
- San Francisco, Calif., and Rochester, N.Y., where Mayor Gavin Newsom and Mayor Robert J. Duffy, respectively, became lieutenant governors of their states and new interim mayors were appointed.
- Tampa, Fla., Mayor Pam Iorio and Jacksonville, Fla., Mayor John Peyton were term limited in 2011. As of April 2011, Mayor Bob Buckhorn began serving as mayor of Tampa and Mayor Alvin Brown took office in Jacksonville in July.

In many cases, mayoral candidates have been outspoken about their support for OST, and the afterschool community feels comfortable that their work will be sustained. A number of mayors from cities featured in this report are vying for re-election in late 2011, and more cities will have new mayors after the 2012 elections. Because cities such as Denver, Jacksonville, Louisville and San Francisco have built a strong foundation and history of work together and have generated widespread community support for OST, the leaders with whom NLC spoke are confident that their progress will continue under the leadership of new mayors.

City Councilmembers

NLC also examined the level of leadership from other elected officials in the community. While responses about the level of commitment from city councils varied, nearly all of the cities reported that their councils had some level of buy-in and support for OST efforts. Interview participants acknowledged the important role that city councilmembers play in voting on and passing the city budget. Without their support, city investments in OST would not be possible. For example, when Nashville Mayor Karl Dean and Omaha Mayor Jim Suttle recently introduced new line items into their local budgets for OST, the backing of city councilmembers was crucial to establishing these new funding streams.

Likewise, when the Oakland City Council supported a ballot initiative to reauthorize another 12 years of dedicated funding from the city's unrestricted general revenues to programming for youth under age 21, they signaled their commitment to OST as a group, whether or not individual members were personally vocal on the issue.

City Departments

Various city departments have played a key role in creating citywide OST systems over the last decade. One of the reasons why it makes sense for cities to lead the way is because city agencies are already devoting resources in this area. Given their experience and commitment to young people, OST leadership roles are often a natural fit.

As one might expect given their mission, parks and recreation departments were the agency most commonly reported to demonstrate a commitment to OST, with police departments and libraries also serving as key partners or leaders (Figure 3). Interestingly, fire departments did not rank high in terms of their commitment because in many cities, local leaders had not reached out to them intentionally or thought of specific roles they could play beyond fun fire safety days. Nineteen cities reported that other city departments or agencies showed a commitment to OST system building. These agencies could include a mayor's education office, a department of children and families, department of health or environment, community development departments, arts commissions, department of public works, or technology or GIS offices, among others. In many cases, multiple city departments played various roles such as contributing financial and in-kind resources, sharing facilities, and/or sharing data. In some cities, the involvement of cabinet-level directors has helped leverage the power of their departments to advance the OST work.

School Superintendents

As shown in Figure 3, all cities reported that their school superintendents were highly or somewhat committed to OST. Interviewees described school district leaders as essential to local OST partnerships. The stronger their relationships were, the more impact school district officials had. School districts not only have physical school buildings in almost every neighborhood that can house OST programs, but their resources also include teachers, counselors, expert knowledge, training opportunities, materials, equipment, playgrounds and outdoor spaces, and state and federal dollars

dedicated to supporting young people. The federal 21st Century Community Learning Centers grants require that schools partner with community organizations as a condition of receiving OST funding. Superintendents also value the impact of afterschool opportunities for engaged learning on school and student academic performance.

Describe the level of commitment to afterschool demonstrated by each stakeholder group.

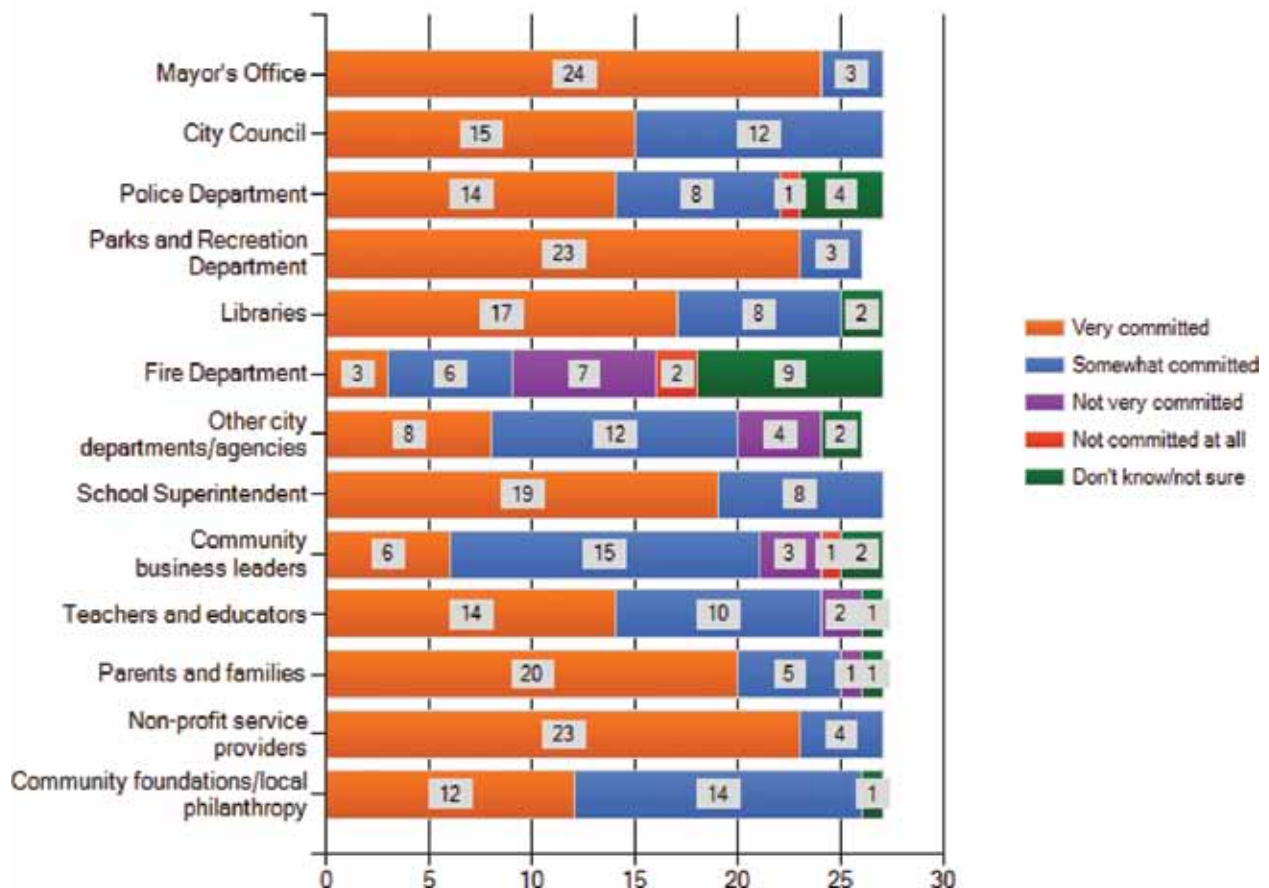


Figure 3: Level of Commitment to Afterschool Varies by Sector, Role and City Department

Other Community Leaders and Stakeholders

Cities reported that business leaders tend to be weakly engaged in OST system-building work. Interview participants discussed their challenges in involving the business community and stressed that it takes a particular business champion or mayor to galvanize corporate support. These leaders are in a stronger position to explain the practical, bottom-line reasons why businesses should be at the table when an OST system is being built and the importance of OST to the city's economic future. However, business leaders are often the last stakeholder group asked to be at the table because engaging them requires more effort, persistence, and careful messaging. Cities reported that the development of strategies to engage business leaders is one area where they could use assistance. Given the strong business case for

strengthening afterschool systems to support working families, including research showing the benefits of OST programs in significantly increasing worker productivity, there is clearly more work to do in finding ways to communicate the benefits of afterschool to local business communities.

Parents are seen as a highly committed stakeholder group across cities, while nonprofit service providers were overwhelmingly viewed as being very committed. Surveys and interviews also revealed a high level of engagement, interest and commitment from local community foundations and philanthropic groups – good news considering the challenging fiscal climate affecting city, school and nonprofit budgets. With many programs facing funding reductions as a result of large city, state and federal budget cuts, private and philanthropic support will be essential for helping sustain OST systems. Across all cities, 12 reported that their local philanthropic community was very committed to OST and 14 were somewhat committed.

COORDINATING ENTITY:

Common Objective, Several Approaches

In its experience working with cities on OST initiatives, NLC has recognized the importance of a strong coordinating entity to the management of a citywide system-building effort – a point reinforced by the RAND Corporation’s recently published *Hours of Opportunity* report. When communities first begin work to establish an OST system, they often draw in staff from various city agencies, school districts and nonprofit, community-based youth development groups to participate in the planning process. Once a plan is developed, however, these staff find it increasingly challenging for the work to progress without the leadership of dedicated staff. Because members of the original planning team have other primary responsibilities or wear many “organizational hats,” they usually do not have the time and focus necessary to advance a systems agenda or to manage the workload. Momentum will often stagnate unless one of the partner organizations redirects or “loans” staff who can take ownership of the process.

Cities typically turn to or create a coordinating entity after one or two years of convening volunteer partners and leaders to collect data on the existing afterschool landscape, understand current funding streams, and determine needs. At that point, they transfer planning and implementation responsibilities to a separate person or to an organization that can direct 100 percent of its attention toward OST system-building efforts. In addition, many of these coordinating organizations also serve as decision-makers, funders and fundraisers, quality control monitors, trainers, researchers, sources of best practice information, facilitators, partnership outreach coordinators, and liaisons with cities, schools, and community groups.

Coordinating entities or intermediary organizations, as they are often called, can take different forms. Depending on the resources available, the lead entity may exist and function from within a mayor’s office, a city agency, a school district office or an existing nonprofit organization that has expertise on OST. Cities may also manage the work by creating an independent, 501(c)(3) nonprofit organization. Another approach that can be successful with the right leadership and accountability mechanisms involves the development of memoranda of understanding or agreement (MOUs or MOAs) that solicit formal commitments from each partnering organization.

As Figure 4 shows, the 27 survey respondents were almost evenly split between those with a separate intermediary outside of city government and those with a coordinating entity housed within the mayor’s office or another city agency. For example, in Jacksonville, Fla., the lead coordinating entity is a city agency called the Jacksonville Children’s Commission.

NLC’s survey allowed cities to select more than one option because even when communities employ one of the more common approaches to coordination, some use a combination of strategies or exhibit unique management approaches. In a number of cities, more than one entity shares responsibility for

coordination. There is also some overlap among the nine cities that rely on formal MOUs and those with management structures embedded within the city, a community organization, or independent intermediary. For these cities, MOUs help facilitate data and information sharing among local partner organizations.

**Which of the following mechanisms are in place for citywide afterschool coordination?
(Select all that apply.)**

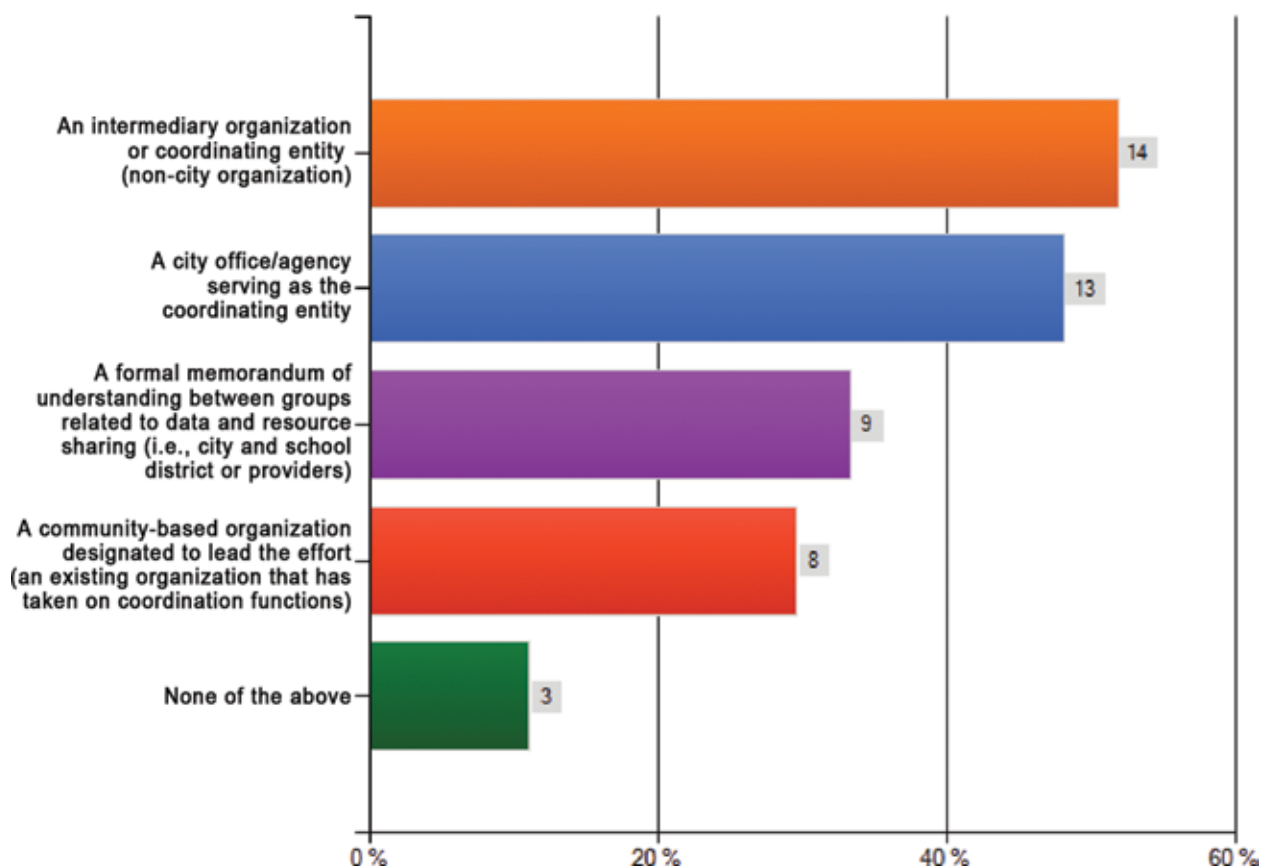


Figure 4: Coordination of Citywide OST Systems

Cities also used differing criteria to define a coordinating entity. A handful of cities reported in the survey that they had some form of an intermediary organization, but during interviews revealed that this was not a separate organization charged with managing the work. For example, Denver leaders stated that their “Lights On After School Partnership functions somewhat like an intermediary, but its scope is limited.” Although it is a high-performing and effective partnership that funds afterschool programs, conducts evaluations and focuses on quality improvement, it is not a formal, independent organization. Similarly, St. Paul respondents checked “none of the above” in the survey because their new partnership, Sprockets, is not a separate entity, but includes representation from all key stakeholder groups and will provide leadership to the collaborative effort. The city’s parks and recreation department loans a staff person to direct the collaborative’s work.

In the eight cities that reported designating a community-based organization to lead OST efforts, local partners turn to an existing nonprofit or route city funding through a community organization. In Baltimore, the quasi-governmental Family League of Baltimore City (FLBC) works on a range of issues and supports citywide OST efforts. The City of Baltimore contracts with FLBC to manage the city's multi-million dollar investment in OST programming.

A handful of cities reported having well-developed mechanisms to manage a large group of afterschool providers and facilitate action on multiple system-building elements. These cities include Baltimore, Grand Rapids, Jacksonville, Philadelphia, Rochester, and St. Louis. In other cities, such as Atlanta, Charleston, Charlotte, Newark and Spokane, coordination efforts were at a more developmental stage at the time of writing this report. However, progress in many of these cities is advancing at a fast pace.

Establishing a coordinating entity can be politically and logistically tricky because it requires working in concert with a number of partner organizations. City officials often play a unique role in bringing these organizations together to establish such coordinating bodies. The benefit of securing widespread buy-in and participation is that a coordinating entity draws its power and influence from these stakeholders. Additionally, because finding the needed financial resources to set up a new organization is a major challenge, coordination tends to occur “virtually” or “informally” for awhile. With strong support from the mayor, school superintendent, United Way executives or other influential nonprofit leaders, informal networks can often be sustained until a more formal structure is developed. The inclusion of high-level leadership as board members of a new coordinating entity, especially in its early stages, can help keep its development on track. It is also important to find an appropriate governance structure (e.g., who will serve as chair and as members of the board, steering committee, or advisory council) and secure buy-in of other partners at the front end.

The coordination of OST systems is steadily becoming more formalized. For instance, Omaha leaders said that the mayor's office currently serves as a coordinating entity, but reported that “the City of Omaha, Omaha Public Schools, the Sherwood Foundation, Building Bright Futures, and the Nebraska Community Learning Centers Network are working together to develop an intermediary organization with its own nonprofit status and leadership board to support a citywide framework for out-of-school time.” This new entity, Collective for Youth, began operating in April 2011. In Louisville, the mayor's office and the Louisville Metro Office of Youth Development serve as system-building leaders in collaboration with Metro United Way and Jefferson County Public Schools. These entities work together closely and take turns leading different areas of work, depending on the issue. They recently developed YouthPrint, a comprehensive blueprint to create an OST system, which includes a plan to develop a separate intermediary organization.

Action Steps: Forming a Coordinating Entity

Setting up a coordinating entity – whether inside a city agency or community-based organization or through a new intermediary – involves many steps. The most common action steps that city leaders may consider include the following:

- A mayoral or city council recommendation to form a task force combined with efforts to secure partner organization buy-in
- A task force study of the feasibility of creating a coordinating entity
- Determination of roles and responsibility for the coordinating entity
- Determination of the organizational “home” for the entity (e.g., mayor’s office, city agency, nonprofit, or a new intermediary)
- Selection of a fiscal agent
- Reallocation or raising of funds
- Hiring of a director
- Creation of a governance structure for the entity
- Formal establishment of the coordinating entity
- Development of shared goals and vision
- Formation of a network of providers
- Establishment of mechanisms to share information
- Establishment of mechanisms to promote quality
- Creation of training opportunities for providers
- Development of a data management information system
- Addition of a funding role

MULTI-YEAR PLANNING:

Identifying Sustainable Funding Strategies to Achieve Long-Term Goals

As city leaders begin viewing local OST program options through the lens of a system, the need for multi-year planning becomes more apparent. By focusing on the long term, OST partners can more effectively set goals, outline strategies, determine roles and responsibilities, secure and blend funding, identify needs and opportunities for growth, and be accountable for meeting specific outcomes. Long-term plans provide a way for coordinating entity leaders to facilitate midcourse corrections at each stage if partners are not on track to meet their goals or if efforts need to be redirected. Effective, multi-year plans should be continually revisited, with a process that keeps public and private leaders engaged. Coordinating bodies also need to factor in the time required of themselves and city leaders they wish to involve in this process.

How would you rate the city's planning efforts for city afterschool system building, including goal setting and assessment?

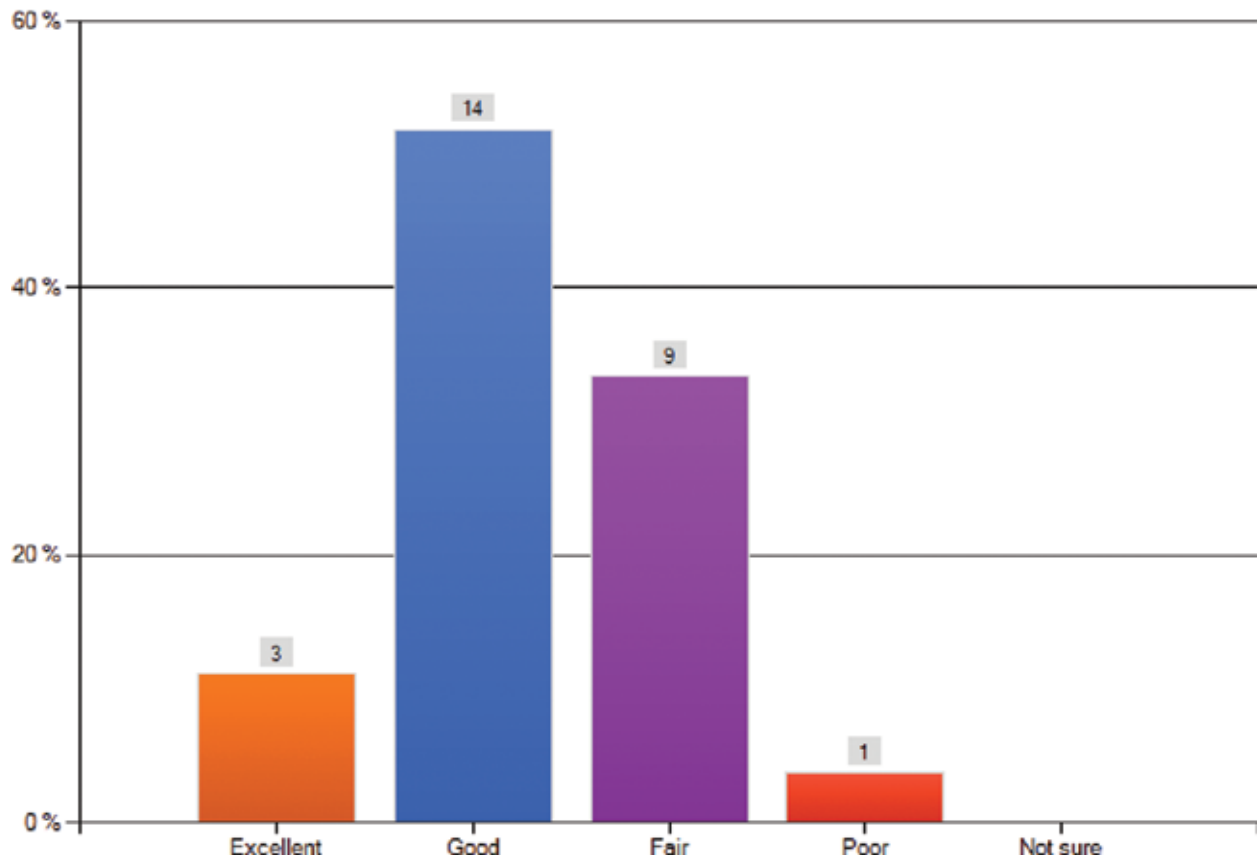


Figure 5: How City Officials Rate their OST Planning Efforts

In creating this report, NLC asked city leaders to rate their own success in long-term planning. Cities included in the report did not formally refer to “multi-year plans,” but most had done some planning focused on achieving desired outcomes. Some had even developed comprehensive “youth master plans” with an OST component. Although 17 of the 27 cities reported having relatively strong planning efforts in place (Figure 5), city officials acknowledged that this is an area where they need assistance, time, and staff capacity to do a better job. Difficult fiscal choices have made planning even more imperative for sustaining system-level progress as policymakers probe every line item in local budgets for efficiency and results. To prove the value of OST programming to public and private funders, system leaders must be able to present data-driven plans with evidence of progress toward a set of goals.

Part of the planning process involves identifying the funding streams available to support a citywide OST system and assessing remaining financial needs. NLC asked cities to report how they fund their systems as well as planned approaches for expansion. Responses show that the cities are tapping many different resources and blending and braiding local, state, federal and private funding streams. Leveraging a mix of financing options was the most common strategy and was seen as the best way to sustain system-building efforts.

One benefit of taking a coordinated, multi-year approach is that it encourages local leaders to look more carefully at how public dollars are spent. Figure 6 shows that 22 of the 27 advanced cities reported that their mayors have sought to make better use of existing funds, reflecting their commitment to improve and expand programming when no additional money is available. For example, efforts by former Jacksonville, Fla., Mayor John Peyton and the Jacksonville City Council to reallocate more than \$40 million for the mayor’s anti-crime initiative resulted in the dedication of \$3.8 million to fund 15 new afterschool programs.

Working across city agencies and with schools and community-based providers, municipal officials are also creating new mechanisms to share cross-sector information about program expenditures, reduce duplication of services and use the savings to serve more young people at other program sites. By scrutinizing and redeploying local resources, cities can often leverage additional private dollars to cover unmet needs and gaps.

Despite the extreme pressure on local budgets, a surprisingly large majority of cities – 20 out of 27 – indicated that general funds serve as one source of financial support for their OST work. Cities tap the budgets of parks and recreation, police, libraries, community development, economic development, health and human services, transportation, and mayors’ offices to support OST. The City of Oakland, Calif., for example, set aside three percent of its unrestricted general purpose fund in 2010 – more than \$5.6 million – to support direct youth services through the Oakland Fund for Children and Youth. Through a ballot initiative called Measure D, this fund has been reauthorized until 2022.

As Nashville Mayor Karl Dean’s only new initiative in the 2009 budget, the Nashville Metro Council appropriated \$400,000 for the city’s first “AfterZone,” a geographic area centered around a middle school in which a coordinated set of OST programs are tailored to neighborhood needs. The Council approved an additional \$600,000 to launch the city’s second AfterZone in January 2011.

Nineteen cities reported augmenting municipal dollars with state and federal funding to bolster their OST efforts. Some cities have received federal earmarks secured by their Congressional

representatives for a specific component of their systems. For example, the Omaha mayor’s office received \$2 million in 2006 from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) to create the Greater Omaha Afterschool Alliance. The Alliance is an organized network of providers that over time has become an important provider of professional development and has established OST program quality standards. The City of Grand Rapids, Mich., obtained three federal earmarks from OJJDP over the past several years to support afterschool programming as a prevention strategy. The first two grants of \$200,000 each funded afterschool programs in public schools, and the most recent grant provided \$500,000 to support community centers and summer programs. The mayor of Bridgeport, Conn., successfully secured federal earmarks to support the city’s Lighthouse afterschool program. The City of St. Paul, Minn., received a \$90,000 earmark to conduct a set of professional development trainings and pilot testing of quality assessment tools. Philadelphia leaders use \$30 million dollars in state resources to support a strong citywide OST system. Unfortunately, looming state budget cuts may threaten this key source of funding.

Financial strategies that cities have utilized to sustain the current level of programming and plan expansion for the future. (Select all that apply)

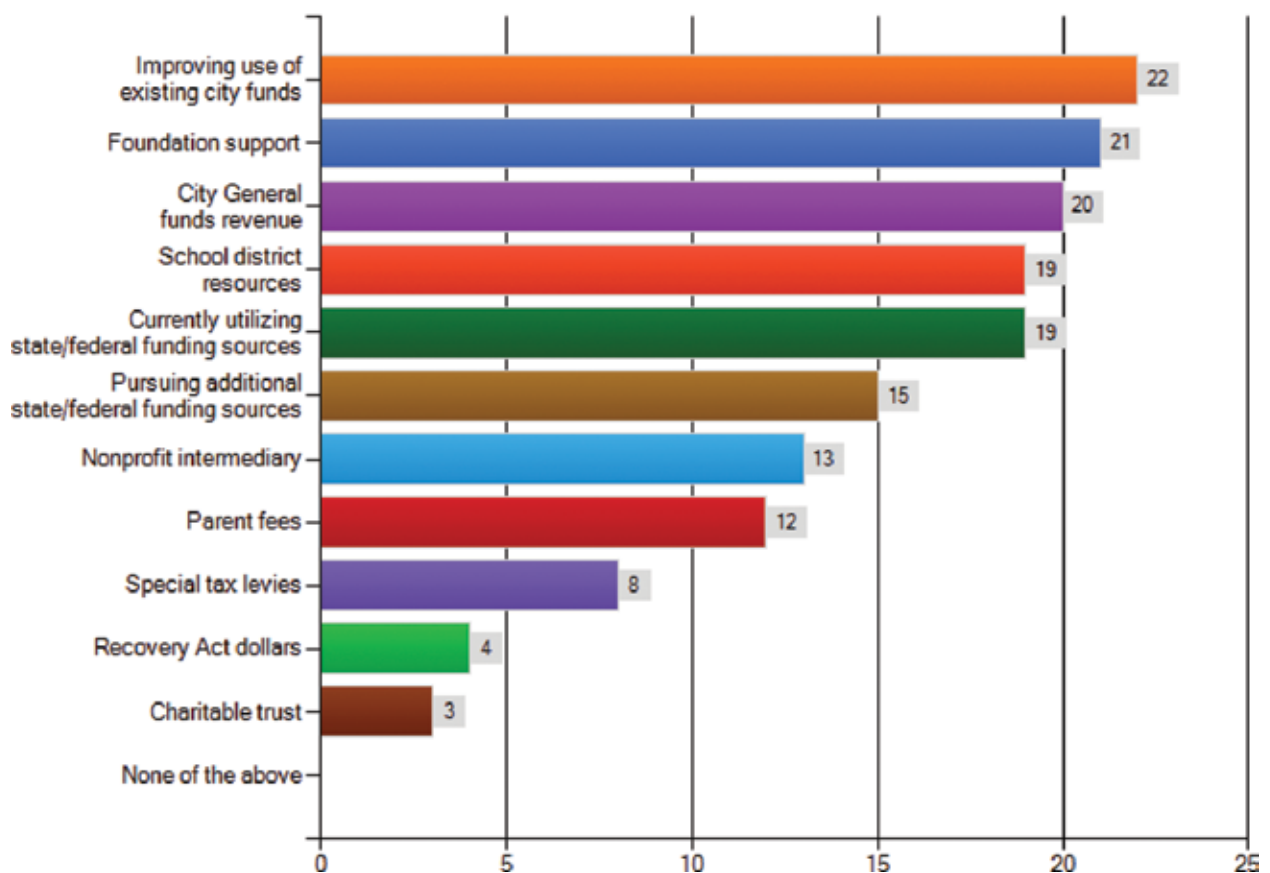


Figure 6: Local Funding Strategies for Sustaining and Expanding OST Programming

Given current attention to reducing state and federal deficits, most cities are exploring every financing option available. Nineteen cities partner with school districts and 21 cities partner with the local

philanthropic community to sustain and/or expand programming. Even with this combination of funds, communities still lack enough money to serve every child. Fifteen cities are pursuing additional state and federal resources, nearly half have enlisted a nonprofit intermediary to help raise funds or provide resources, and 12 cities reported charging fees for their programs to help them become self-sustaining. Four cities used American Recovery and Reinvestment Act (ARRA) dollars to support their OST work. However, these cities will have to substitute the one-time ARRA funds with new funding sources to avoid program cuts.

Finally, in eight cities, including Oakland as well as Seattle, Fort Worth, Portland, Ore., and San Francisco, voters have approved ballot measures to slightly increase sales or property taxes or dedicate a portion of general revenue to programs for children and youth. These tax levies and other ballot measures create a large pool of sustainable and flexible funding that puts cities in a strong position to lead OST system-building efforts. For example, between 2004 and 2011, Seattle's Families and Education Levy raised a total of \$117 million for investments in children and youth. The City of Fort Worth dedicates more than \$1 million annually to support afterschool programming through a one-half cent sales tax dedicated for a Crime Control and Prevention District. In San Francisco, the city sets aside a portion of property taxes each year – three cents per one hundred dollars of assessed value – for a Children's Fund that supports child care, afterschool and youth employment programs. Voters in several cities have recently renewed tax levies to fund OST and other youth programs, in spite of the economic downturn.

Action Steps: Multi-Year Planning

In their efforts to establish and implement multi-year plans, cities have taken the following common action steps:

- Forming a sustainability committee or task force
- Setting goals, priorities and desired outcomes
- Defining roles and responsibilities for each partner organization
- Identifying strategies to build public will for OST programming
- Mapping current funding streams used to support OST programs
- Pursuing other funding opportunities to fill gaps
- Tracking and reviewing progress toward outcomes
- Developing plans to expand services and meet local needs
- Sharing and publicizing accomplishments

RELIABLE INFORMATION:

Using Data to Build a Successful OST System

The advent of information-driven, citywide OST system building is part of a growing trend in which policymakers at all levels of government are attempting to capture and analyze an increased amount of reliable data on programs supported with public funding. At the federal and state levels, this trend is perhaps most visible in education reform, particularly as federal leaders discuss reauthorization of the Elementary and Secondary Education Act. At the local level, both public officials and private foundations are supporting efforts to gather more sophisticated data as a method of holding programs accountable for improving outcomes for the young people they serve. Likewise, provider organizations that receive public or philanthropic funding seek to make better decisions using the data that are available.

For cities, the benefits of reliable information on local OST programming include the ability to determine where programs are concentrated within a community, who is being served and how frequently, and the impact of programs on student attendance and achievement, student health and behavior, juvenile crime, civic engagement, quality of life, and other local indicators. For instance, mapping the distribution of OST opportunities informs cities and their partners about where to invest limited resources to fill programming gaps.

The experiences of the 27 cities featured in this report show that a robust management information system (MIS) is a central component of an effective OST system, a finding validated by the RAND Corporation's *Hours of Opportunity* report. The RAND report found that prior to developing OST data systems, cities knew little about the programs they funded or the youth that were served by these programs, sometimes overestimating the number of children enrolled by as much as one-third. Interviews of municipal leaders in the 27 cities revealed many of the same findings. Cities without strong data collection efforts were not able to measure accurately the percentage of children served by OST programs. However, new efforts to enhance local data capacity are rectifying this lack of information and giving system coordinators a more accurate picture of enrollment, attendance and student demographics for the first time. The information also benefits program directors, who can use participation data to understand what motivates children and youth to attend consistently and recognize how program quality can be improved.

How Are Cities Using Data?

Twenty-four of the 27 cities participating in the survey reported using data to inform their OST decision-making processes. The same number use data to map OST program locations in their communities (see Figure 7). These mapping projects involve surveys of OST providers to identify the location of program sites, the number of children served, participant demographics, the existence or

length of a waiting list, the cost of participation, and the range of activities offered. Cities have collected this information to visually depict site locations on a map, often using city or university geographic information system (GIS) technology. While mapping the location of programs has its benefits, 20 cities go one step further by overlaying data on other community indicators, such as neighborhood crime statistics or poverty rates, to better understand where additional programming may be needed. Partnerships with schools and police departments are essential for this type of data collection effort. These entities have much of the requisite information, which can easily be imported into a GIS system. Fifteen cities conduct even more thorough “supply and demand” analyses to assess needs, program availability and gaps in the number and type of programs for children and youth.

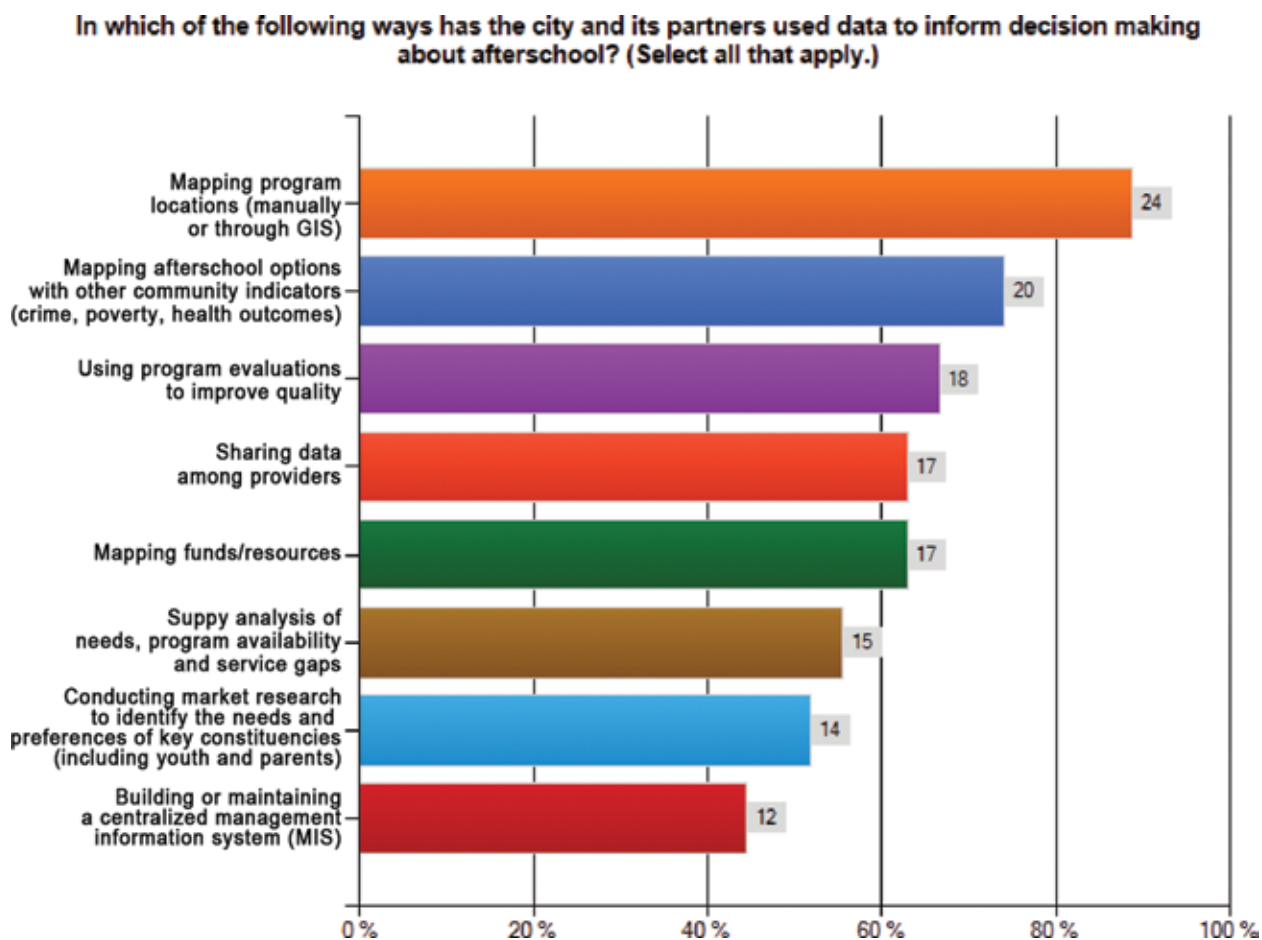


Figure 7: How Cities Use Data in Their OST System-Building Work

Maps of OST opportunities have proven to be powerful tools for communicating these needs to the public and to influential stakeholders. By providing clear, visual evidence of the lack of accessible programs in high-poverty, high-crime neighborhoods, OST system partners can build public and political will for afterschool investments. Without the ability to present these data, many local leaders believe their communities have ample program options. These leaders are often aware of well-known programs or those that receive media attention, but may not recognize the unequal distribution of programs across neighborhoods. As a result, mapping efforts are a common first step in the process of

collecting data, understanding the landscape of OST programming and communicating needs to key community leaders.

For instance, city leaders in Denver surveyed more than 600 OST providers across the city, and created multiple maps that showed the locations of schools, parks, and afterschool programs, and color coded neighborhoods based on poverty rates, teen pregnancy rates, and incidence of juvenile crime. The data helped the Mayor's Office for Education and Children and its partners identify neighborhoods in which to pilot additional programs. City leaders in Grand Rapids, Mich.; Boise, Idaho; Tampa, Fla., and other cities have undertaken similar efforts. In Baltimore, OST partners collected risk indicator data to prioritize neighborhoods that should receive additional program funding. The Family of League of Baltimore City is currently building its capacity to serve areas with the greatest level of need.

Basic program attendance data on the number of youth served and how regularly they participate are often used as a proxy for assessing program quality and demand. Better programs will attract more participants, who will attend more frequently and consistently. Yet a majority of the 27 cities use even more robust evaluation data to improve the quality of programs and more than half of the cities have conducted market research or focus groups with youth and parents to identify high-demand OST activities. Market research can be used to ensure that programs are offered based on what youth participants want, rather than what adults think they should have. Certainly, programs should provide young people with opportunities to learn important skills, but OST providers first need to get them in the door by offering interesting activities.

Program evaluations may be conducted by cities, school districts, community-based organizations, funder, or federal grant recipients that are required to report impact data. While evaluating satisfaction among parents and youth and the extent to which programs improve school outcomes can be time-consuming and costly, future support for OST programs may depend on whether they can demonstrate value. Several cities featured in this report have made notable progress in evaluating the quality and impact of local programs. For example, the City of Bridgeport, Conn., Lighthouse program hires a private evaluator, MRM Inc., to track the academic progress and social and emotional well-being of students who participate in OST programs. Lighthouse links afterschool participation data with reductions in crime rates and examines reading, writing, and math scores by ethnicity in an annual evaluation of OST program impact.

In Fort Worth, Texas, the city's main coordinating entity, Fort Worth After School (FWAS), works with Texas A&M University to conduct an annual, comprehensive program evaluation. Evaluation tools have been developed to measure the effectiveness of OST programs, encourage quality improvement, and improve administration. Data are collected from participants and their parents, service providers and staff, school principals, and FWAS leadership. By conducting similar annual evaluations for close to a decade, Fort Worth has seen continuous improvement in program processes, but more importantly, a multi-year data set helps FWAS leaders demonstrate its impact to its coordinating board and the Fort Worth City Council.

In Grand Rapids, the city's Expanded Learning Opportunities (ELO) Network members evaluate OST needs and demand, and have developed a common set of indicators of the success of their afterschool programs. The ELO Network holds itself accountable to the public by collectively tracking and reporting outcomes for children in OST programs as part of an annual report card to the community.

The report card highlights the impact of OST programs on participants' education, school attendance, youth leadership, and community service.

Sharing Data Through Management Information Systems

Seventeen of the 27 cities that were surveyed share participant data across providers and stakeholders, an impressive finding given the multiple challenges involved. From privacy laws to incompatible software, numerous obstacles can prevent effective data sharing. However, the benefits include an enhanced ability to identify the impact of OST programming on a range of outcomes. The sophistication with which providers share data varies by city. Some use simple spreadsheets with information entered manually. In other cities, formal agreements allow school districts to run aggregated data queries on a requested group of students. In Grand Rapids, the police department and ELO network have partnered with Grand Valley State University's Community Research Institute to share and analyze data. The Institute's Grand Rapids Juvenile Offense Index Report, a four-year, longitudinal study of the impact of OST programs on juvenile crime, revealed that youth who were engaged in OST programs between 3:00 and 6:00 p.m. were substantially less likely to participate in risky or criminal behaviors.

Twelve cities reported having the capacity to build or maintain a centralized management information system (MIS) that tracks student participation in OST programs. In these cities, a substantial portion of providers enter data into an MIS administered by the city or an intermediary. The majority of these cities expressed a desire to expand these systems in the future. In addition, while more than half of the 27 cities do not yet have an MIS, some are poised to move forward in developing one. For example, Tampa, Fla., leaders are in the process of creating a centralized data system and have developed a data sharing agreement with the school district. In St. Paul, Minn., the new city-school-community partnership Sprockets has begun working with Cityspan, a software company that specializes in afterschool data management, to build a Web-based citywide OST data system. With data sharing agreements in place, OST providers will enter data, which will be compiled into built-in reports for stakeholders and released to the public to highlight evaluation results.

The value of an MIS is that it can help cities analyze data from two or more of the multiple institutions with which a young person may be involved throughout the day: their school, a recreation center, a sports or music program, or another community-based or faith-based program. These data provide cities with a fuller picture of how individual youth are supported by the community when compared with individual program data. Citywide OST systems also use MIS to communicate information on youth outcomes and how to identify and address needs. For instance, many cities are beginning to track the impact of OST programming on school attendance, grades, and test scores. As they further develop their systems, they hope to measure other important youth development indicators such as behavior, aspirations, teamwork, time on task, collaboration and cooperation, responsibility, homework completion, self-esteem, and decision-making skills.

As part of the online survey, cities that use an MIS were asked to indicate specific features (see Figure 8). Of the 11 cities that responded to this question, all of them reported that providers enter their own data directly into the system. Nine use a Web-based system, allowing providers to log in from anywhere to enter data. Cities use a few different vendors. Louisville uses nFocus' KidTrax system

to manage its OST data, while others use Social Solutions’ ETO software or are considering using Cityspan or Youthservices.net.

If your city has a centralized management information system, which of the following features are included in the current system? (Select all that apply)

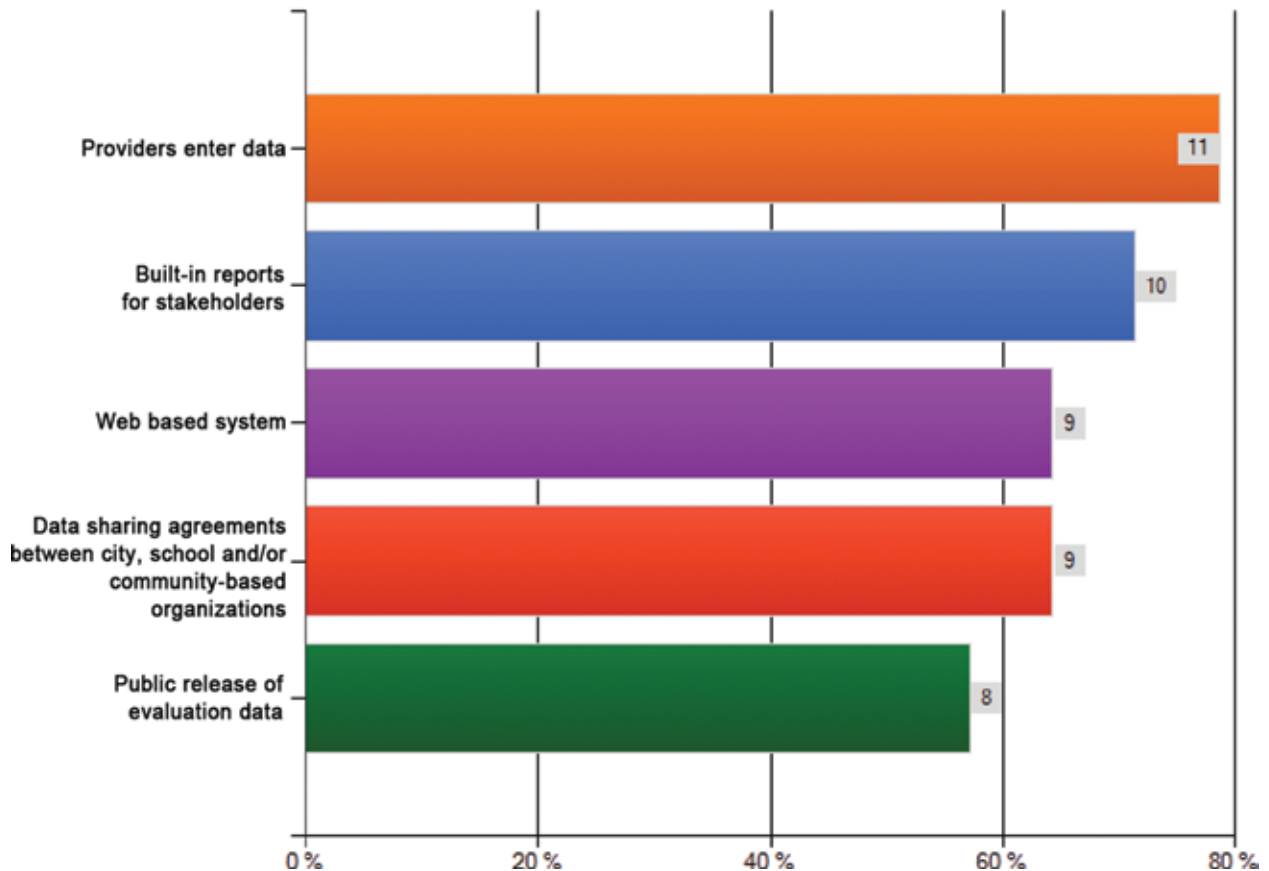


Figure 8: Features of Cities’ Centralized Management Information Systems

Most cities using an MIS have established agreements to share data with school and community partners. However, while nine of the respondents said that their cities have data sharing agreements with school districts and/or community-based organizations, this does not necessarily mean that the respective entities’ data systems are linked to each other. For instance, St. Louis OST system intermediaries manage program data through an MIS, but the intermediaries’ data system and the school district’s data system are not connected. An agreement between these entities allows the intermediaries to request manual queries from the school district to obtain student data.

In other cities, the electronic links between agency and school district data systems are more advanced. In Nashville, a data sharing agreement enables student data to be exported from the Metropolitan Nashville Public Schools’ student management system and used by the OST system. The agreement prevents the need for dual entry of data by providers and facilitates consistency in recording data such as

addresses and contact information. The Jacksonville (Fla.) Children's Commission has a memorandum of understanding for data sharing with the Duval County Public School District and OST providers. The commission shares information about program utilization, costs, quality and outcomes with the general public and uses a Web-based system called SAMIS to track various data points, including child demographics, household income, family makeup, school attendance and neighborhood of residence. The commission's access to the school district's data system enables it to evaluate the impact of programs on participants' school attendance, GPA, grade promotion, and FCAT scores. Using these evaluations, the commission is able to refer non-participating students to programs that would improve their performance in school. OST providers funded by the commission are also able to view school district data on the students in their programs.

An MIS can take many forms and have many uses. The City of Baltimore uses average daily attendance data to determine funding reimbursements for programs and overall citywide funding decisions. In Philadelphia, community OST providers use a Web-based MIS to enter data and access program reports, though the system is also used for solicitations, contracting, client and staff records, attendance, payments, assessment, and systems evaluation. Louisville leaders are embarking on an effort to expand the use of their KidTrax system and implement another SMART ED system to identify students who are at risk of dropping out as early as the third or fourth grade. Their vision is to link these two systems to not only identify students who are at risk and recommend interventions, but also to create a feedback loop that informs the early identification system about which interventions work best for which students. The City of Rochester, N.Y., has developed a registration system, EZ Rec Pass, for their recreation centers, and has recently shared access with several non-city, community-based afterschool organizations in an effort to manage and share data on a single platform.

Survey respondents in eight cities said their cities share evaluation data with the public. Local officials noted that there are advantages to sharing both positive and negative evaluation data. If programs show promising outcomes, reporting data to the community can build support for public investments. Negative evaluation data can prompt discussions about how programs can be improved.

Funding Data

A different type of data collection effort involves gathering information about financial resources dedicated to OST system building. Seventeen cities have conducted a financial resource scan or a fund mapping process to determine how funds are used to support OST programming and whether there are potential sources of untapped funding at the private, local, state or federal levels. A thorough fund mapping analysis can reveal whether there is flexibility in using existing funding streams (focused on prevention or workforce development, for instance) to support OST programs.

The Partnership for Youth Development, formerly called the Greater New Orleans After School Partnership, and other partners are examining a funding map that was created in 2007. The funding map tracks how federal, state, and local dollars have been spent on children and youth. The Partnership sees federal workforce development and U.S. Department of Justice resources as potential opportunities to obtain sustainable funding. The organization is working with a consultant from the Office of Juvenile

Justice and Delinquency Prevention (OJJDP) to provide technical assistance to help OST leaders and courts improve services for youth in detention facilities. OST partners in Omaha, Bridgeport, Conn., and Louisville have undergone similar processes to identify the range of funding streams that support local OST programming.

Action Steps: Reliable Information and Data Management

Common action steps for collecting and analyzing reliable information include:

Needs Assessment

- Survey OST providers, parents, and/or youth.
- Conduct market research, including focus groups, interviews, or citywide summits to capture youth/parent voices.
- Use survey data to map the locations of available programs and facilities.
- Identify gaps in programming and underserved neighborhoods.
- Create an online program locator tool to give parents better information on available programs in their neighborhoods.

Data Collection/Management Information Systems

- Engage providers in efforts to collect participant data at program sites.
- Develop cross-provider and/or cross-agency agreements on similar data points to collect.
- Review and select an MIS or data-sharing software.
- Train providers on data collection and data input.
- Synthesize data across programs to gain a citywide perspective.
- Establish incentives for providers so that a majority of them use the MIS to track student participation.

Evaluation

- Analyze the impact of OST programs on school attendance, behavior and other academic outcomes.
- Use these and other data to make program quality improvements.
- Generate report data on system effectiveness and citywide impact.
- Share findings with public officials and other key leaders to generate and sustain support.

COMMITMENT TO QUALITY: City Efforts to Help Programs Meet High Standards

Guided by an extensive body of research, city leaders clearly understand that OST program quality matters. The quality of programs is increasingly seen as the key determinant to promoting higher student participation rates, and children and youth who attend high-quality programs on a consistent basis are more likely to experience better outcomes resulting from their participation. A majority of cities featured in this report believe their OST provider networks have developed clear definitions of program quality (see Figure 9), which may refer to standards for safety, program design and operation, staff training, and parent and community engagement. In cities with robust quality improvement efforts, new data collection systems have also made it possible to pinpoint and address quality problems more precisely.

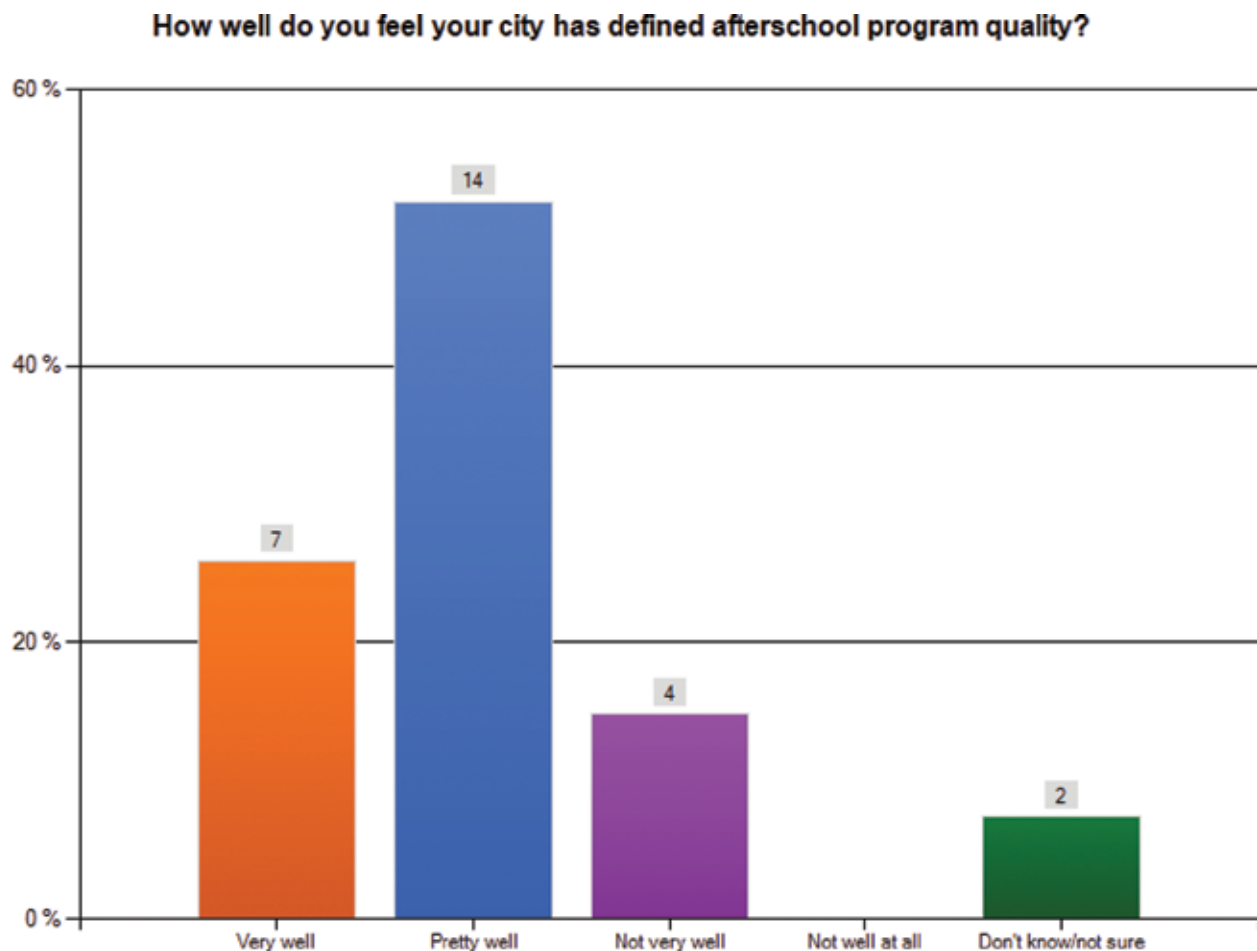


Figure 9: Self-Assessments of City Efforts to Define OST Program Quality

How Cities Improve Program Quality

OST system leaders in the five Wallace Foundation investment sites and in cities included in this report have taken various steps to garner attention to quality issues, improve programs, and enhance the knowledge, skills, and capacity of frontline youth workers and program managers. Figure 10 shows the most common city actions that cities have taken to influence program quality. In two of the 27 cities, OST leaders did not respond to the survey question. Local officials in one of these cities, Portland, Ore., noted that they are in the process of reviewing the implementation of program quality assessments and plan to train youth development staff in partnership with Multnomah County and a recently launched cradle-to-career educational improvement initiative.

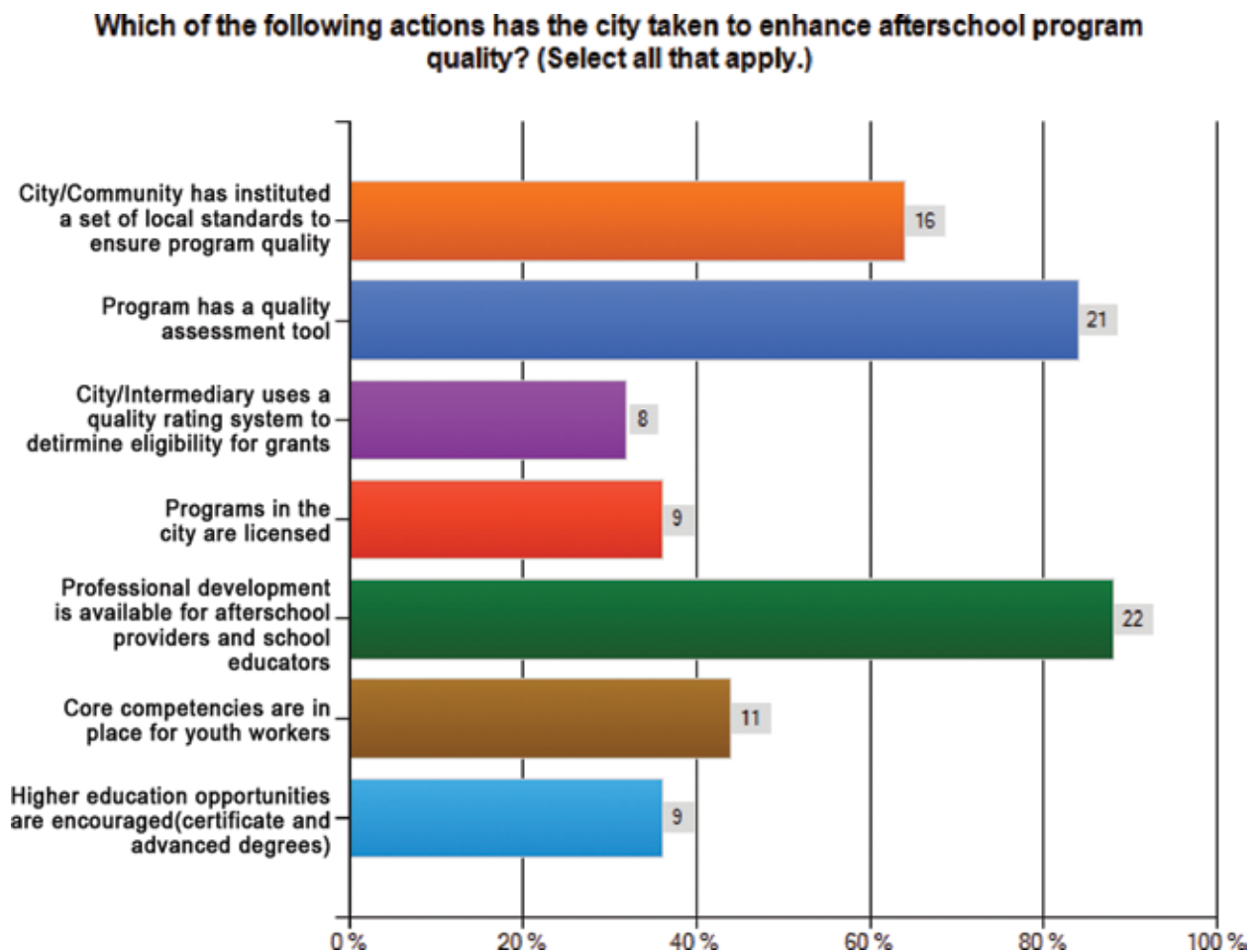


Figure 10: City Actions to Improve OST Program Quality

The most common city action to improve program quality is the provision of professional development to OST providers. In addition, in all 25 cities that responded to this survey question, professional development and training opportunities are available for OST providers and teachers in some form. If the city does not provide professional development directly, either another intermediary organization offers trainings or works with a local college or university to offer education to youth workers and program managers. Most cities offer specific trainings for municipal parks and recreation staff. In some

cities, municipal staff receive broader trainings that are offered to all local youth workers by school districts or nonprofit organizations. Training topics range from staff retention and cultural competence to strategies for promoting youth engagement and the emotional development of adolescents.

In an effort to define program quality, 16 of the 27 cities have instituted a set of local OST program quality standards. Many of these cities adapted standards from other cities and worked with OST providers on versions that were appropriate to their local circumstances, generating widespread buy-in. Some cities used national standards created by the National Afterschool Association or National Institute on Out-of-School Time. Others, such as Louisville's new intermediary, YouthPrint, worked with the state to jointly write quality standards that were to be vetted by OST providers. In all cases, standards are developed collaboratively among providers and affirmed by consensus.

Use of quality standards varies by city. Some cities, such as Denver, use their standards as guidelines toward which programs are encouraged to strive. Other cities view their standards as milestones by which to measure progress and reward programs that reach those milestones. To ensure adherence to standards, cities and their intermediaries have incorporated them into requests for proposals to fund local programs. For example, the Jacksonville Children's Commission controls city funding for many community-based OST providers and monitors program quality. The commission has a robust training arm to help providers meet local standards. Only programs that meet those standards receive city funding.

Cities often develop quality assessment tools to help providers evaluate their programs against certain benchmarks and determine areas of improvement. Twenty-one of the cities reported using a quality assessment tool. For instance, in Grand Rapids, Mich., Baltimore, Louisville, and Seattle, providers use the Youth Program Quality Assessment (YPQA) tool developed by HighScope. Louisville's YPQA efforts are not mandatory at this point. Seattle OST system leaders are training local YPQA coaches to help providers with assessments and improvement plans. The City of Saint Paul has also supported professional development opportunities for city and community-based OST sites that are tied to quality tools such as the YPQA, but local leaders are testing other tools as well to see which ones work best for different programs. The City of Denver is in the process of identifying a quality assessment tool that will help selected sites meet quality guidelines. Because a number of programs in most OST systems receive federal 21st Century Community Learning Center funding, they use a specific program quality assessment tool as part of their federal grant reporting requirements.

Less common are efforts to provide funding incentives for quality improvement such as those used in Jacksonville or to create educational certificates for OST staff. In eight communities, the city or intermediary uses a quality rating system to determine eligibility for grants. For instance, Cleveland's MyCom scores programs using a fixed rating system, and programs that receive scores in a particular range qualify for specified amounts of funding, a similar system used for federal childcare voucher reimbursements. OST partners in Omaha are in the process of creating an intermediary organization that will use a quality rating system to determine grant eligibility. Only nine cities provide higher education opportunities such as certificates and advanced degrees that encourage OST providers to increase their knowledge and skills. Louisville partners are currently working with the community college system to offer a certificate program and associate's degree for OST staff.

Action Steps: Commitment to Quality

Cities can take the following action steps to improve the quality of local OST programs:

Standards

- Establish a committee or task force to create OST standards.
- Review standards used by other cities.
- Develop a set of locally-owned standards.
- Publicize standards as a measure of quality.
- Encourage programs to use standards.
- Tie standards to funding.

Assessment

- Review and select an assessment tool.
- Align the assessment tool with local standards.
- Encourage or require programs to use the assessment tool.
- Use the assessment tool to inform programmatic improvements
- Create a quality rating system or use an existing one.
- Connect the rating system to funding eligibility.

Professional Development

- Offer trainings on standards, assessment, and use of the management information system.
- Offer cross-system trainings to OST and school district staff on aligning OST programs with classroom education.

EXPANDING PARTICIPATION:

Removing Barriers to Regular Attendance in High-Quality Programs

A focus on expanding participation is critical to reaching more children and ensuring that they attend often enough to benefit from OST programs. By some estimates, more than 15 million young people do not have access to high-quality OST programs. Research also shows that the “intensity,” or the number of days and hours per week or year that children attend programs, and “duration,” or the span of time over which they participate, are the main factors that contribute to their learning or developmental benefits. In fact, some studies show that irregular attendance can produce negative outcomes.

Even in the face of significant fiscal challenges, nearly all of the cities with advanced OST systems share a goal of reaching more young people (see Figure 11). The cities that reported otherwise stated that they do not have sufficient financial resources to make new program slots available.

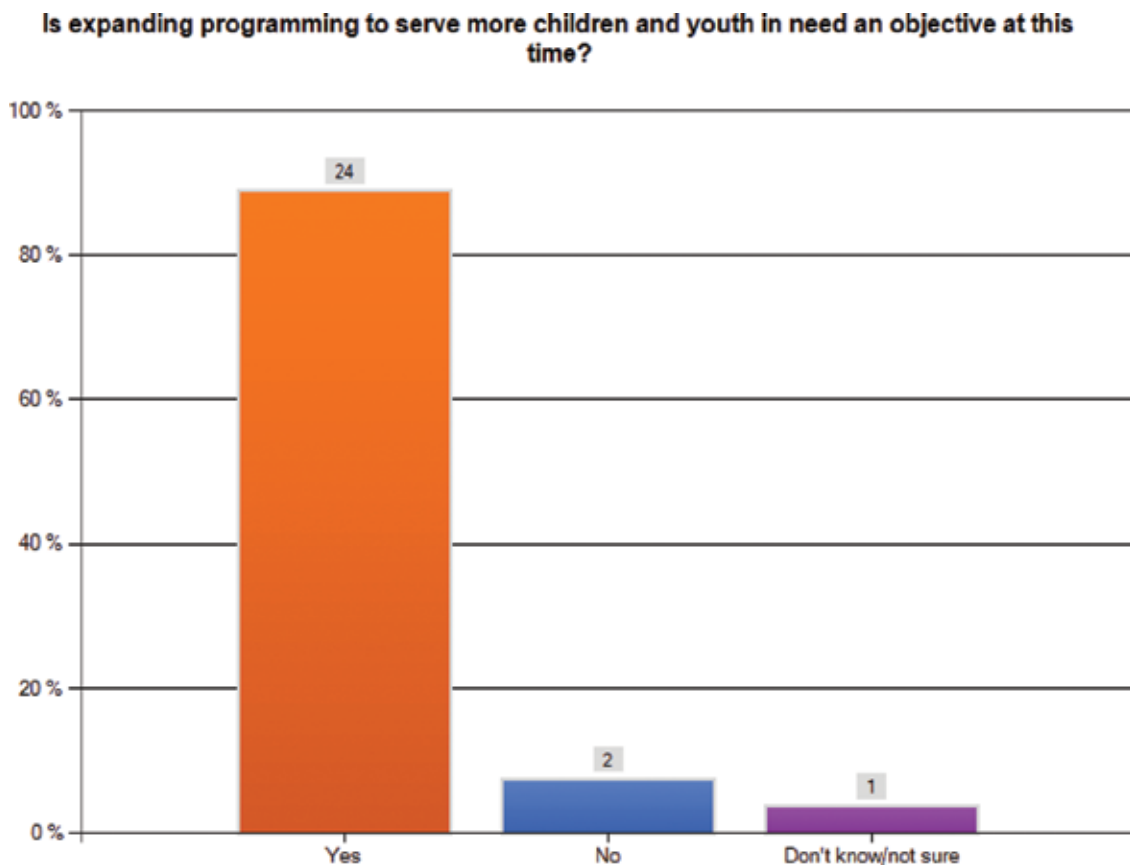


Figure 11: Expanding Access to OST Programs is an Objective for Most Cities, Despite Budget Challenges

The goal of “afterschool for all” remains elusive for most cities, with San Francisco making the greatest progress in expanding participation. In a majority of cities, less than half of the school-age population participates in OST programs, and in nine cities, fewer than one-quarter of students attend an OST activity (see Figure 12). Even in certain cities where public and private partners have made significant investments in OST and established a strong, coordinated system, there is room for progress in serving more children and youth. That a handful of cities do not know how many young people they are serving underscores the importance of enhancing local capacity to collect participation data.

Approximately what percentage of the city’s school age population participate in afterschool opportunities?

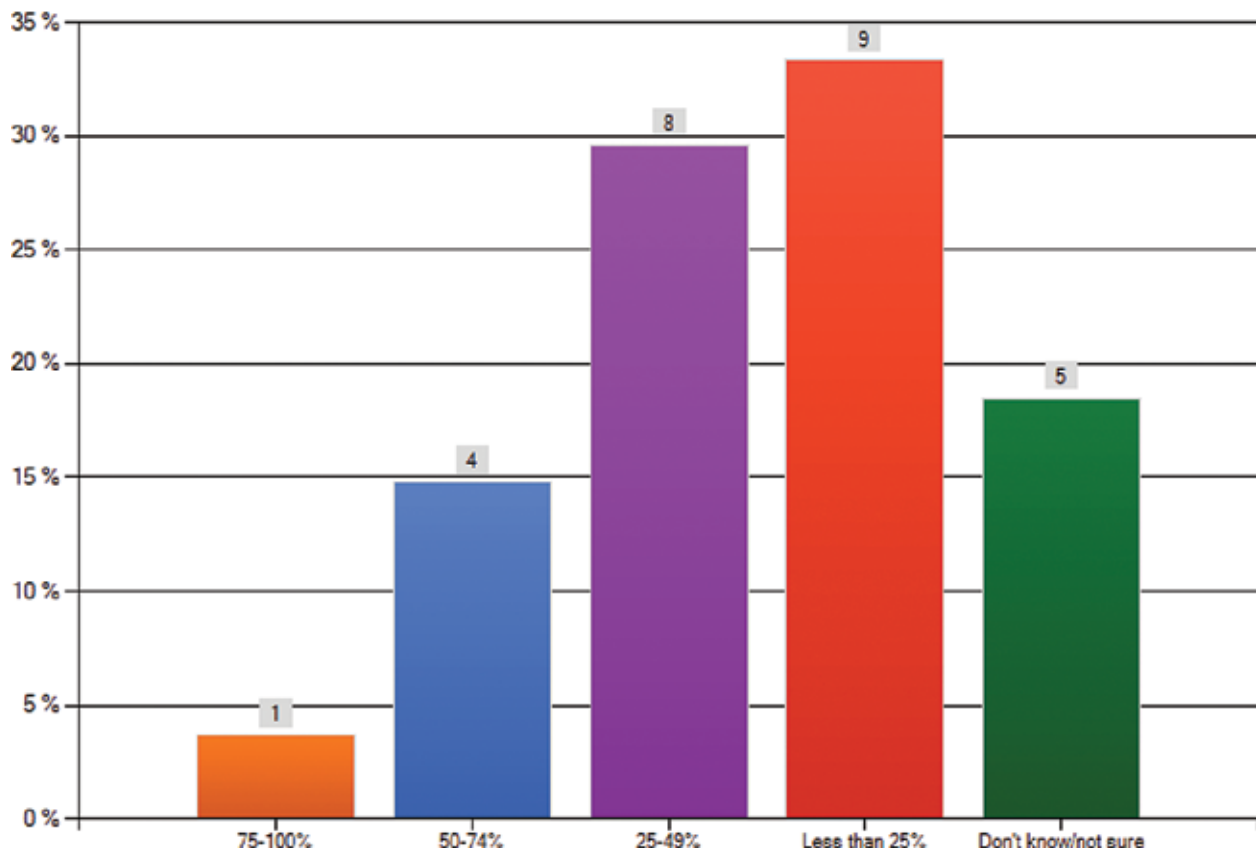


Figure 12: Local OST Program Participation Rates

The most significant barriers to participation include cost, lack of transportation, and the location of programs (Figure 13). Other barriers include lack of awareness of options, lack of safe routes to programs, inadequate communication, and insufficient levels of interest. Cities such as Nashville and St. Paul have made notable progress in addressing transportation challenges, which remains a difficult obstacle due to its associated costs. Most of the cities in this report offer free programs. Among those that do not offer free programs, some have provided scholarships or sliding-scale fee options to mitigate the cost barriers. Although there have been cuts to youth programming in a number of cities, many municipal leaders have made heroic efforts to safeguard these programs in their efforts to prepare young people for a successful future.

Below is a list of potential barriers preventing young people in a community from participating in afterschool at the desired levels. How significant are each in your community?

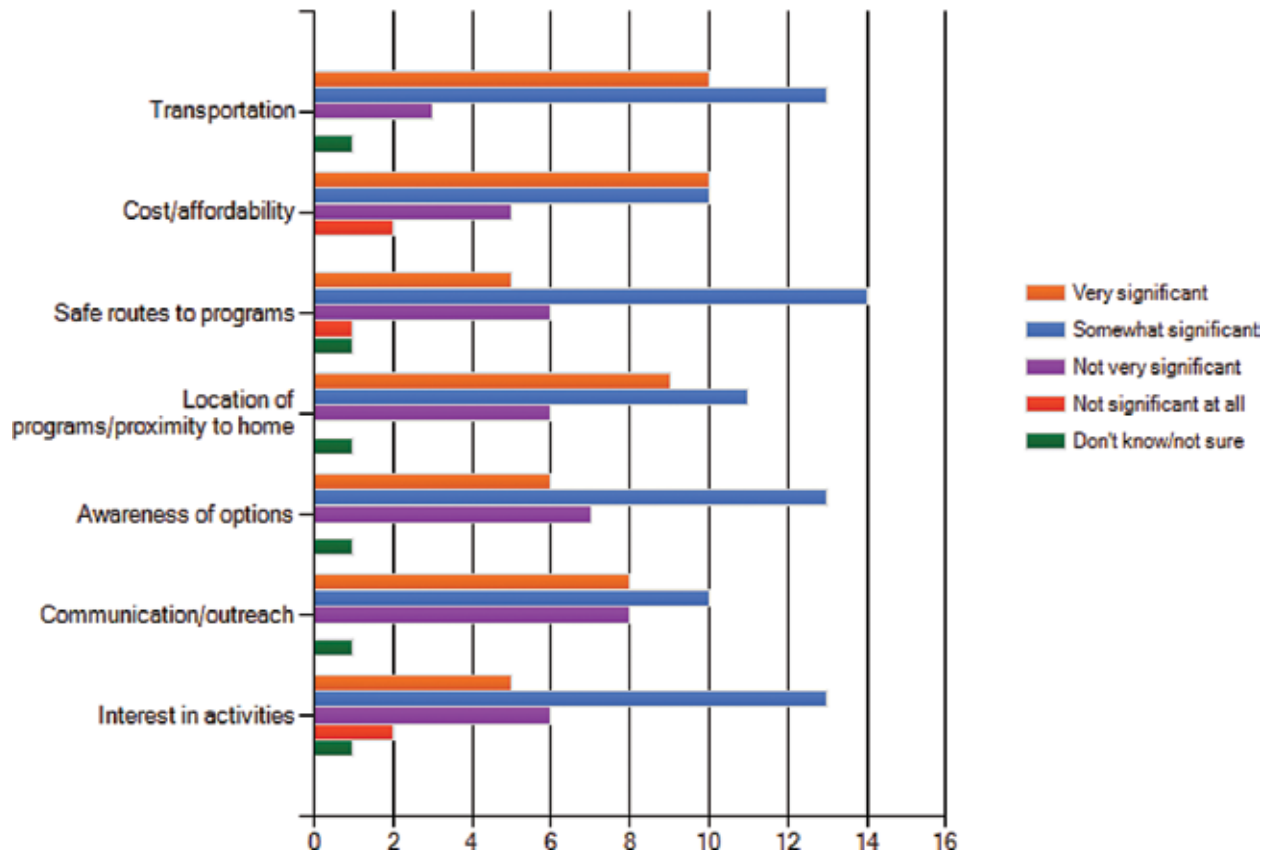


Figure 13: Barriers to OST Program Participation

Action Steps: Expanding Participation

Municipal leaders can take the following actions to expand participation in OST programs:

- Survey programs across the city and collect data on the number of children served.
- Determine whether there are unused, open slots.
- Assess waiting lists for programs to understand need.
- Set targets for program participation rates and monitor progress.
- Identify and address barriers that prevent youth and families from participating.

- Raise funding to increase the number of program slots available.
- Expand partnerships to offer a diverse range of activities and share facilities.
- Target new investments toward high-need areas.
- Create incentives to increase intensity and duration of participation.
- Communicate with and engage families.
- Focus on all ages.

CONCLUSION:

Where Do Cities Go From Here?

The 27 cities featured in this report – along with the five Wallace Foundation investment sites – represent the “cutting edge” of citywide OST system building and should be considered models from which other cities can learn. However, while each city has displayed a tremendous amount of leadership and commitment to expand access to high-quality OST opportunities, in nearly every case, much more remains to be done.

The surveys and interviews revealed that cities have made the greatest progress on providing committed leadership, establishing a coordinating entity, and promoting quality, with some cities also showing significant gains on multi-year planning and gathering reliable data. Within these areas, cities have made the most headway on action steps that are more tangible and possibly easier to replicate, including: creating standards of quality, using GIS to map the location of programs, creating an inventory of programs or an online program locator, raising funds to expand the number of program slots, cultivating leadership for OST, and creating coalitions or some form of coordinating entity. However, the deeper, more nuanced and challenging work remains in the areas of multi-year planning, expanding participation, collecting and sharing data, and formalizing a coordinating entity. In the chart on the next page, survey respondents ranked the areas in which they felt their cities were most in need of improvement from 1 (low) to 6 (high). The chart reflects the average score for each element.

Multi-year planning and expanding participation were seen as areas needing the most improvement, followed by reliable information/data management. However, even for elements that city leaders felt were least in need of improvement, opportunities for growth were identified in the interviews. For instance, efforts required to improve quality range from relatively straightforward tasks such as creating or adopting standards to more time-consuming steps, such as professionalizing the OST field, implementing the quality standards, or allocating funding based on adherence to the standards. Although quality ranked lowest among system elements in need of improvement, the interviews show that cities still recognize there is more work to be done in this area.

As cities begin to tackle these further challenges to maximize the impact of their OST systems, mayors and other municipal leaders are keenly aware of the significant amount of time needed for comprehensive efforts to take shape. In addressing remaining obstacles, local officials continue to engage various partners, benefiting from the unique perspectives and resources they each bring to the planning process. Shared accountability – by defining a clear vision, goals, strategies, desired results, and roles for each partner – has helped keep system partners on track. Sustainability also depends on building support and participation among local residents, creating data systems to track progress, and empowering a coordinating entity to manage the work.

The importance of collaboration cannot be underestimated. In most communities, a number of

In thinking about the areas of your system that most need improvement, please rank the following categories from 1 to 6 (1= area least needing to improve; 6= most important area needing to improve).

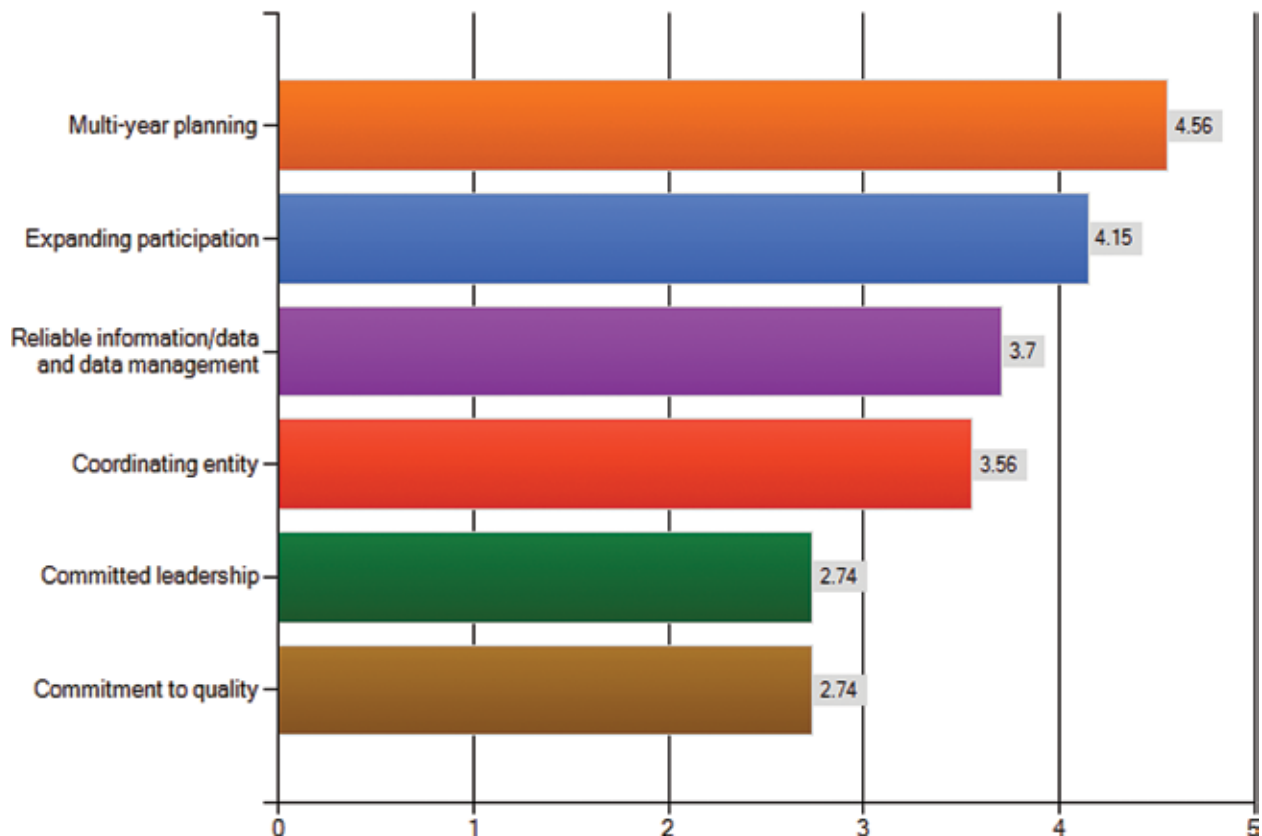


Figure 14: How Cities Rank Themselves on Areas for Improvement in OST System Building

different private and public entities offer OST programs for children and youth. However, city leaders should not assume there are sufficient opportunities available for all young people. Without a system for tracking participation across neighborhoods, cities have no way to identify gaps in services or determine their impact. Furthermore, OST systems can coordinate and leverage the strengths and resources of multiple agencies – from funding and facilities to research and marketing expertise to transportation and technology. Thoughtful collaboration can expand the reach of existing programs and stretch limited resources to provide more children and youth with quality OST learning experiences.

The years of effort made by the cities profiled in this report have paid off in a number of ways. Cities report serving more young people, reaching underserved segments of the community, building new and expanded partnerships, and leveraging new resources. In terms of outcomes, cities can also connect their OST systems with increased school attendance and engagement, improved student academic performance, greater exposure to college and careers, decreases in violent juvenile crime, broader community engagement, and enhanced health and wellness.

Including the Wallace Foundation investment sites, more than 30 cities across the nation have dedicated significant time, resources, and leadership to develop an advanced OST system. In the near future,

that number will grow as more municipal leaders spearhead system-building efforts to achieve local goals for public safety, economic development and public health. With tight budgets and different strengths to bring to the table, cities, schools, community-based organization, businesses, faith-based groups, and other stakeholders must work together to improve outcomes for children and youth. Collaboration around OST system building holds enormous, untapped potential for local leaders to make an impact on young people's lives.

Annotated Bibliography of Selected Knowledge Products on Out-of-School Time

Bodilly, S.J., Sloan McCombs, J., et al. (2010). *Hours of Opportunity: The Power of Data to Improve After-School Programs Citywide*. Santa Monica, CA: RAND Corporation.

This three-volume report examines Wallace Foundation-supported efforts in five cities to build systems that improve the quality and accessibility of afterschool, summer and other out-of-school time (OST) programs. The study concludes that the fledgling systems, which seek to coordinate the work of major OST players like schools, parks and recreation departments, and nonprofit afterschool programs, hold some promise. It also describes major challenges the efforts face. Volume I, *Lessons from Five Cities*, looks at what helped and hindered the ventures. Volume II, *The Power of Data*, explores the use of management information systems by the five Wallace-supported projects and three other OST initiatives. Volume III, *Profiles of Five Cities*, describes each Wallace-funded effort in detail.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/hours-of-opportunity-volumes-I-II-III.aspx

Deschenes, S.N., Arbreton, A., Little, P.M., Herrera, C., Grossman, J.B., & Weiss, H.B. (with Lee, D.). (2010). *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time*. Cambridge, MA: Harvard Family Research Project.

OST providers have found it challenging to engage middle and high school youth and promote regular participation in their programs. Drawing upon nearly 200 programs serving mostly disadvantaged youth in six cities that are building OST systems, this study highlights program characteristics and city practices that encourage older youth attendance and retention.

www.hfrp.org/EngagingOlderYouth

Kotloff, L.J., & Korom-Djakovic, D. (2010). *AfterZones: Creating a Citywide System to Support and Sustain High-Quality After-School Programs*, Philadelphia, PA: Public/Private Ventures.

The Providence, R.I., AfterZones initiative organizes a wide range of OST activities for middle school students at neighborhood hubs located throughout the city. This report finds that in its first few years, the AfterZones initiative made enormous progress, enrolling nearly half of the students who attended the seven participating middle schools. Challenges remain, however, including finding secure, long-term financing.

www.ppv.org/ppv/outofschooltime.asp

Clapp Padgett, H., Deich, S., & Russell, L. (2010). *Strengthening Partnerships and Building Public Will for Out-of-School Time Programs*. Washington, DC: National League of Cities.

This guide describes three key strategies that mayors and other city leaders can use to generate support for access to high-quality out-of-school time activities: engage a broad set of partners to take full advantage of all community resources; keep out-of-school time on the public agenda; and lead efforts by city, school and community leaders to establish a common set of outcomes and a shared vision for out-of-school time. The guide highlights a range of examples of how cities have successfully implemented each strategy, from partnerships with universities to coordinated communications plans.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Bosland, J., & Karpman, M. (2009). *The State of City Leadership for Children and Families*. Washington, DC: National League of Cities.

This report identifies the nation's 32 most cutting-edge city innovations to help children and families thrive, and documents emerging and established trends in municipal leadership to promote child and family well-being. Building on the intensive work of NLC's Institute for Youth, Education and Families with hundreds of cities over the past decade, the report highlights the progress that cities have made and the potential for future action in nine areas: early childhood; education; afterschool; youth in transition; youth violence prevention; family economic success; community wellness; youth civic engagement; and local "infrastructure" for children and families.

www.nlc.org/iyef

Hayes, C., Lind, C., Grossman, J.B., Stewart, N., Deich, S., Gersick, A., McMaken, J., & Campbell, M. (2009). *Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study*. Philadelphia, PA: Public/Private Ventures; New York, NY: The Finance Project.

This report analyzes the monetary and in-kind investments made to develop citywide OST systems in six cities: Boston, Charlotte, Chicago, Denver, New York City and Seattle. The report completes a Wallace Foundation-commissioned research series by Public/Private Ventures and The Finance Project documenting the costs of OST programs and the city-level systems to support them. Other resources in the series include *The Cost of Quality Out-of-School Time Programs* and an online OST Cost Calculator.

www.financeproject.org/publications/InvestmentsInBuildingOSTSystems.pdf

Mendels, P. (2009). *Opportunity in Hard Times: Building Out-of-School Time Learning Systems that Last*. New York, NY: The Wallace Foundation.

Drawing upon a February 2009 conference on Out-of-School Time Learning sponsored by The Wallace Foundation and attended by more than 100 OST system coordinators, funders, and researchers, this report focuses on steps OST supporters can take to ensure that emerging citywide OST systems endure

during the immediate economic downturn and beyond. Highlighted strategies include forging closer ties to schools, using new data systems to inform budget decisions, and making the recession an opportunity to introduce bold changes.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Opportunity-In-Hard-Times-Building-Out-of-School-Time-Learning-Systems.aspx

Russell, L. (2009). *Financial Strategies to Support Citywide Systems of Out-of-School Time Programs*. Washington, DC: National League of Cities.

This strategy guide describes several options that city officials may consider for supporting and sustaining local programs. These options include: creating dedicated, local funding streams; making better use of existing funding streams; maximizing state and federal funding sources; and strengthening collaborative efforts.

www.nlc.org/fnd-city-solutions/iyef/afterschool/afterschool-tools--resources

Shah Spooner, B. (2009). *Cities and Statewide Afterschool Networks Partnering to Support Afterschool*. Washington, DC: National League of Cities.

This guide features examples of how municipal leaders are working with 38 statewide afterschool networks funded by the Charles Stewart Mott Foundation to influence state afterschool funding and policies and to strengthen local programs. The guide focuses on several areas in which cities and statewide networks can work together to make a significant impact: increasing state funding and support; improving program quality; building public support for afterschool; and strengthening local partnerships.

www.nlc.org/fnd-city-solutions/iyef/afterschool/afterschool-tools--resources

Grossman, J.B., Lind, C., Hayes, C., McMaken, J., & Gersick A. (2009). *The Cost of Quality Out-of-School-Time Programs*. Philadelphia, PA: Public/Private Ventures; Washington, DC: The Finance Project.

Out-of-school time (OST) programs are increasingly expected to be of high enough quality to improve measurable outcomes for children. Until recently, however, there was little information on the cost of quality programming. This report examines the costs of 111 high-quality OST programs in six cities and finds that costs vary widely depending on a range of factors, including program goals, hours of operation and the ages of the children served. The report also explores the full range of programming costs, including non-cash contributions on which OST operators often depend, such as donated space for programming. An online OST Cost Calculator draws on findings from the report to help users calculate the costs of various high-quality OST program options.

Report: www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx

OST Cost Calculator: www.wallacefoundation.org/cost-of-quality

Weiss, H.B., and Little, P.D. (2008). *Strengthening Out-of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity*. Cambridge, MA: Harvard Family Research Project.

This report identifies seven approaches for strengthening nonprofit OST provider organizations, including methods to ensure that OST providers partner more effectively with other groups and become more adept advocates for their field.

www.wallacefoundation.org/knowledge-center/after-school/financial-management-for-nonprofits/Documents/whitepaper_weiss.pdf

Noam, G. (2008). *A New Day for Youth: Creating Sustainable Quality in Out-of-School Time*. New York, NY: The Wallace Foundation.

This report emphasizes the importance of strong leadership, staff capacity and engaging activities in supporting high-quality OST programming. The report calls for additional leadership and management training for OST executives; training for OST staff in establishing strong relationships with young people; and assistance in establishing clear learning goals for students.

www.wallacefoundation.org/knowledge-center/after-school/financial-management-for-nonprofits/Documents/whitepaper_noam.pdf

Friedman, L.N. (2008). *A View from the Field: Helping Community Organizations Meet Capacity Challenges*. New York, NY: The Wallace Foundation.

Written by the president of The After-School Corporation, a nationally-recognized New York City-based nonprofit that promotes high-quality OST programming, this report highlights investments in four areas that could strengthen OST providers' capacity: training staff and executives; educating principals and other education leaders about the role of OST in supporting learning; improving the content of programming; and strengthening the financial management and governance of OST provider groups.

The Wallace Foundation. (2008). *A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities*. New York, NY: The Wallace Foundation.

Drawing on early lessons from The Wallace Foundation's support for five cities that are building OST systems, this report describes the promise of coordinated, citywide approaches for expanding access to high-quality OST opportunities. The report describes six "action elements" of an effective citywide system: committed leadership, a public or private coordinating entity, multi-year planning, reliable information, expanding participation, and a commitment to quality.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Sustaining-Out-of-School-Time-Learning-Opportunities.pdf

Pokela, J., et al. (2007). *Getting Started with Market Research for Out-of-School Time*. Northampton, MA: Market Street Research.

Market research for OST planning can replace assumptions with facts, give youth and parents a voice to express their needs and preferences, and help secure stakeholders' buy-in and support. This practical guide shows community leaders, policymakers and OST providers how to use market research to make more informed decisions and includes a series of detailed workbooks for conducting a variety of research activities.

www.marketstreetresearch.com/wallace/Overview.pdf

Lind, C., Relave, N., Deich, S., Grossman, J.B., & Gersick, G. (2006). *The Costs of Out-of-School Time Programs: A Review of the Available Evidence*. Washington, DC: The Finance Project and Public/Private Ventures, May 2006.

This review of the literature identifies gaps in the OST field's knowledge of what high-quality OST programs cost. The report highlights what is known from existing cost studies of other educational programs for children and youth.

www.wallacefoundation.org/knowledge-center/after-school/quality-and-cost/Pages/Costs-of-Out-of-School-Time-Programs.aspx

Bodilly, S., & Beckett, M. K. (2005). *Making Out-of-School-Time Matter: Evidence for an Action Agenda*. Santa Monica, CA: RAND Corporation.

This report summarizes knowledge about the demand for OST programs, factors that determine their quality and effectiveness, strategies for promoting participation, and methods by which programs can build capacity. The report also identifies areas in significant need of further evidence-based research.

www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Making-Out-of-School-Time-Matter.pdf

The Wallace Foundation. (2005). *Quality That Lasts: Building a Framework for the Future of OST*. New York, NY: The Wallace Foundation.

This paper offers early lessons and principles that can inform OST providers and policymakers in planning for wide-scale, lasting changes in OST programming.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Documents/Quality-That-Lasts-Building-a-Framework-for-the-Future.pdf

Ouellette, M., Hutchinson, A., & Frant, N. (2005) *The Afterschool Hours: A New Focus For America's Cities*. Washington, DC: National League of Cities.

This report highlights strategies and insights from the eight cities that participated in NLC's Municipal Leadership for Expanding Learning Opportunities technical assistance project. The project describes the efforts of Charlotte, N.C.; Fort Worth, Texas; Fresno, Calif.; Grand Rapids, Mich.; Indianapolis, Ind.; Lincoln, Neb.; Spokane, Wash.; and Washington, D.C.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Duffett, A. & Johnson, J., with Farkas, S., Kung, S., & Ott, A. (2004). *All Work and No Play? Listening to what Kids and Parents Really Want from Out-of-School Time*. New York, NY: Public Agenda.

This national survey sheds light on what children and their parents want from OST programs, adding their often-missing voices to the policy debate. The report concludes that the vast majority of families want such programs, but they differ, particularly along racial and socioeconomic lines, in what they expect and how satisfied they are with the programs that are available. The data can help guide policymakers and providers in developing programs that respond to the needs and interests of young people.

Ouellette, M. (2002). *Action Kit on Expanding Afterschool Opportunities*. Washington, DC: National League of Cities.

This action kit highlights the many ways in which municipal leaders can craft a strategy to expand afterschool opportunities, and in the process, advance the goals of public safety, academic achievement, and youth development in their cities. The kit describes roles that city leaders can play in promoting partnerships, building public will, assessing local needs and resources, improving quality, broadening access, and financing a citywide system, and also includes a broad range of city examples, facts, and further resources.

www.nlc.org/find-city-solutions/iyef/afterschool/afterschool-tools--resources

Harvey, B., & Shortt, J. (2001). *Working Together for Children and Families: A Community Guide to Making the Most of Out-of-School Time*. Wellesley, MA: National Institute on Out-of-School Time, October 2001.

This practical, step-by-step guide offers approaches for planning, research, funding and building community partnerships and shows how these approaches were employed in three cities supported by The Wallace Foundation. The guide can help program operators, community groups and funders respond strategically to the rising demand for OST programs.

www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Working-Together-for-Children-and-Families-Community-Guide.aspx

Halpern, R., Spielberger, J., & Robb, S. (1998). *Making the Most of Out-of-School Time*. Chicago, IL: Chapin Hall Center for Children at the University of Chicago.

The Making the Most of Out-of-School Time (MOST) initiative, funded by The Wallace Foundation, aimed to improve the OST programs in Boston, Chicago and Seattle and establish a functional, systems-based structure for providing these services.

www.wallacefoundation.org/knowledge-center/after-school/evaluations/Documents/Making-the-Most-Out-of-Out-of-School-Time.pdf

