

# Stability and Change in Afterschool Systems, 2013–2020

A FOLLOW-UP STUDY OF AFTERSCHOOL  
COORDINATION IN LARGE CITIES

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## PREFACE

In 2012–13, FHI 360 conducted a study to discover the prevalence of citywide afterschool coordination in a random sample of large U.S. cities and to describe their system-building work. The follow-up study described in this report explored the sustainability of afterschool system-building initiatives in 75 large cities identified in the first study. The findings were expected to inform the field—afterschool and other out-of-school time (OST) providers, educators, advocates, policy makers, and the many others committed to ensuring children’s access to high quality OST opportunities—about afterschool systems in cities sustaining coordination and insights about strengthening both sustained and newly developing systems. And then COVID-19 changed our nation! The results of this study reflect the state of afterschool coordination prior to the unexpected and devastating closure of schools and OST programs in the spring of 2020. While it was beyond the scope of this study to speculate about the impact of the pandemic on afterschool coordination, there is anecdotal evidence that coordination of resources at the city level, especially in light of budget deficits, may be more important than ever in ensuring that the growing numbers of children and youth living in marginalized communities have access to high quality afterschool and summer programming.<sup>1</sup>

Our colleagues at The Wallace Foundation have been in contact with intermediaries around the country who are reporting that COVID-19 has impacted virtually every aspect of their organizations. Some have quickly shifted to respond to immediate needs, such as providing childcare for health workers’ families or distributing meals or laptops to families and children in need. Others have found opportunities to partner more deeply with education leaders and policymakers as they plan to reconfigure instruction whether in-person, virtual or hybrid. OST providers are exploring what programming can and should look like in this new virtual or socially distanced environment, and how to maintain the relationships so crucial to the work. Despite this uncertainty, there is a recognition of the value of OST, and social-emotional learning in particular, and an acknowledgment of the heightened need to serve children and youth during this time.

Statewide OST organizations have rapidly gathered and disseminated resources and tools to aid the response of afterschool providers and organizations coordinating afterschool collaborations. Notable examples include the Every Hour Counts *COVID-19 Resource Guide*;

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<sup>1</sup> Ally Margolis, *From Boston to the Bay Area, Intermediaries Play an Essential Role in Planning for Summer 2020*. New York: Every Hour Counts, 2020. <https://medium.com/@everyhourcounts/from-boston-to-the-bay-area-intermediaries-play-an-essential-role-in-planning-for-summer-2020-37c1ea98b52e>

resources in “Afterschool and Summer in the Time of COVID-19” on the Afterschool Alliance website; and American Institutes for Research podcasts about responses to the pandemic.<sup>2</sup>

While grappling with the impact of the pandemic, the entire country has been challenged to address the structural racism that has, for too long, negatively impacted the lives, health, and economic conditions of communities of color. It is our hope that findings in this report provide valuable information for cities reconfiguring and rebuilding the provision of afterschool services in the context of both critical challenges.

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<sup>2</sup> The *Updated COVID-19 Resource Guide* can be found at [https://docs.google.com/document/d/1LZzPHGI0BF4mC5DHSOXFS\\_1L1IbDG8Rn7YfSEpKk7Og/edit](https://docs.google.com/document/d/1LZzPHGI0BF4mC5DHSOXFS_1L1IbDG8Rn7YfSEpKk7Og/edit); the Afterschool Alliance resources can be found at <http://www.afterschoolalliance.org/covid/>; The AIR podcast “AIR Informs: Responding to the Challenges of the COVID-19 Pandemic. Episode 2, Opportunities for Learning and Development in Out-of-School Time, with Deb Moroney,” can be found at <https://www.air.org/resource/air-informs-responding-challenges-covid-19-pandemic#ep2>

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# Stability and Change in Afterschool Systems, 2013–2020

## EXECUTIVE SUMMARY

Citywide systems that coordinate the work of out-of-school time (OST) providers, government agencies, private funders, and others are designed to ensure that OST programs reach children most in need with quality programming. In 2012, The Wallace Foundation asked FHI 360 to conduct an exploratory study to determine the extent to which U.S. cities with populations over 100,000 were undertaking afterschool system-building initiatives. (Although we use the term “afterschool coordination” in this report, it encompasses system-building that includes all OST programming.)

The initial study found that of the 100 randomly selected cities where a knowledgeable respondent was identified, 77 were undertaking some elements of afterschool coordination. The study also sought to explore the extent to which systems had developed any of the three key components identified by Wallace, based on their system-building initiative in 14 large cities and accompanying research, as fundamental for system development and effectiveness—a coordinating entity, a common data system, and quality standards or framework.

As follow-up to the earlier study, FHI 360 conducted the “Sustainability study” described in this report to ascertain the current status of afterschool system development in the same cities that were coordinating in 2012–2013. A special focus of the current study was the key coordination components and the city characteristics that facilitated or hindered their sustainability. In addition, a companion study (the “Adoption study”) was conducted to learn the extent to which cities in the 2012–13 sample identified as not coordinating, had adopted coordination strategies in the interim. We were able to contact 67 of the original 77 cities. Surveys administered in both studies asked respondents to recommend resources that would support afterschool coordination going forward.



## SUSTAINABILITY STUDY FINDINGS

Key findings are presented below by the research questions guiding this study.

1. What proportion of cities reporting afterschool coordination in 2013 have continued to coordinate?
  - A large proportion of the cities with afterschool coordination in 2013 were still coordinating in 2020. Eighty-five percent of these cities had afterschool coordination in 2020—76% if the 8 cities where no knowledgeable respondent could be identified were considered no longer coordinating.
2. Has the number of key coordination components identified in the research as fundamental for system development and effectiveness—coordinating entity, common data system, quality standards/framework—increased, remained the same, or decreased between 2013 and 2020?
  - The proportion of cities implementing all three coordination components increased from 29% in 2013 to 40% in 2020.
  - Forty-two percent of cities increased the number of coordination components implemented, the number remained constant for 40% (including 9 cities that had all three components in both years), and 19% experienced decreases in number of components.
  - The percentage of cities with a coordinating entity decreased from 69% in 2013 to 58% in 2020. Between 2013 and 2020, cities with a common data system increased from 40% to 63% and cities with quality standards/framework increased from 69% to 83%.
3. What city characteristics (e.g., city size, percentage of children in poverty, stability of funding, mayor or county executive commitment) are associated with sustainability or change in the number of key components?
  - Financial support advanced afterschool coordination. In 2013, 12% of cities had funding increases over the past five years whereas by 2020, 51% of cities experienced increases. The association between increased funding and the presence of quality standards/framework was statistically significant.
  - There was a statistically significant relationship in 2020 between city size and having all three coordination components. A larger proportion of cities over 500,000 had three

components in 2020 compared to cities with populations of 100,000 to 499,999 (68% vs 32%, respectively).

- There was a statistically significant relationship between stability and change in city funding over the past five years and the number of key coordination components in the system. In 2020, a higher percentage of cities reporting an increase in funding over the past five years had all three coordination components compared with cities where funding remained the same or decreased over the past five years (72% vs 22% and 6%, respectively).
  - There was a statistically significant relationship between the level of city leader commitment to afterschool coordination and having a common data system. Eighty-three percent of cities where city leader commitment was reported as high or moderate had a common data system compared with 17% of cities with slight or no city leader commitment.
4. What do the findings suggest for future work the afterschool field might undertake to strengthen system-building?
- Respondents in a majority of cities reported a desire for resources, external expertise, and/or other supports to strengthen work related to the three key components. In each of these areas, the following topics were rated as a high priority by 50% or more respondents:
    - Leadership: planning for sustainability, establishing buy-in of stakeholders across sectors, and effective communication with partners and the public
    - Common Data Systems: using data for program planning and addressing ongoing training needs for staff
    - Quality Standards/Framework: coaching providers about ways to use the data, using findings for program management and/or continuous improvement, and encouraging providers to collect and report data

5. What are the characteristics of the cities/systems where afterschool coordination is no longer occurring?
  - Ten of the 67 cities contacted for the Sustainability study no longer had afterschool coordination. There were another eight cities where we could not identify respondents and where it was likely there was no coordination.
  - Data provided by those 10 cities for the study conducted in 2012–2013 suggest that, in most cases, afterschool coordination was neither firmly established nor well supported by city leadership.

### ADOPTION STUDY FINDINGS

The Adoption study was designed to determine if there was currently coordination in the 50 large cities we identified as not coordinating in our 2013 study. Knowledgeable contacts were identified in 34 of the 50 cities in our sample and of these, only 14 reported afterschool coordination and six of the 14 returned surveys. Because there were so few returned surveys, we report quantitative findings as numbers rather than percentages and synthesize responses to open-ended questions. Findings should be considered as preliminary, at best.

- In 34 of the 50 cities in the sample, a knowledgeable contact was identified and 14 (41%) of these cities reported having afterschool coordination. If we assume that there was no coordination in the 16 cities where we could not find a respondent, the percentage now coordinating would be 28%.
- All six of the newly coordinating cities had coordinating entities. In three, collaboration extended beyond the city to the county or regional level. Three of the cities had a common data system, and five reported implementing quality standards/framework.

### CONCLUSIONS

Afterschool systems and providers are in the process of confronting great challenges caused by the COVID-19 pandemic and by renewed acknowledgment that the country must reckon with social injustice and inequality. This study was conducted immediately prior to the full force of both crises; thus, the findings present a picture of progress being made prior to these two events. The findings suggest important aspects of system-building that might be instructive regarding the road ahead in reconfiguring and rebuilding the provision of afterschool services in large cities.

The value and perceived importance of afterschool coordination in large cities was demonstrated by the finding that approximately three fourths of systems were sustained between studies and that new cities were adopting coordination. Overall, systems were sustaining or adding common data systems and quality standards. The finding that the percentage of cities with coordinating entities decreased possibly reflects the resilience of sustainable systems to adapt to changes in city priorities and resources and/or the evolution of the system itself. As other researchers have found, funding was critical to coordination overall and to the development and functioning of common data systems and quality standards. Statewide and regional networks, state-level afterschool coordination initiatives and private philanthropy appeared to be playing a larger role in supporting coordination and afterschool services than was apparent in 2013.

While we do not know the extent of the long- and short-term impact of the current challenges faced by the afterschool field, this study gives us reason to believe that cities with coordinated afterschool programs, which bring together stakeholders from multiple sectors to provide supports to children and youth, will be in a better position to weather these times because of their shared vision, collective wisdom, standards of quality, and ability to collect and use data to assess needs and plan for the future.

## INTRODUCTION

For almost two decades, The Wallace Foundation has been seeking solutions designed to increase children’s access to high quality afterschool and other out-of-school (OST) programs by promoting collaboration among key stakeholders, thereby reducing the fragmentation that has generally characterized afterschool and summer programming. The Foundation’s heavy investment in system-building is aligned with its overall goal of improving learning and enrichment for children living in marginalized communities. In addition to its direct grants to cities engaged in building coordinated afterschool systems, it has supported research and evaluation, and disseminated findings in publications and convenings about topics including effective governance, quality programming, and data systems designed to inform internal decision-making and assist advocacy efforts.

FHI 360’s role in The Wallace Foundation’s out-of-school time work has been to conduct two related studies focusing on afterschool coordination in large cities. The first study was conducted in 2012–2013; this report presents findings of the second which is a follow-up study. The initial study was exploratory, providing a first-ever estimate of the prevalence of afterschool coordination in a random sample of large cities with populations over 100,000.<sup>3,4</sup> The study also investigated the extent to which system-building included the adoption of three key components described in the research as fundamental for system development and effectiveness—a coordinating entity, a common data system, and quality standards or framework (see Figure 1).<sup>5</sup>

**Figure 1. Three Key Components of Afterschool Systems**



<sup>3</sup> Linda Simkin, Ivan Charner, Caitlin Dailey, Eric Watts, Hanna Taub, and Abidemi Adelaja, *Is Citywide Afterschool Coordination Going Nationwide?* FHI 360, 2013. [www.wallacefoundation.org/knowledge-center/pages/citywide-afterschool-coordination-going-nationwide-an-exploratory-study-in-large-cities.aspx](http://www.wallacefoundation.org/knowledge-center/pages/citywide-afterschool-coordination-going-nationwide-an-exploratory-study-in-large-cities.aspx)

<sup>4</sup> It should be noted that in both the current and earlier studies, a majority of cities were coordinating providers offering summer and/or other expanded learning opportunities. We use the term “afterschool coordination” in this report to encompass city OST systems and to be consistent with language used in our report of the 2012–2013 study findings.

<sup>5</sup> These key components are described in “The Case for Afterschool Coordination” section of this report.

In addition, the 2013 study sought to explore the characteristics of these collaborations, including the role of city leadership; number and type of participating organizations; and the sources, levels, and stability of funding.

The 2013 study was conducted on a sample of 129 cities with populations over 100,000, stratified by size. FHI 360 researchers surveyed 100 of them, where they identified a respondent who said they could definitively tell us whether there were any afterschool coordination efforts in their city. The major study findings were as follows:

- Many large cities (77) were implementing strategies to coordinate afterschool programs. Therefore, prevalence estimates ranged from 77% to 59% if the assumption is made that no coordination was occurring in cities where researchers were unable to find anyone who was aware of afterschool coordination.
- Sixty percent of cities had a coordinating entity, 34% used a common data system, 62% reported using quality standards. Twenty-two percent had all three.
- Funding levels and use of a common data system were correlated with strength of mayoral commitment to afterschool coordination.

As a follow up to the 2013 study, FHI 360 conducted two related studies in 2019–2020 — a “Sustainability study” and an “Adoption study.” The Sustainability study was designed to determine the current status of the cities identified by the 2013 study as having afterschool coordination.<sup>6,7</sup> The study then explored whether selected city characteristics were associated with sustainability or change in the sustaining cities.

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6 The FHI 360 study conducted in 2012–2013 will be referred to as the 2013 study throughout this report. Data reported for the 2013 study and the current study are designated as 2013 or 2020 even though some of the data were collected the prior year.

7 Findings of this report are not generalizable to large cities as was the case with findings in 2013 which were based on a stratified random sample of cities with populations over 100,000.

The following research questions guided the Sustainability study:

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#### SUSTAINABILITY STUDY RESEARCH QUESTIONS

1. **What proportion of cities reporting afterschool coordination in 2013 have continued to coordinate?**
2. **Has the number of key coordination components identified in the research as fundamental for system development and effectiveness increased, remained the same, or decreased between 2013 and 2020?**
3. **What city characteristics (e.g., city size, percentage of children in poverty, stability of funding, mayor or county executive commitment) are associated with sustainability or change in the number of key components?**
4. **What do the findings suggest for future work the afterschool field might undertake to strengthen system-building?**
5. **What are the characteristics of the cities/systems where afterschool coordination is no longer occurring?**

The goal of the afterschool coordination Adoption study was to learn whether afterschool coordination was occurring in large cities that were not coordinating in 2013. There were three guiding research questions.

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#### ADOPTION STUDY RESEARCH QUESTIONS

1. **What proportion of cities without afterschool coordination in 2013 have subsequently adopted one, two, or three of the key components?**
2. **What are the characteristics of the cities that adopted the key coordination components?**
3. **What do the findings suggest for future work the afterschool field might undertake to strengthen system-building?**

This report contains findings of the 2019–2020 Sustainability and Adoption studies. Because data collection ended before the COVID-19 pandemic radically changed the afterschool landscape, findings reflect a time before schools and afterschool programs closed or were reconfigured. Nevertheless, the findings in this report provide insights into factors that impact coordination. According to Every Hour Counts, the strengths of coordination in two well-

established afterschool systems with effective intermediaries appear to be facilitating the rebuilding of citywide afterschool provision.<sup>8</sup>

It has been widely reported that racial/ethnic minorities and people living in marginalized communities have been disproportionately impacted by COVID-19. According to a May 2020 *New York Times* article, many children today are living with serious stresses including “absence of routines, parent job loss and economic hardship, or serious illness or death of someone a child cares about...”<sup>9</sup> More than ever, and especially in marginalized communities, children need places to feel safe, achieve academically, and grow socially and emotionally. We believe the findings in this report will help inform the critical reconfiguring and rebuilding of citywide afterschool services and systems.

## Methods

### SAMPLES

The Sustainability study sample consisted of the 75 cities identified as having afterschool coordination in 2013.<sup>10</sup> Research staff were able to identify knowledgeable contacts in 67 of these cities. Fifty-seven contacts reported they still had afterschool coordination in 2020. Of these, 23 described their systems as highly coordinated in response to a screening question offering some examples of coordination strategies (see Data Collection section below). The remaining 34 said the city had implemented some coordination strategies). Forty-nine of these 57 cities with knowledgeable contacts completed the survey (see Figure 2).

The 10 cities that reported having no afterschool coordination were ineligible to participate in the survey. Nonetheless, knowledgeable contacts in these cities provided information about the history and cessation of afterschool coordination in their cities during screening question phone conversations. We also examined their responses to the 2013 survey.

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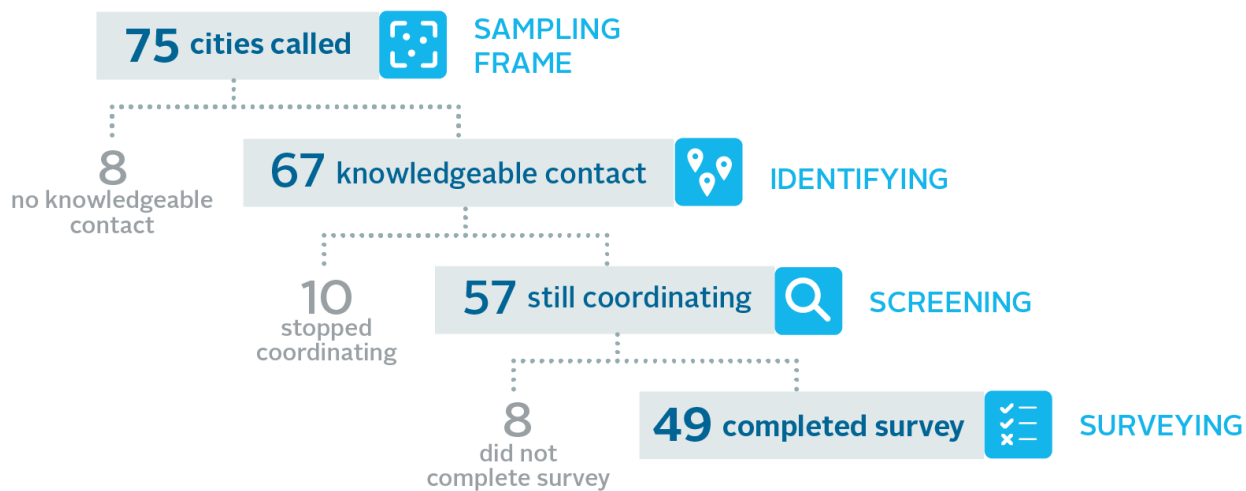
<sup>8</sup> Ally Margolis, loc. cit.

<sup>9</sup> Stacey Steinberg, “Impact of Corona Virus on Children’s Stress,” *The New York Times*, May 7, 2020. <https://www.nytimes.com/2020/05/07/well/family/coronavirus-children-stress-parents.html?searchResultPosition=2>

<sup>10</sup> Two of the 77 cities that had afterschool coordination in 2013 were excluded from the 2020 study for methodological reasons.

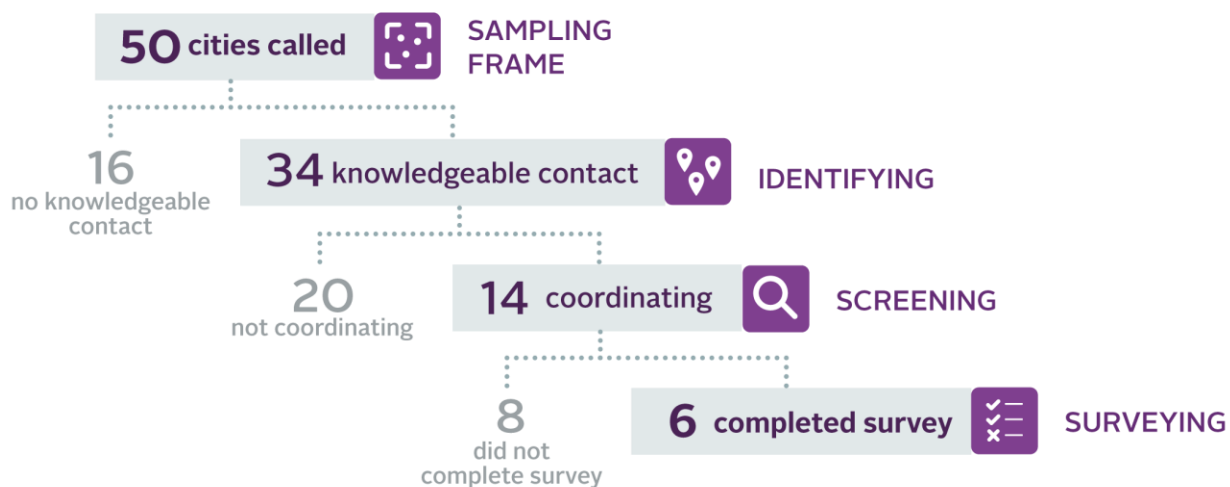


**Figure 2. Sampling Frame and Respondents to the Sustainability Survey**



The Adoption study population consisted of 50 cities, including 23 screened for the 2013 study that were not coordinating at that time according to knowledgeable respondents, and 27 where a knowledgeable contact could not be identified despite outreach to a variety of people usually involved in afterschool provision or coordination. Knowledgeable contacts were found in 34 of the 50 cities. Of these, 14 (41%) reported their city had implemented some coordination strategies, and 20 (59%) reported no afterschool coordination. Of the 14 coordinating cities, respondents in seven reported having a highly coordinated approach to afterschool coordination and the remaining seven reported having implemented some coordination strategies. The 14 cities with coordination comprised the Adoption sample and were eligible to participate in the Adoption survey. Six of the 14 completed the survey (see Figure 3).

Figure 3. Sampling Frame and Respondents to the Adoption Survey



## RESPONDENTS

The study designated only one respondent per city to participate, i.e., the person who self-identified as most knowledgeable about whether any efforts were currently underway to coordinate afterschool programs in their cities. Identifying an appropriate knowledgeable respondent in each city proved quite challenging so multiple methods were used to find them. The number of outreach attempts required to identify the appropriate respondent ranged from one to 23, with an average of four phone calls or emails to potential respondents per city.

## DATA COLLECTION

Data collection began in September 2019 and continued through March 2020.<sup>11</sup> A screening question was asked of the respondents who self-identified as the most knowledgeable about afterschool coordination. Those answering A or B were excluded from taking the survey, but their responses were used in determining prevalence of afterschool coordination. Those answering C or D were invited to take the survey. The screening question was as follows:

*As you probably are aware, cities are at various stages of coordinating afterschool programs ranging from those that are not currently planning to coordinate services to those that are implementing coordinated efforts. Strategies for achieving coordination among providers might include a needs assessment, strategies to increase student participation and attendance,*

<sup>11</sup> No new data were collected after March 4, 2020.

*establishing standards to improve quality, and implementing data systems to improve decision making.*

*What statement best characterizes your city's status in terms of coordinating afterschool programs?*

- A. My city is not coordinating afterschool programs nor is it currently planning to do so.*
- B. My city is in the initial process of planning to coordinate afterschool programs but has not begun to implement any of the coordination strategies just mentioned. (These are the strategies listed as examples in the paragraph above.)*
- C. My city has implemented some of the coordination strategies.*
- D. My city has a highly coordinated approach to afterschool programs.*

As an incentive to participate, respondents in both studies were informed that FHI 360 would make an anonymous contribution of \$100 to one of five charities serving children and youth that they could select at the end of the survey.

#### **DEMOGRAPHIC CHARACTERISTICS OF PARTICIPATING CITIES**

City size was used to draw a stratified representative sample for the 2013 study, and the 2020 sample was a subgroup of the 2013 sample. City size and poverty data used in the 2020 Sustainability and Adoption studies were 2018 estimates from U.S. Census data. (see Tables 1 and 2 for demographic data used in the 2020 studies).<sup>12</sup> Analyses requiring 2013 demographic data used the same population and child poverty data as the 2013 study.<sup>13</sup>

The Sustainability study sample underrepresented cities with populations of 100,000–249,000 and overrepresented larger cities. The Adoption sample also underrepresented cities with populations of 100,000–249,000 as well as cities 750,000 and over. The sample overrepresented cities with a population between 250,000 and 749,999 (see Tables 1 and 2.)

Regarding child poverty, both the Sustainability study and Adoption study samples underrepresent cities with child poverty rates under 20% and overrepresent cities with rates above 20%.

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<sup>12</sup> United States Census Bureau, American Community Survey (ACS), 2018 ACS 5-Year Estimates Subject.

<sup>13</sup> Population size data were obtained from the 2010 U.S. Census. Child Poverty data for the 2013 study were obtained from the National Center for Children in Poverty.

**Table 1. Population and Child Poverty Rate for 57 Cities in the Sustainability Sample and Total U.S. Population**

Population	n (%)	U.S. Data	Child Poverty Rate	n (%)	U.S. Data
100,000–249,999	17 (30%)	229 (74%)	0-9.99%	3 (5%)	60 (19%)
250,000–499,999	18 (32%)	47 (16%)	10-19.99%	9 (16%)	159 (51%)
500,000–749,999	11 (19%)	17 (5%)	20-29.99%	26 (46%)	78 (25%)
750,000 and Over	11 (19%)	17 (5%)	30-39.99%	14 (25%)	11 (4%)
			40% and Over	5 (9%)	2 (1%)
<b>Total number of cities</b>	<b>57 (100%)</b>	<b>310 (100%)</b>	<b>Total number of cities</b>	<b>57 (100%)</b>	<b>310 (100%)</b>

SOURCE: United States Census Bureau, American Community Survey (ACS), 2018 ACS 5-Year Estimates Subject.

**Table 2. Population and Child Poverty Rate for 14 Cities in the Adoption Sample and Total U.S. Population**

Population	n (%)	U.S. Data	Child Poverty Rate	n (%)	U.S. Data
100,000–249,999	6 (43%)	229 (74%)	0-9.99%	1 (7%)	60 (19%)
250,000–499,999	6 (43%)	47 (16%)	10-19.99%	3 (21%)	159 (51%)
500,000–749,999	2 (14%)	17 (5%)	20-29.99%	7 (50%)	78 (25%)
750,000 and Over	0 (0%)	17 (5%)	30-39.99%	1 (7%)	11 (4%)
			40% and Over	2 (14%)	2 (1%)
<b>Total number of cities</b>	<b>14 (100%)</b>	<b>310 (100%)</b>	<b>Total number of cities</b>	<b>14 (100%)</b>	<b>310 (100%)</b>

SOURCE: United States Census Bureau, American Community Survey (ACS), 2018 ACS 5-Year Estimates Subject.

## SURVEY INSTRUMENTS

An online survey hosted on SurveyMonkey.com was used to collect all 2020 data. In 2013, most surveys were collected online but researchers conducted phone interviews with some respondents who preferred this method. Survey responses were then entered into the study’s SurveyMonkey database.

The survey instruments for the Sustainability and Adoption studies, (located in Appendices D and E, respectively) contained 36 questions each, in fixed-response and open-ended formats.

The 2020 surveys contained many of the same questions as the 2013 survey so that comparable data could be collected. They also contained new items asking about supports that could facilitate system-building efforts.

The research team pilot-tested the sustainability survey in three cities and the adoption survey in two cities, selected to represent different regions and city sizes. Based on the pilot results, researchers modified the survey instruments to capture more detailed information about change over time in afterschool coordination.

## ANALYSES

Data from seven different sources were cleaned, combined, and uploaded into a data file. SPSS software was used to conduct all statistical analyses. Data sources for the 2013 study included: 2010 census data, a screening interview protocol, and a survey. Data sources for the 2020 study included 2018 census data, a screening interview protocol, and surveys for the Sustainability and Adoption studies.

Analyses were conducted separately for the Sustainability and Adoption cities. Descriptive analyses were conducted for all fixed-response items in the survey, and qualitative analyses were conducted for all open-ended responses. Frequency distributions for the Sustainability survey can be found in Appendix B, including some that are not discussed in this report. Appendix C contains frequency distributions for the Adoption study survey.

We conducted one type of analysis to gain an overall picture of the status of afterschool systems in both study years. Frequencies were based on data from the 68 coordinating cities that completed the surveys in 2013 and 49 cities still coordinating that returned surveys in 2020.<sup>14</sup> The 2020 sample is smaller than the 2013 sample because some of the 2013 cities were no longer coordinating or no knowledgeable contact could be found.

We also conducted a second type of analysis only on the sample of 49 cities providing data in both 2013 and 2020 (referred to as the paired analysis). Frequency calculations were based on the number of respondents answering each specific item. Thus, while the sample size may be 68 or 49, the number of respondents answering each question or fixed-response item within the question may vary. In addition to comparisons of frequencies, sub-analyses were conducted by city characteristics (i.e., city size, child poverty rate, coordination status, number of

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<sup>14</sup> Sixty-nine cities responded to the 2013 survey. However, one of those cities was not included in the 2020 sampling frame. Therefore, data for that city was excluded from the analyses conducted with 2013 data for this report.

coordination components, mayor or city or county executive commitment to afterschool coordination, and funding levels over the past five years.)<sup>15</sup> Tests of statistical significance were performed for each cross-tabulation.<sup>16</sup> Any findings that were statistically significant with  $p$  values of  $\leq .05$  are noted in the tables (see Appendix A).

Given the small number of cities in the Adoption sample, there is minimal reporting of quantitative data from the Adoption survey. Data from the six survey respondents are reported as simple frequencies instead of percentages. Qualitative analyses identified themes related to the adoption, expansion, and success of afterschool coordination. Those themes are described in the Adoption Study Findings section of this report accompanied by illustrative quotes from anonymized survey respondents.

The main limitation of both studies is small sample sizes. Cell sizes in cross-tabulations are even smaller. Consequently, study findings should be interpreted with caution. In addition, it is important to understand that the 2020 survey findings (other than those related to prevalence) are for cities implementing some coordination strategies in 2013, and therefore the findings cannot be generalized to all U.S. cities.

## The Case for Afterschool Coordination

As mentioned in the introduction to this report, afterschool coordination is a strategy designed to increase children’s access to high quality out-of-school-time programming by coordinating the work of major afterschool stakeholders in a city—afterschool providers, government leadership and agencies, private funders, higher education, and others involved in afterschool programs—thereby reducing the fragmentation that has generally characterized afterschool, summer, and extended learning programs. Stakeholders may vary depending on the city. Coordinated system-building is seen as particularly beneficial in under-resourced urban settings.<sup>17</sup> Cities that have undertaken efforts to coordinate afterschool provision have been shown to improve program

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### WHAT IS AFTERSCHOOL COORDINATION?

Afterschool coordination is a strategy designed to increase children’s access to high quality out-of-school-time programming by coordinating the work of major afterschool stakeholders in a city.

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<sup>15</sup> No correlation was found in a cross-tabulation of city size and child poverty for the 57 cities still coordinating in 2020, indicating that these variables were measuring different factors ( $p=.17$ ).

<sup>16</sup> Chi squared tests were conducted for each cross-tabulation.

<sup>17</sup> Jennifer McCombs, Anamarie Whitaker, and Paul Yoo. *The Value of Out-of-School Time Programs*. Rand Corporation, Perspective, Expert Insights on a Timely Political Issue, 2017. <https://www.rand.org/pubs/perspectives/PE267.html>

quality and facilitate the development of management information systems yielding data for planning and improvement.<sup>18,19</sup>

The current study focused on three key components of afterschool coordination that, based on their system-building initiative in 14 large cities and the accompanying research, The Wallace Foundation has identified as fundamental to afterschool coordination—a coordinating entity, a data system, and quality standards/framework. These are briefly described below.

### COORDINATING ENTITY

In general, a coordinating entity may play a variety of facilitating roles in an afterschool system including guiding its establishment and on-going collaboration—raising funds, goal setting, facilitating the development of standards and data systems, measuring success, and advocating for supportive public policies. The coordinating entity providing leadership generally depends on the local context and different types of entities include a youth-serving organization such as United Way and YMCA, the mayor’s office or a single public agency, the school system, a community foundation, a regional or state youth-serving network, or a direct service provider. Sometimes coordination is facilitated by a network of local partners. A review of 15 afterschool systems concluded that “there is no ‘right’ governance model...”; effective governance models clearly define who is responsible for leadership, oversight, and day-to-day operations; and a system may change its coordinating entity because “governance of an afterschool system should continue to reflect the community’s needs and context.”<sup>20</sup>

### DATA SYSTEMS

Afterschool coordination data systems facilitate data sharing among organizational partners, afterschool providers, and parents for many purposes such as assessing needs, performance management, and continuous improvement and measuring program quality, accountability, and advocacy. Cities have also used data systems to generate current information about program locations and offerings. A study of data systems in the nine cities participating in the

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<sup>18</sup> Tina J. Kauh. *AfterZone: Outcomes for Youth Participation in Providence’s After-School System*. Public/Private Ventures, 2011. <https://www.wallacefoundation.org/knowledge-center/pages/afterzone-outcomes-for-youthparticipating-in-providences-citywide-after-school-system.aspx>

<sup>19</sup> Susan J. Bodilly, Jennifer Sloan McCombs, et al. *Hours of Opportunity: Lessons from Five Cities on Building Systems to Improve Afterschool, Summer School, and Other Out-of-School-Time Programs*. The Rand Corporation, 2010. <https://www.wallacefoundation.org/knowledge-center/pages/summary-hours-of-opportunity.aspx>

<sup>20</sup> Four Points Education Partners. *Governance Structures for City Afterschool Systems: Three Models*. 2018. <https://www.wallacefoundation.org/knowledge-center/pages/governance-structures-for-city-afterschool-systems-three-models.aspx>

Wallace Foundation’s Next Generation Afterschool System-Building Initiative found that creating and sustaining a common data system takes on-going investment in technology; managing staff and brokering stakeholder relationships; and supporting processes (e.g., collecting, interpreting, and using the data to inform the operation of the afterschool system, and meet collective goals).<sup>21</sup>

#### QUALITY STANDARDS/Framework AND ASSESSMENT

High quality programming is necessary for achieving outcomes. In coordinated systems, stakeholders come to agreement both on the definition of quality and the standards/framework that will be used. Systems also agree on the assessments they will conduct and then ensure that assessments are performed. Finally, assessment data must be used for program improvement.<sup>22</sup>

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<sup>21</sup> Spielberger J, Axelrod J, Dasgupta D, Cerven C, Spain A, Kohm A, Mader N. *Connecting the Dots: Data Use in Afterschool Systems*, Chapin Hall at the University of Chicago, 2016. <https://www.wallacefoundation.org/knowledge-center/pages/connecting-the-dots-data-use-in-afterschool-systems.aspx>

<sup>22</sup> HJ Cummins, ed., *Better Together: Building Local Systems to Improve Afterschool*. The Wallace Foundation, NY, 2013, p.11. <https://www.wallacefoundation.org/knowledge-center/pages/better-together-building-local-systems-to-improve-afterschool.aspx>



# SUSTAINABILITY STUDY FINDINGS

## Sustaining Afterschool Coordination

### PRESENCE OF COORDINATION

Out of the 67 cities where we identified a knowledgeable respondent, 57 cities (85%) coordinating in 2013 were still coordinating in 2020, and 10 (15%) were not. Assuming there was no coordination in the eight cities where a respondent was not found, 76% of city systems were sustained and 24% were no longer coordinating.

In addition to afterschool programs, in almost all the city systems (96%) coordinated providers offered summer and expanded learning opportunities during the summer and school vacations in 2013 and 2020. There was a minor increase in the percentage of cities offering expanded learning opportunities (e.g., Saturday or vacation programs), 66% in 2013 vs 70% in 2020.

### HOW MANY CITIES SUSTAINED COORDINATED AFTERSCHOOL SYSTEMS?

**85%** of city systems were sustained

**15%** of cities were no longer coordinating afterschool systems

### BENEFITS OF COORDINATION

When asked about the most important impacts of afterschool coordination on the city, 16 respondents reported that afterschool coordination supported collaboration among stakeholders by reducing competition for the same funding, and 16 reported that afterschool coordination and collaboration enhanced community wellbeing. Respondents in nine cities pointed to coordination enhancing the visibility of afterschool programming, and eight highlighted coordination leading to better program quality. In five cities respondents mentioned the benefits of relationship-building in the community, increased availability of professional development, and better capacity to provide safe afterschool spaces for children.

## City Leader Commitment and Funding, 2013 and 2020

This section of the report describes three of the city characteristics used in the analyses to measure their association with stability and change in afterschool systems—city leader commitment, total funding stability, and the availability of city funding for specific afterschool coordination purposes. The findings are based on the respondents returning surveys in each study year. It should be recognized that the samples are not comparable because some of the cities in the 2013 sample were no longer coordinating in 2020, and others did not respond to the second survey. Thus, the findings provide a broad overview of the status of afterschool

coordination in both years rather than a comparison of the same cities over time. Findings about stability and change among the same group of cities is presented in the section entitled “Sustainability of Afterschool Coordination Components” below.

### CITY LEADER COMMITMENT TO COORDINATION

In the 2013 study, FHI 360 researchers found that commitment by city leaders was advantageous for afterschool coordination. High or moderate commitment was associated with stable or increased funding as well as use of a common data system and/or having quality standards/framework. In more than half the cities, active city leaders/appointees participated at steering or advisory committee meetings, supported the coordinating entity or its board, and/or were liaisons between the coordinating entity and other community partners.<sup>23,24</sup>

In both 2013 and 2020, respondents reported that city leaders were committed to afterschool coordination. In 2013, 68% of mayors or city managers were perceived by respondents to be moderately or highly committed, 70% in 2020 (see Table 3).

**Table 3. Level of Commitment of City Leadership, 2013 and 2020**

	2013	2020
Level of Commitment*	n (%)	n (%)
Highly committed	26 (40%)	19 (43%)
Moderately committed	18 (28%)	12 (27%)
Slightly committed	13 (20%)	7 (16%)
Not at all committed	8 (12%)	6 (14%)
<b>Total</b>	<b>65 (100%)</b>	<b>44 (100%)</b>

\* The 2013 survey asked about commitment of the “current mayor or city manager” and the 2020 survey asked about the commitment of the “current mayor or city or county executive.”

SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

23 Simkin, et al., ii.

24 The 2020 survey did not include a question about how active city leaders, or their appointees, were or their roles.

## FUNDING FOR AFTERSCHOOL COORDINATION

The funding survey question in 2013 asked specifically about city sources of funding over the past five years. Funding for six cities (9%) had increased, but 40 cities (60%) reported that either no city funding supported afterschool coordination or funding had decreased over the past five years. In 2020, the survey question asked about total funding from all sources. Half (51%) of the respondents reported that total funding had increased over the past five years, 20% said levels did not change, and 22% reported that funding decreased (see Table 4).

**Table 4. Change in Level of Funding Over the Past Five Years, 2013 and 2020**

	2013	2020
<b>Level of Funding*</b>	<b>n (%)</b>	<b>n (%)</b>
Increased	6 (9%)	23 (51%)
Remained the same	15 (23%)	9 (20%)
Decreased	23 (35%)	10 (22%)
No funding	17 (25%)	0 (0%)
Don't know	5 (8%)	3 (7%)
<b>Total</b>	<b>66 (100%)</b>	<b>42 (100%)</b>

\* The 2013 survey asked about change in “city” funding, whereas the 2020 survey asked respondents about funding from “all sources.”

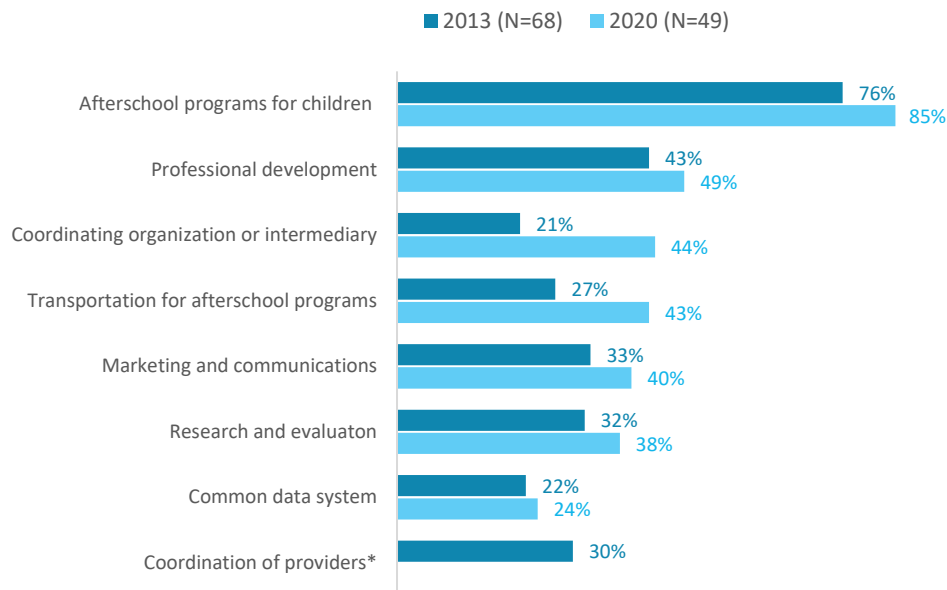
SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

City government funding for afterschool coordination in both 2013 and 2020 was sometimes earmarked for specific purposes (see Figure 4).<sup>25</sup> A very high percentage of afterschool systems received city funding allocated for afterschool programs in both years and there were increases in all categories measured, though in some cases differences were small. The percentage of cities with allocated funding for coordinating organizations or intermediaries increased 23 percentage points from 21% in 2013 to 44% in 2020. Cities with funding for transportation increased 17 percentage points. Somewhat less than half of the cities received funds allocated

<sup>25</sup> Both the 2013 and 2020 surveys had a question about the allocation of city funding for various specific purposes.

for professional development in both years. Fewer cities received funding for marketing and communications, research and evaluation, or common data systems.

**Figure 4. Percentage of Cities Receiving City Funding Allocated for Specific Purposes, 2013 and 2020**



\* “Coordination of providers” was not a response option in the 2020 survey.

SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

Respondents in our study noted that funding was often dependent on priorities of the current city or county leader. In response to an open-ended survey question about the impact of funding on afterschool coordination, three respondents remarked that previous mayors were more committed to afterschool system-building and allocated more funding than they currently received. In three other cities, mayors still in office increased funding and attention to afterschool over time. In one city, a mayor’s new priorities led to afterschool funding that increased “from zero, to \$500K, to \$750K, to \$2 million.” In another four cities, a new mayoral administration contributed more funding than the previous one.

## Sustainability of Afterschool Coordination Components

In this section of the report, we explore the following:

- The presence of and change in the three key coordination components
- The relationship between each key coordination component and city characteristics

- The relationship between the number of coordination components and city characteristics
- Change in number of coordination components between 2013 and 2020
- Change in each coordination component between 2013 and 2020

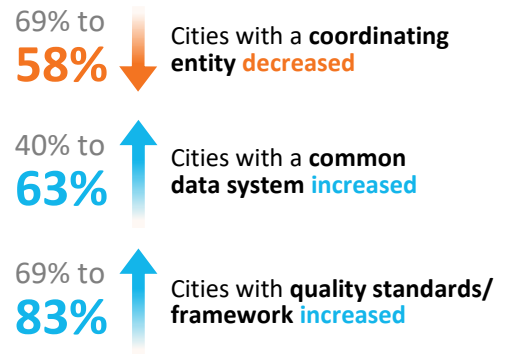
In 2013 we conducted analyses that explored the relationship between specific coordination components and city characteristics. The characteristics used in the current analyses were chosen for several reasons including the following:

- In 2013, city leader commitment was found to have a statistically significant positive association with having a common data system or using quality standards/framework. Given this relationship, we hypothesized there might also be an association between commitment and the stability or change of components in 2020.
- In 2013, cities with higher child poverty rates had more coordination components compared with cities with lower rates.

The findings presented in this section of the report are based on the comparison of the same 49 cities that provided data in both 2013 and 2020. It should be noted that some respondents did not answer some of the questions, and therefore the sample size in each table (or within a given table) may vary. While statistical tests to determine the significance of the relationship between cross-tabulation variables were conducted for all cross-tabulations, the cell sizes were often very small (i.e., 5 or fewer). Therefore, results that were statistically significant at  $p \leq .05$  were seldom detected. The few instances where results were statistically significant have been noted accordingly. However, given the small sample size and resulting smaller cell sizes, these findings could be of no practical significance. (Tables containing data for cross-tabulations can be found in Appendix A.)

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**WAS THERE A CHANGE IN THE PROPORTION OF CITIES WITH EACH COORDINATION COMPONENT?**



**PRESENCE AND CHANGE IN EACH OF THE THREE COORDINATION COMPONENTS**

More than half of the cities had each key component in both 2013 and 2020 except for the 40% of cities having data systems in 2013. Although the percentage of cities with a coordinating entity decreased 11 percentage points between 2013 and 2020, there was a 23-percentage

point increase in cities with common data systems, and a 14-percentage point increase in cities with quality standards/framework (see Table 5).

**Table 5. Cities with Key Afterschool Coordination Components, 2013 and 2020**

	2013	2020
Coordination Components	n (%)	n (%)
Coordinating entity	31 (69%)	28 (58%)
Common data system	18 (40%)	29 (63%)
Quality standards/framework	31 (69%)	38 (83%)

SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

#### RELATIONSHIP BETWEEN EACH KEY COMPONENT AND CITY CHARACTERISTICS IN 2020

The analysis sought to determine whether there was any correlation between three city characteristics—commitment of city/county leadership to coordination, status of funding from all sources over the past five years, and allocation of city funding for specific key coordination components. The findings below highlight those that were statistically significant. (The full analyses can be found in Tables A-1–A-3.)

- The relationship between commitment of city leadership and presence of common data system was statistically significant. Eighty-three percent of cities with a common data system had high or moderate commitment of the city leader compared to 17% with slight or no commitment. The relationship between commitment of city leadership and having a coordinating entity or having quality standards/framework was not statistically significant (see Table A-1).
- The relationship between afterschool systems where total funding had increased over the past five years and presence of quality standards/framework was statistically significant. Funding had increased over the past five years for 65% of cities with quality standards or framework compared to 18% with stable funding, and 18% experiencing decreased funding. Relationships between change or stability in funding over the past

#### WHAT CITY FACTORS WERE ASSOCIATED WITH PRESENCE OF KEY COMPONENTS IN 2020?

##### Coordinating entity

No association with city factors

##### Common data system

City or county leader commitment

##### Quality Standards

Increase in funding over the last 5 years

five years and presence of a coordinating entity or common data system were not statistically significant (see Table A-2).

## RELATIONSHIP BETWEEN NUMBER OF KEY COMPONENTS AND CITY CHARACTERISTICS IN 2020

The 2020 study also explored whether there was a relationship between extent of coordination in city systems, and four city variables—population, child poverty level, commitment of the mayor or city or county executive, and stability of funding over the past five years.

We compared cities with all three coordination components to cities having fewer (0, 1, or 2) components. The findings of these analyses follow (see Tables A-4 through A-7).

- There was a statistically significant relationship between city size and extent of coordination. A higher proportion of large cities (500,000 or more) had all three components compared to cities with populations between 100,000 and 499,999 (68% vs 32%, respectively) (see Table A-4).
- There were no statistically significant relationships between poverty rates or commitment of the mayor or city or county executive and the number of coordination components in an afterschool system (see Tables A-5 and A-6).
- There was a statistically significant relationship between stability and change in city funding over the past five years and the number of coordination components. A higher proportion of cities that saw an increase in funding for afterschool coordination over the past five years had all three coordination components compared to cities whose funding remained the same or decreased over the past five years (72% vs. 22% and 6% respectively) (see Table A-7).

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### WHAT CITY FACTORS WERE ASSOCIATED WITH HAVING ALL 3 COMPONENTS IN 2020?

City size

Increase in funding over the last 5 years

## INCREASE, STABILITY, AND DECREASE IN NUMBER OF COMPONENTS BETWEEN 2013 AND 2020

As shown in Figure 5, the number of cities with none of the key coordination components was 11% in both 2013 and 2020.<sup>26</sup> The proportion of cities with just one component decreased.

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<sup>26</sup> The screening question provided examples of coordination strategies in addition to data systems and quality standards that included convening multiple providers and stakeholders, conducting a needs assessment, and jointly developing strategies to increase student enrollment and attendance.

The percentage with two components remained essentially the same and there was an 11% increase in the proportion of cities with three components.

**Figure 5. Percentage of Cities that had 0, 1, 2 and 3 Coordination Components, 2013 and 2020**

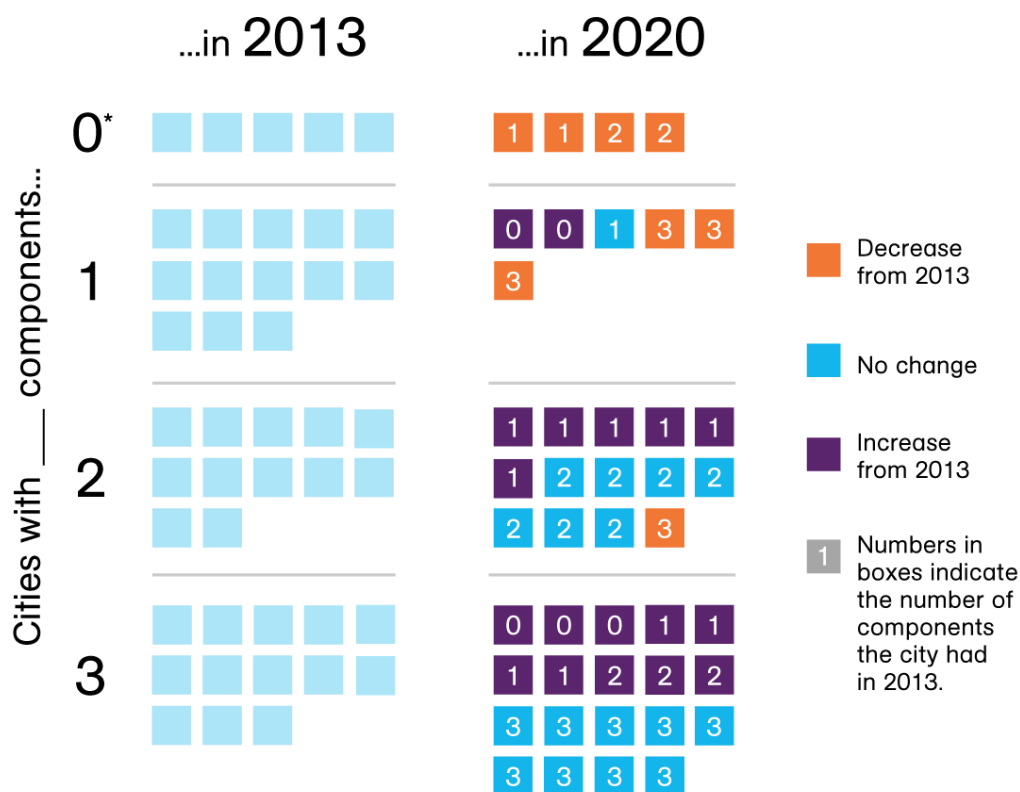


SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

The next step in our analyses was to explore stability and change in the number of components in the paired sample over time. There was stability in the number of components for 17 (40%) cities, increases in 18 (42%), and decreases in eight (19%). Five cities with none of the key coordination components in 2013 had one or more in 2020. Two cities increased to one component, and three cities increased to three components. Six cities with one component in 2013 increased to two in 2020. Ten cities with fewer than three components in 2013 increased to three in 2020 (see Figure 6).



Figure 6. Stability and Change Among Cities with 0–3 Coordination Components, 2013 to 2020



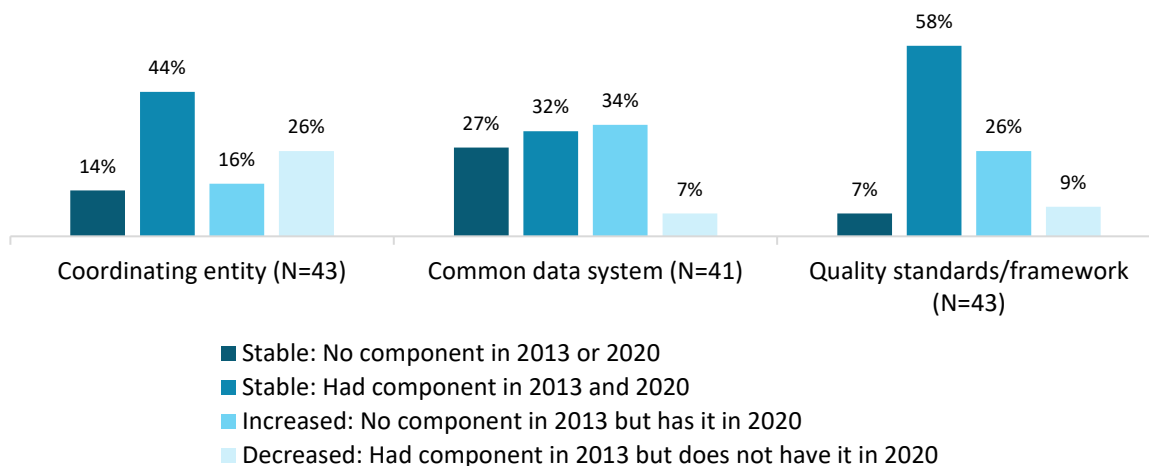
\* Some coordinated afterschool systems reportedly had none of the key components in 2013.  
 SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

### INCREASE, STABILITY, AND DECREASE OF EACH TYPE OF COMPONENT BETWEEN 2013 AND 2020

As shown in Figure 7, we found substantial gains in the percentage of cities that added a common data system (34%) and quality standards/framework (26%). The component with the biggest decrease between 2013 and 2020 was coordinating entity with a decrease experienced by 26% of cities.

Forty-four percent of cities with coordinating entities in 2013 still had them in 2020 and 16% of cities added a coordinating entity. A third of cities (34%) added data systems, while a similar percentage (32%) of cities sustained data systems. Seven percent no longer reported having a data system. A quarter of cities (26%) added quality standards/framework, 58% sustained them, and 9% of cities no longer had common quality standards/framework. The percentage of cities that did not have specific components either year ranged from seven percent (quality standards) to 27% (data systems).

**Figure 7. Percentage of Cities with Stability or Change in Each Coordination Component, 2013 to 2020**



SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

### RELATIONSHIP BETWEEN STABILITY AND CHANGE IN COMPONENTS AND CITY CHARACTERISTICS

To explore the relationship between stability and change in coordination components and city variables, we created a variable consisting of numbers of cities, increasing, sustaining, and decreasing components between 2013 and 2020.<sup>27</sup> There were no statistically significant correlations between city characteristics and stability or change in components between 2013 and 2020. As noted previously, this may have been due in part to the small numbers of cities in our paired sample (see Table A-8).

### Other Coordination Component Characteristics and Strengthening Factors

This section of the report describes some of the attributes of the coordination components with comparisons between 2013 and 2020. We have also included findings about respondents’ perceptions of the impact of funding on each component and their views about enabling factors that have strengthened the components to date. As in the previous section, findings in this section are based on analyses performed on the paired sample (i.e., the same 49 cities

<sup>27</sup> Cities without a specific coordination component in either year were excluded from the analysis because cities never having the component may be very different than the ones with components.

responding to the surveys in 2013 and 2020.) We derived the percentages presented below using the number of respondents answering each item as the denominator (n), which may vary from item to item due to nonresponse. The findings described in “Benefits of [each coordination component]” below, were distilled from responses by survey participants who chose to answer any of the open-ended questions.

## COORDINATING ENTITIES

*Prevalence.* As previously noted in Table 5, the majority of cities with afterschool coordination in 2013 and 2020 reported having a coordinating entity (69% and 58%, respectively).

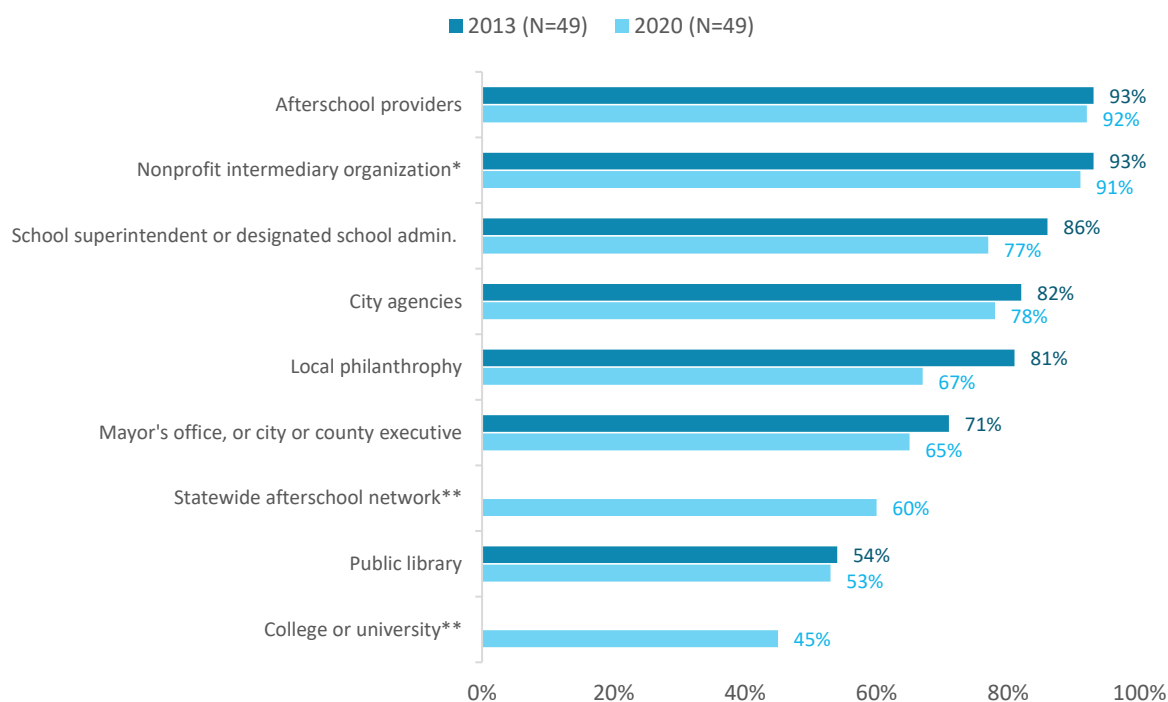
*Organizational home of the coordinating entity.* In both 2013 and 2020, intermediary organizations established specifically for the purpose of leading the afterschool coordination initiative or other local nonprofits were most frequently the organizational homes, with 52% of cities reporting such in 2013 and 44% in 2020. Roughly the same percentage of mayors’ offices and city agencies served as the organizational home in both years (29% in 2013 and 26% in 2020). School districts rarely served as the home of the coordinating entity (see Table A-9).

*Stakeholders and Number of Organizations Being Coordinated.* As shown in Figure 8, stakeholders from multiple sectors participated in afterschool coordination. In both 2013 and 2020, over half of all the cities involved stakeholders in afterschool coordination from each of the groups named in the survey’s fixed responses to the question. Of the two stakeholder groups that were added to the 2020 survey, only colleges and universities participated in afterschool coordination in less than half of the cities.

When we compared the stakeholder categories participating in the coordination of afterschool programs, we found decreases in all stakeholder categories, with only local philanthropy and school superintendents or administrators decreasing by more than 10 percentage points.

The average number of afterschool provider organizations or agencies being coordinated in the cities was 65 in both 2013 and 2020.

**Figure 8. Percentage of Cities Involving Selected Stakeholders in Afterschool Coordination, 2013 and 2020**



\* In 2013 the response category was “nonprofit organizations” and in 2020 the response categories were “nonprofit intermediary organization” and “other nonprofit organization(s).” The 2020 responses were consolidated in this figure.  
 \*\* Two other categories were added to the 2020 survey “Statewide afterschool network” and “College or university.”  
 SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

**Benefits of coordinating entities.** According to respondents in 17 cities, having a coordinating entity strengthened the afterschool system by recruiting new local afterschool providers and forging relationships among all afterschool providers. The coordinating entity also facilitated partnerships with universities and state and local government entities as well as building relationships with external professional development providers. Respondents also acknowledged the role of the coordinating entity in advocating for afterschool resources. As one respondent stated, leadership and support provided by the coordinating organization “pushed the need [for afterschool programming] forward.”

Respondents in 13 cities reported that the efforts of a coordinating entity secured professional development resources and opportunities

**WHAT DID RESPONDENTS REPORT AS THE BENEFITS OF HAVING A COORDINATING ENTITY?**

Forging relationships among afterschool providers

Establishing new partnerships with public and nonprofit organizations

Advocating for resources

for afterschool organizations. Coordinating entities helped partners access resources from the David P. Weikart Center for Youth Program Quality, Every Hour Counts Learning Community, CitySpan, Advancing Youth Development, and others. According to one respondent, access to professional development through a coordinating entity “enabled us to learn from some of the best in the field on what it takes to build consensus and better coordinate between providers.”

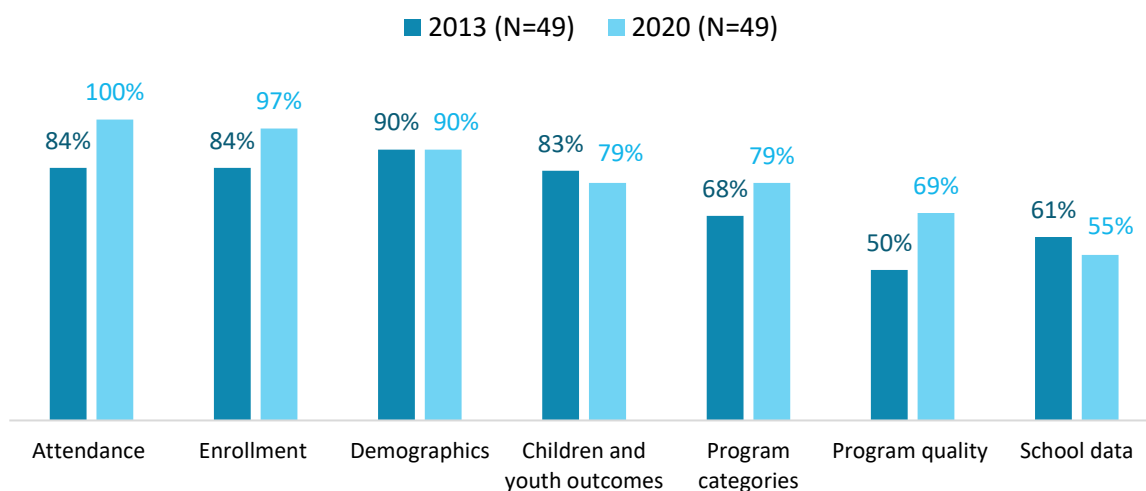
## COMMON DATA SYSTEMS

*Prevalence of common data systems.* Between 2013 and 2020, the percentage of cities with a common data system increased from 40% to 63% (see Table 5).

*Types of information collected by common data systems.* Cities with common data systems collected information about a variety of topics (see Figure 9). Compared to cities in 2013, more cities in 2020 collected information in all categories listed in the survey question, except children and youth outcomes, school data, and demographics. There was a greater than 10 percentage point increase between 2013 and 2020 in systems generating data on attendance, enrollment, program quality, and program categories (e.g., activities such as homework help, arts, and STEM).

While cities collecting school data decreased by six percentage points, the finding that more than half of the cities were able to access school data with their systems, in both years, was notable given the difficulties entities outside the school systems frequently have obtaining such data.

**Figure 9. Percentage of Cities whose Common Data Systems Provide Various Types of Data, 2013 and 2020**



SOURCES: FHI 360, 2013 Afterschool Coordination Survey and 2020 Afterschool Sustainability Survey

*Supports that strengthened development and/use of a common data system.* Having a common data system enabled cities to collect data using common definitions, expand the amount of data collected, and conduct data-informed evaluations. According to respondents in six cities, adequate funding was a prerequisite for both establishing and maintaining these data systems. Respondents from seven cities without a common data system reported that the primary obstacle was lack of funding. “We don’t have a singular data system for OST... [But] we

“Data systems are very expensive...We need the help of collective agencies or funders to help absorb the cost.”

—Survey participant

would love to have an integrated and comprehensive data system (which the funding doesn’t cover, as it would cost many millions of dollars).” Another respondent noted the value of cost-sharing. “Data systems are very expensive, especially for an individual agency to absorb...We need the help of collective agencies or funders to help absorb the cost.”

In cities that implemented a common data system, the enabling factors supporting development, besides funding, included the availability of outside expertise and the ability to access existing state or school district data systems. One respondent wrote, “Having a partnership of funders, nonprofits, and a university to guide the data system has been critical.” Whether external expertise and guidance came from a contractor, the state afterschool network, or local partners, respondents said that “awareness of other systems, strengths and challenges, or tradeoffs” was important to choosing and implementing a common data system.

“Having a partnership of funders, nonprofits, and a university to guide the data system has been critical.”

—Survey participant

Feedback from local partners on “what data, data collection, and reporting processes are worth their time and effort” proved crucial in seven cities. In three, training for local providers about data collection and evaluation helped partners use their common data systems more effectively. As a respondent in one of these cities explained, “Unfortunately, using data is not an easy skill for all the staff in afterschool programs. Having a staff member or team of people who continually bring up the data and show our partners how to use it on a regular basis has been essential.”

Ten cities were still looking for an appropriate and affordable system. According to one respondent, “We are in search of more affordable, yet rich-in-features system and will need to work towards securing funds for that.” Some cities had considered a data system but abandoned the search because of cost. Other barriers mentioned by respondents included lack of time to develop and maintain a data system and questions about who would own and manage the system.

## QUALITY STANDARDS/Framework AND ASSESSMENT

*Prevalence of quality standards/framework and assessment.* As shown in Table 5, there was a 14-percentage point increase in sustaining cities using a common set of quality standards or quality framework, from 69% in 2013 to 83% in 2020. Three of the eight sustaining cities that had not yet adopted quality standards/framework were in the process of developing them.

*Use of quality assessment tools.* There was a large increase in the percentage of city afterschool systems using quality assessment tools between 2013 and 2020 (62% vs 90%, respectively) (see Table B-3). One of the two afterschool systems not using a quality assessment tool at the time of the 2020 survey was in the process of developing one.

*Supports that strengthened the development and/or use of quality standards/framework and assessment.* A few of the respondents in the cities with quality standards/framework reported that the availability of funding allowed them to adopt tools developed by an external source for assessing quality. Five respondents reported that funding specifically for quality standards/framework allowed them to assess the quality of more afterschool sites. One of these cities, for example, reported having expanded the number of afterschool programs assessed from 10 in 2015 to 37 in 2019. Another reported that the number of sites assessing quality increased from 17 to 130 sites over the past several years.

Respondents in 12 cities reported using the quality assessment process to drive learning and quality improvement among afterschool partners. According to one respondent, “We utilize the quality standards to help look at our sites through a continuous quality improvement lens.” In one city for example, the state standards-driven quality assessment and improvement plan, implemented with the help of evaluators from a local university, was intended to “raise the quality of care in ways that improve youths’ health and safety, promote academic success, and enhance their social and emotional development.” Using quality standards/framework and tools could also promote a “common lens and language for youth development, youth leadership, social and emotional learning, civic engagement, and family engagement for use by [the coordinating entity] and its funded programs.” By contrast, in one city that funded

Quality standards/framework can provide a “common lens and language for youth development, youth leadership, social and emotional learning, civic engagement, and family engagement for use by [the coordinating entity] and its funded programs.”

—Survey participant

widespread quality assessments, the information generated did not lead to major quality improvements. According to this respondent, “The quality standards and assessment funding is taking the biggest hit, as the investment in this process has been hefty and the outcomes are just not significant enough to convince funders that the investment is worth it.”

Many respondents in cities using common quality standards/framework or assessments obtained them from an outside source. Doing so saved the effort and expense of developing their own quality assessment standards and

assessments and provided access to validated instruments and broader data sets. In four cities, use of a particular quality standards framework was required by a funder such as the school district or a city or county agency. Respondents in four cities described using quality standards established at the state level, and another 13 had adopted a quality framework from an external nonprofit organization. Respondents in 11 of these cities reported using the David P. Weikart Center for Youth Program Quality’s Youth Program Quality Intervention.<sup>28</sup> One respondent listed the reasons their city adopted this framework. “The standards have already been created, the training modules have already been established, and there is also a rating system, data entry system, and quality improvement process with Weikart. We did not create these quality standards or processes; we bought into something that had already been created.” Another respondent noted, “It has credibility in this community and a great deal of buy-in from internal and external stakeholders.” Respondents in two cities that had used the

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<sup>28</sup> According to their website, the David P. Weikart Center for Youth Program Quality provides training and technical assistance to help youth programs establish quality improvement systems which incorporate assessment, improvement plans, and targeted supports. The *Youth Program Quality Intervention* is a data-driven continuous improvement model for afterschool systems, designed to be deployed in stages, building on local capacity. <https://forumfyi.org/work/the-weikart-center/>



Weikart framework for a long time appreciated that it could be customized to their local context.

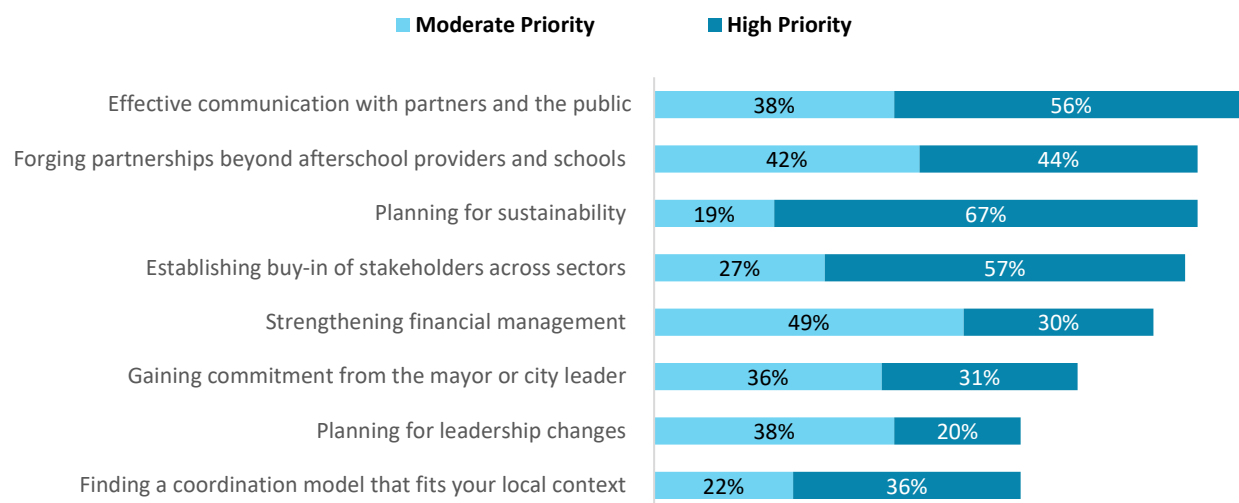
## Respondents’ Recommendations about Future Afterschool Coordination Support

The 2020 sustainability study survey collected respondents’ suggestions about topics that would help strengthen their ongoing afterschool coordination efforts “if information, external expertise, or other supports were available...” Three similar survey questions covering leadership, common data systems, and quality standards and assessment included a list of topics with an “other” category where respondents could offer additional recommendations.

### COORDINATION LEADERSHIP SUPPORT

A survey question asked respondents to assign a priority rating to a list of topics designed to strengthen current leadership or anticipate leadership changes in their system — “if information, external expertise or other supports were available.” A majority of respondents rated all eight topics as a moderate or high priority (see Figure 10 and appendix table B-4). The three topics rated by the most cities as high priority were: planning for sustainability, establishing buy-in of stakeholders across sectors, and effective communication with partners and the public.

**Figure 10. Cities' Ratings of Topics that Would Strengthen Leadership in Afterschool Coordination Effort, 2020 (N=49)**



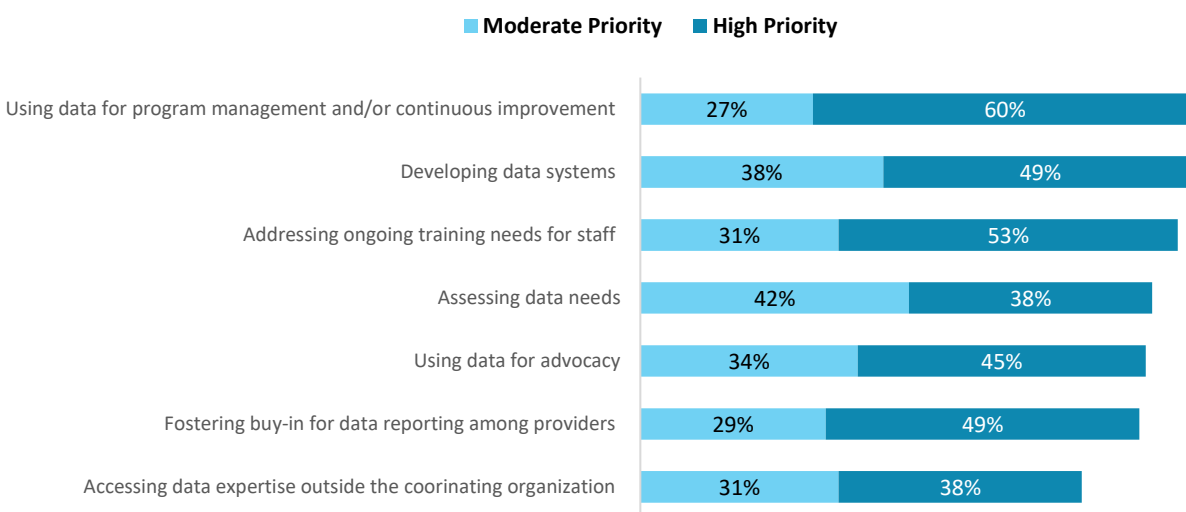
SOURCE: FHI 360, 2020 Afterschool Sustainability Survey

## COMMON DATA SYSTEMS SUPPORT

A majority of respondents rated all topics listed in the survey question regarding strengthening the development and use of a common data system as a moderate or high priority.

The following four topics were rated by the most cities as high priority: using data for program management or continuous improvement, addressing ongoing training needs for staff, developing data systems, and fostering buy-in for data reporting among providers (see Figure 11, and appendix table B-5).

**Figure 11. Cities' Ratings of Topics that Would Strengthen Development and Use of a Common Data System, 2020 (N=49)**

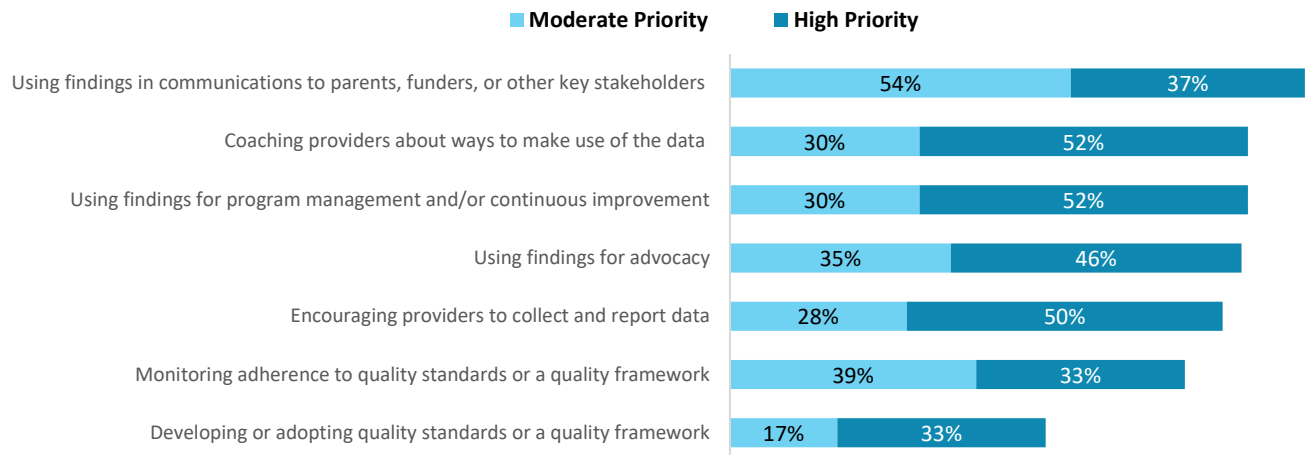


SOURCE: FHI 360, 2020 Afterschool Sustainability Survey

## QUALITY STANDARDS/Framework AND ASSESSMENT SUPPORT

As shown in Figure 12, a majority of respondents also rated each of seven topics listed in the survey question as a moderate or high priority (see Table B-6). The three topics rated by the most cities as high priority were: coaching providers about ways to make use of the data; using findings in communications to parents, funders, or other key stakeholders; and encouraging providers to collect and report data.

**Figure 12. Cities' Ratings of Topics that Would Strengthen Development and Use of Quality Standards and Assessment, 2020 (N=49)**



SOURCE: FHI 360, 2020 Afterschool Sustainability Survey

One respondent remarked that all the topics in the survey question were important; however, the relevance of each of the supports depended on the needs of the system at any point in time.

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## Cities Where Afterschool Coordination Was Not Sustained

As mentioned earlier, there was no coordination in 10 of the 67 cities (15%) where researchers could contact someone who was knowledgeable about the afterschool landscape in their city. There were another eight cities where we could not identify knowledgeable contacts and where it was likely there was no coordination. Six of the 10 cities had populations of 100,000 to 249,999, three cities had populations of 250,000 to 499,999, and the population of one city was over 500,000. The child poverty rates in the ten cities were as follows: three cities had rates below 20%, five cities had rates were between 20 and 40%, and two cities had rates above 40%.

Brief conversations with the respondents who stated there was no longer afterschool coordination in their cities revealed reasons including leadership turnover and associated changes in priorities (four cities); lack of funding (four cities); and afterschool systems were subsumed within broader collective impact initiatives (two cities).

Researchers reviewed the 2013 data for the 10 cities to get a sense about their coordination at that time. Because the number of cities was small, one can only speculate about the meaning of these findings.

- In 2013, two cities had no coordination components, six had one coordination component, and one city each had two and three coordination components.
- Respondents from five city afterschool systems reported quality standards or framework, five indicated they had a coordinating entity, and only one had a common data system.
- Respondents in five cities reported there was a moderate or high level of commitment from the mayor/city or country executive, and five cities had slight or no such commitment.
- In four cities, funding for afterschool coordination from city sources had decreased over the previous five years. Four cities did not have any city funding for coordination, and in two cities funding levels remained the same. There were no reports of funding increases in any cities that stopped coordination.
- While seven out of 10 city afterschool systems had city funding specifically allocated for afterschool programs for children, none of the ten cities had received city funding allocated for developing or strengthening a common data system or for coordination of providers.

## ADOPTION STUDY FINDINGS

### Characteristics of Afterschool Coordination in Adoption Cities

#### PRESENCE OF COORDINATION

Out of the 34 cities in the adoption sample where researchers identified a knowledgeable respondent, 14 cities (41%) had undertaken new coordination efforts since the baseline study and 20 cities (59%) had no afterschool coordination. If we assume that there was no coordination in the 16 cities where we could not identify a respondent, 28% of cities were coordinating and 72% were not. Cities without afterschool coordination in 2013 reporting coordination in 2020 are referred to as “adoption cities.”

Most of the 34 cities in the adoption sample were small to moderate size. Among the 20 cities not coordinating, all but one had populations below 500,000. Among the 14 cities with coordination, 12 had populations below 500,000 and two above. Eleven cities had child poverty rates of less than 30%, and three cities had higher child poverty rates.

The findings presented in this section are based on survey responses from six of the 14 respondents in adoption cities who returned surveys in 2020. Findings are drawn from frequencies for fixed-response questions and analyses of responses to open-ended questions. The findings presented in this section of the report are descriptive and are not generalizable due to the small sample size.

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**HOW MANY CITIES  
ADOPTED  
AFTERSCHOOL  
COORDINATION  
BETWEEN 2013  
AND 2020?**

**41%** of the  
34 cities  
where a knowledgeable  
respondent was  
identified.

#### COORDINATING ENTITY

Among adoption cities, having a coordinating entity was more prevalent than having either of the other two key coordination components. Respondents in all six cities with coordination reported the presence of a coordinating entity including four that had one since the beginning of their coordination work. Moreover, respondents in five adoption cities reported convening an interagency task force to kick start collaborative efforts. In 2018, for example, one city brought together a workgroup “to explore how we could improve our program model. This group consisted of key stakeholders from [the coordinating entity], public schools, the city, county, the philanthropic community, parent organizations, and community and faith-based organizations.” In three cities, initial taskforces and ongoing collaboration extended beyond the city to the county or regional level, and in one border city, international partners.

## COMMON DATA SYSTEM

Respondents in three of the six cities reported using a common data system, and financial support from local funders was crucial in two. In the three cities with common data systems, respondents described using their data for evaluation and monitoring progress. As a respondent in one of these cities explained, “We pride ourselves on being very data-driven. Each fall we conduct a process and outcome evaluation and use those findings to determine quality improvement priorities and program goals for the following year.” One afterschool system obtained a dedicated grant to build and operate a common data system. The

“Local funders only supporting organizations that participate in the collaborative effort has been the most beneficial for improving the use of a common data system.”

—Survey participant

respondent explained, “A significant financial investment for two to three years by a local funder helped to get the database up and running.” One respondent, remarking on the value of professional development for data systems, said: “As a result of our professional development, [afterschool] providers are able to increase their impact.”

Respondents in cities that did not have or struggled to implement a common data system reported barriers such as the lack of dedicated funding, the absence of robust data sharing agreements, and a lack of incentives for partner buy-in to a common database. Two respondents suggested there would be more widespread uptake of shared data systems if funders made the use of such systems a condition of funding. One respondent who noted that funder requirements could impact data system development said: “Local funders only supporting organizations that participate in the collaborative effort has been the most beneficial for improving the use of a common data system.”

## QUALITY STANDARDS/Framework

Respondents in five cities reported using quality standards/framework. Respondents in two of these cities reported their system had adopted or adapted their statewide afterschool network’s quality standards/ framework and the remaining three cities used standards from

“As a result of our professional development, [afterschool] providers are able to increase their impact.”

—Survey participant

national nonprofits, including two cities using the “Weikart model.” One respondent reported their use of quality standards was tied to a recent statewide focus on social and emotional learning outcomes. Respondents in three of the five cities using quality standards/framework reported offering professional development on those standards to providers, coordinating entity staff, and in one city, school district staff.

## OTHER FINDINGS

All cities that adopted coordination between 2013 and 2020 had various features in common, including support from multiple community partners and slightly or moderately committed mayors or city leaders; interestingly, no respondents in the Adoption study reported highly committed city leadership. Four reported their system emphasized identifying, disseminating, and using research-based practices to shape their approach to afterschool delivery and coordination.

## CONCLUSIONS

### Summary of Sustainability Study Findings

This study was a follow-up to FHI 360's research about the extent of citywide afterschool coordination in large cities in 2013. The current study was designed to find out how many of the cities still had afterschool coordination. We then explored change and stability in the sustaining afterschool systems. Coordination was examined in three ways: the extent to which systems adopted all three key coordination components identified in the research as fundamental for system development and effectiveness; whether the overall number of coordination components in a city increased, decreased, or remained the same; and the extent of change or stability separately for each of the three. We conducted analyses of the relationship between stability and change overall and in individual components with city leader commitment to afterschool coordination and funding levels over the past 5 years overall and current funding for selected purposes.

Two analytical methods were used. One allowed us to compare 67 cities that responded to the survey in 2013 to 49 cities that responded in 2020. This provided findings about the status of afterschool coordination when we compared some of the characteristics of the systems in both years. The second method was used to measure sustainability in the same 49 cities providing data in both 2013 and 2020 (the paired analysis). Survey findings from both analyses should be interpreted with caution because the samples were small. Also, when analyses were conducted using full samples, the 2020 group comprises only those cities from 2013 that were coordinating and completed surveys.

### PREVALENCE OF COORDINATION

The study found that citywide afterschool coordination has been sustained over the past seven years by a majority of large cities. We determined that 85% of cities were coordinating, 76% if we considered cities where no knowledgeable contact could be found as not coordinating. Although the study did not include in-depth interviews in the 10 cities no longer coordinating, reasons appear to involve changes in the priorities of city leadership, lack of financial support, and involvement in new city collective impact initiatives.

### ADOPTION OF ALL THREE KEY COORDINATION COMPONENTS

In 2013, coordination was not always comprehensive, with 29% of cities implementing all three key components. In 2020, 42% of the cities implemented all three components and another 32% implemented two components. Cities with populations over 500,000 were more likely to



have all three components than cities with populations between 100,000 and 500,000. The number of coordination components in 2020 was strongly associated with change in total funding for afterschool coordination over the past five years. A significantly higher proportion of cities experiencing increases in total funding had all three components (72%) in 2020, compared to cities where funding remained the same (22%) or decreased (6%).

#### **OVERALL CHANGE IN NUMBER OF KEY COMPONENTS**

Forty-two percent of cities increased the number of coordination components between 2013 and 2020, 40% remained stable (including nine cities that had all three in both years), and only 19% decreased.

#### **STABILITY AND CHANGE IN EACH OF THE COMPONENTS**

There was an increase in cities with quality standards/framework (69% vs 83%) and common data systems (40% vs 63%), whereas the proportion of cities with coordinating entities declined from 69% in 2013 to 58% in 2020.

One of the most important factors related to afterschool coordination was financial support. In 2020, it was reported that 51% of the cities had an increase in funding from all sources over the past five years. The association between increased total funding and the presence of quality standards in 2020 was statistically significant.

Mayoral/county leader commitment to afterschool coordination continued to be high, with 68% of respondents reporting moderate or high commitment in 2013 and 70% in 2020. Mayoral/county leader commitment continued to be associated with having a common data system but was no longer as important for having a coordinating entity or quality standards/framework.

When we examined each of the three key components in greater depth, several important findings emerged. In both 2013 and 2020, intermediary organizations or local nonprofits most frequently served as the organizational home of coordinating entities, followed by mayor's office and city (public) agencies.

In both 2013 and 2020, a majority of afterschool systems with a common data system collected information about attendance, enrollment, demographics, program offerings, outcomes, school data, and program quality. It is interesting to note that school data was the only category of information that decreased between 2013 and 2020. Nevertheless, the finding in both years that somewhat over half of the cities were able to access school data with their systems was

notable, given the difficulties entities outside the school systems frequently have obtaining such data.

Many cities using quality standards/framework or assessments adopted them from outside sources to obtain a research-based product while reducing the effort and expense of developing their own.

## RESPONDENTS' RECOMMENDATIONS REGARDING SUPPORTS

A majority of respondents appeared to be eager for information, resources, external expertise, or other supports to help them strengthen their work in developing and sustaining each of the coordination components. In most cases, respondents gave a rating of moderate or high priority to all topics listed in survey questions related to each component.

## Summary of Adoption Study Findings

While the Sustainability study was our primary focus, we undertook the Adoption study to explore if cities that were not coordinating in 2013 were doing so in 2020. In 34 of the 50 cities called, a knowledgeable respondent was identified and 41% of these cities reported coordinating afterschool programs. Prevalence of coordination would be 28% if cities where no knowledgeable respondent could be found were counted as not coordinating.

Because only six cities returned surveys, findings should be considered anecdotal. More cities had a coordinating entity than the other two coordination components. Almost all these cities convened an interagency task force to initiate collaborative efforts. In the three cities with common data systems, data was used for evaluation and monitoring progress. Five of the cities used quality standards/framework. In these cities the standards were adopted or adapted from statewide afterschool networks or from national nonprofit organizations. All the adoption cities reported support from community partners and slight or moderate commitment from the mayor or city leader.

## Discussion and Implications

This study focused on sustainability and change in citywide afterschool coordination in large cities between 2013 and 2020. The cities that sustained afterschool coordination at the time of this study had matured and strengthened in a number of important ways discussed in this report. At the same time, as discussed here, findings of the research raise a variety of issues for the field, many of which would benefit from in-depth exploration.

## DECREASE IN CITIES WITH COORDINATING ENTITIES

We were somewhat surprised to learn that one-quarter of the cities that had a coordinating entity in 2013 no longer had one in 2020. This suggests that it might be fruitful to learn about reasons cities no longer had a coordinating entity, whether this is a step in the evolution of afterschool systems or a setback, and how systems assured continued leadership of afterschool coordination.

## OTHER APPROACHES TO AFTERSCHOOL COORDINATION

It was encouraging to see the work of afterschool coordination thriving in a large proportion of cities. We also encountered several other solutions to improving the quality and reach of afterschool programs in the course of attempts to find potential respondents for both the sustainability and adoption studies. A few cities no longer coordinating had incorporated their system-building efforts into municipal collective impact initiatives with broader goals. Afterschool stakeholders participated in these initiatives, but the coordination of afterschool providers was discontinued. Other cities were implementing the Community Schools model, where city schools partnered with community-based organizations to provide the supports and services aligned to the needs of each school but were not coordinating among schools. We also encountered cities that were part of afterschool coordination initiatives at state or county levels.

We became aware that statewide afterschool networks seemed to be playing a larger role in coordination in some cities than we had encountered in 2013. We also found cities where professional development and technical assistance on quality standards were handled on a county or regional level, obviating the need for the city to develop these particular services. The question for state/city/county leaders, afterschool organizations, and funders is what is gained and lost in each of these approaches to afterschool coordination in terms of ensuring quality afterschool programs that improve learning and offer enrichment for children living in marginalized communities.

## NEWLY DEVELOPING COORDINATION SYSTEMS

Fourteen of the 50 cities (28%) that were not coordinating in 2013 had afterschool coordination in 2020. Because the sample was pulled from the 2013 sampling frame, we cannot generalize about the uptake of coordination in large U.S. cities. Nonetheless, it is noteworthy that coordination efforts are still taking root. The field now includes newly developing systems as well as those with solid experience that no doubt would be of great value to those just starting out.

## NEED FOR INFORMATION AND SUPPORTS

The findings in this study concerning the supports that city systems would find useful revealed a desire for information and other supports addressing many aspects of coordination, even among systems that had the strength to sustain over time. The interest in such support was also articulated by the newly coordinating cities in the adoption study. Resources for overcoming barriers to sustained afterschool coordination, including topics related to funding and relationships with city leadership, could be of use for these cities as well as those that have yet to implement afterschool coordination.

## IMPACT OF THE PANDEMIC ON AFTERSCHOOL COORDINATION

Afterschool programming will be especially important as cities come out of the pandemic. Racial/ethnic minority children and youth, and those in other marginalized circumstances, will need social and emotional support and opportunities to make up for the learning loss that has, and will continue to impact these children. It has been suggested that the COVID-19 crisis is prompting resilient organizations to rethink their immediate priorities and adapt to meet the current pressing needs of children and their families. As noted in the preface to this report, The Wallace Foundation staff outreach to the field suggests that intermediary organizations are uniquely positioned to be of service and to continue to advance the importance of afterschool services with policy makers planning for next steps.

## CONFRONTING STRUCTURAL RACISM

Our society has been challenged, most recently by the Black Lives Matter movement, to confront the structural racism that has diminished opportunities for a large segment of our population. It is likely beneficial that afterschool systems have a structure that emphasizes diversity of stakeholders, many of whom understand the importance of addressing issues of equity and justice; know how to build bridges among providers; and can play a pivotal role in developing strategies.<sup>29</sup> As part of the road ahead, systems can ensure that providers have the training and resources to create opportunities for staff and children and youth to understand structural racism, discuss how structural racism plays out in their lives, and develop strategies for responding in positive ways.

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<sup>29</sup> Riehl C, Henig J, Wolff J, Rebell M. Building Impact: A Closer Look at Local Cross-Sector Collaborations for Education. Teachers College, Columbia University, NY, 2019. <https://www.wallacefoundation.org/knowledge-center/pages/building-impact-a-closer-look-at-local-cross-sector-collaborations-for-education.aspx>

## CONCLUDING THOUGHTS

Afterschool systems and providers are in the process of confronting great challenges caused by the COVID-19 pandemic and by renewed acknowledgment that the country must reckon with social injustice and inequality. This study was conducted immediately prior to the full force of both crises; thus, the findings present a picture of progress being made prior to these two events. The findings suggest important aspects of system-building that might be instructive for the next steps in reconfiguring and rebuilding the provision of afterschool services in large cities. While we can only speculate about the extent of the long- and short-term impact of the current challenges faced by the afterschool field, this study gives us reason to believe that cities with coordinated afterschool programs will be in a better position to weather these times because of their shared vision, collective wisdom, standards of quality, and ability to collect and use data to assess need and plan for the future.

## APPENDICES

## Appendix A: Supplemental Tables for the Sustainability Study

Orange arrow (▶) indicates statistically significant findings.

**Table A-1. Relationship Between Mayor or County Executive Commitment and Key Coordination Components, 2020**

	High and Moderate Commitment	Slight and No Commitment	Total
Coordinating entity - Yes	19 (70%)	8 (30%)	<b>27 (100%)</b>
Coordinating entity - No	11 (69%)	5 (31%)	<b>16 (100%)</b>
▶ Common data system – Yes*	24 (83%)	5 (17%)	<b>29 (100%)</b>
▶ Common data system – No*	7 (47%)	8 (53%)	<b>15 (100%)</b>
Quality standards - Yes	25 (69%)	11 (31%)	<b>36 (100%)</b>
Quality standards - No	6 (75%)	2 (25%)	<b>8 (100%)</b>

\*p<.05

**Table A-2. Relationship Between Status of Funding and Key Coordination Components, 2020**

	Increased	Remained the Same	Decreased	Total
Coordinating entity - Yes	15 (60%)	6 (24%)	4 (16%)	<b>25 (100%)</b>
Coordinating entity - No	7 (44%)	3 (19%)	6 (38%)	<b>16 (100%)</b>
Common data system – Yes	18 (67%)	5 (19%)	4 (15%)	<b>27 (100%)</b>
Common data system – No	5(33%)	4 (27%)	6 (40%)	<b>15 (100%)</b>
▶ Quality standards – Yes*	22 (65%)	6 (18%)	6 (18%)	<b>34 (100%)</b>
▶ Quality standards – No*	1 (13 %)	3 (38%)	4 (50%)	<b>8 (100%)</b>

\*p<.05

**Table A-3. Relationship between Specific Allocation of City Funding and Key Coordination Components, 2020**

	Specific City Funding	No Specific Allocation	Total
Coordinating entity - Yes	14 (56%)	11 (44%)	<b>25 (100%)</b>
Coordinating entity - No	6 (40%)	9 (60%)	<b>15 (100%)</b>
▶ Common data system – Yes *	11 (46%)	13 (54%)	<b>24 (100%)</b>
▶ Common data system – No *	0 (0%)	11 (100%)	<b>11 (100%)</b>
Quality standards - Yes	NA	NA	<b>NA</b>
Quality standards - No	NA	NA	<b>NA</b>

\* $p < .05$  This finding was of no practical significance.

Note: The 2020 survey did not ask about city funding specifically allocated for Quality Standards, therefore the Table shows this cross-tabulation as not applicable (NA).

**Table A-4. Relationship between Number of Components and Population Size of Cities**

	Population 500,000 or more	Population 100,000–499,999	Total
▶ 3 components*	13 (68%)	6 (32%)	<b>19 (100%)</b>
▶ 0, 1, or 2 components*	8 (29%)	20 (71%)	<b>28 (100%)</b>

\* $p < .05$

**Table A-5. Relationship between Number of Components and Child Poverty Rate**

	Poverty Rate $\geq 30\%$	Poverty Rate $< 30\%$	Total
3 components	5 (26%)	14 (74%)	<b>19 (100%)</b>
0, 1, or 2 components	13 (46%)	15 (54%)	<b>28 (100%)</b>



**Table A-6. Relationship between Number of Components and Commitment of Mayor or County Executive**

	High or Moderate Commitment	Slight or No Commitment	Total
3 components	16 (84%)	3 (16%)	<b>19 (100%)</b>
0, 1, or 2 components	15 (60%)	10 (40%)	<b>25 (100%)</b>

**Table A-7. Relationship between Number of Components and Status of Funding over Last Five Years**

	Increased	Remained the Same	Decreased	Total
▶ 3 components*	13 (72%)	4 (22%)	1 (6%)	<b>18 (100%)</b>
▶ 0, 1, or 2 components*	10 (42%)	5 (21%)	9 (38%)	<b>24 (100%)</b>

\*p<.05

**Table A-8. The Relationship between Stability and Change in Components and City Variables**

	Stable (Had Components in 2013 and 2020)	Increased	Decreased	Total
Child poverty level — high	7 (44%)	5 (31%)	4 (25%)	<b>16 (100%)</b>
Child poverty level — low	10 (37%)	13 (48%)	4 (15%)	<b>27 (100%)</b>
Population ≥ 500,000	7 (37%)	10 (53%)	2 (11%)	<b>19 (100%)</b>
Population < 500,000	10 (42%)	8 (33%)	6 (25%)	<b>24 (100%)</b>
Mayoral commitment — high or moderate	12 (40%)	12 (40%)	6 (20%)	<b>30 (100%)</b>
Mayoral commitment — slight or none	5 (42%)	6 (50%)	1 (8%)	<b>12 (100%)</b>
Stability of funding — increased	8 (38%)	10 (48%)	3 (14%)	<b>21 (100%)</b>
Stability of funding — remained the same	4 (44%)	3 (33%)	2 (22%)	<b>9 (100%)</b>
Stability of funding — decreased	4 (44%)	3 (33%)	2 (22%)	<b>9 (100%)</b>

**Table A-9. Organizational Home of the Coordinating Entity**

Organizational Home of the Coordinating Entity	2013	2020
Intermediary or other local nonprofit organization	16 (52%)	12 (44%)
Mayor's office	4 (13%)	1 (4%)
Single or multiple public agencies	5 (16%)	6 (22%)
Multi-organizational partnership	5 (16%)	1 (4%)
School system	1 (3%)	1 (4%)
Local foundation*	N/A	1 (4%)
State network*	N/A	2 (7%)
Other**	N/A	3 (11%)
Total	31 (100%)	27 (100%)

\* Local foundation and State network response options were added to the 2020 survey.

\*\* Other answers included: national nonprofit; city and board of education; and state afterschool network and multiorganizational partnership.

## Appendix B: Sustainability Survey Frequency Distributions

**Table B-1. Presence of Coordinating Entity**

Quality Standard Status	Don't Know	No	Yes	N	Percent of Cities Responding Yes
Has coordinating entity	1	19	28	48	58%

**Table B-2. Presence of Common Data System**

Common Data System Status	Don't Know	No	Yes	N	Percent of Cities Responding Yes
Has common data system	0	17	29	46	63%
Developing common data system	2	14	1	17	6%
Abandoned common data system	5	9	2	16	13%

**Table B-3. Presence of Quality Standards/Framework, and Assessment**

Quality Standard Status	Don't Know	No	Yes	N	Percent of Cities Responding Yes
Has quality standards/framework	0	8	38	46	83%
Developing common quality standards/framework	1	4	3	8	38%
Uses quality assessment tool	2	2	37	41	90%
Developing quality assessment tool	1	2	1	4	25%

**Table B-4. Topics that Would Strengthen Leadership in Afterschool Coordination Efforts**

Leadership Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Effective communication with partners and the public	1	2	17	25	45	93%
Forging partnerships beyond afterschool providers and schools	1	5	19	20	45	87%
Planning for sustainability	0	6	8	29	43	86%
Establishing buy-in of stakeholders across sectors	3	4	12	25	44	84%
Strengthening financial management	0	9	21	13	43	79%
Gaining commitment from the mayor or city leader	7	8	16	14	45	67%
Planning for leadership changes	5	14	17	9	45	58%
Finding a coordination model that fits your local context	8	11	10	16	45	58%

**Table B-5. Topics that Would Strengthen Development and Use of a Common Data System**

Common Data System Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Using data for program management and/or continuous improvement	1	5	12	27	45	87%
Developing data systems	2	4	17	22	45	87%
Addressing ongoing training needs for staff	1	6	14	24	45	84%
Assessing data needs	2	7	19	17	45	80%
Using data for advocacy	2	7	15	20	44	80%
Fostering buy-in for data reporting among providers	2	8	13	22	45	78%
Accessing data expertise outside the coordinating organization	4	10	14	17	45	69%

**Table B-6. Topics that Would Strengthen Development and Use of Quality Standards and Assessment**

Quality Standards Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Using findings in communications to parents, funders, or other key stakeholders	0	4	25	17	46	91%
Coaching providers about ways to make use of the data	1	7	14	24	46	83%
Using findings for program management and/or continuous improvement	1	7	14	24	46	83%
Using findings for advocacy	1	8	16	21	46	80%
Encouraging providers to collect and report data	3	7	13	23	46	78%
Monitoring adherence to quality standards or a quality framework	2	11	18	15	46	72%
Developing or adopting quality standards or a quality framework	14	9	8	15	46	50%

**Table B-7. Cities with Stakeholders Participating in Afterschool Coordination Efforts**

Participating Stakeholders	Don't Know/ NA	No	Yes	N	Percent of Cities Responding Yes
Afterschool providers	0	4	44	48	92%
Other nonprofit organization(s)	1	8	36	45	80%
City agencies	3	7	36	46	78%
School superintendent or designated school administrator	2	9	36	47	77%
Local philanthropy	3	12	30	45	67%
Mayor's office, or city or county executive	5	11	30	46	65%
Statewide afterschool network	4	13	25	42	60%
Nonprofit intermediary organization	8	11	24	43	56%
Public library	3	18	24	45	53%
College or University	4	19	19	42	45%
Combined Non Profit*	0	4	41	45	91%

\* Other nonprofit organization and nonprofit intermediary organizations combined.

**Table B-8. Average Number of Afterschool Provider Organizations Being Coordinated**

Number of Organizations Coordinated	
Count of cities	47
Average number of organizations coordinated per city	64.5

**Table B-9. Cities with Afterschool Coordination that Offered Summer and Expanded Learning Opportunities**

Other Activities Provided	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Summer programs	1	1	44	46	96%
Expanded learning opportunities	6	8	32	46	70%

**Table B-10. Organizational Home of Coordinating Entity**

Organization Home of Coordinating Entity	Number of Cities	N	Percent of Cities
Intermediary organization or other local nonprofit	12	27	44.4%
Single or multiple public agency(s)	6	27	22.2%
Other (please explain)	3	27	11.1%
State network	2	27	7.4%
Mayor's office	1	27	3.7%
Multi-organization partnership or collaboration	1	27	3.7%
School system	1	27	3.7%
Local foundation	1	27	3.7%

**Table B-11. Information Provided by Common Data Systems**

Common Data System Provided Information	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Attendance	0	0	29	29	100%
Enrollment	0	1	28	29	97%
Demographics	2	1	26	29	90%
Children and Youth Outcomes	0	6	23	29	79%
Program Categories	1	5	23	29	79%
Program Quality	1	8	20	29	69%
School Data	4	9	16	29	55%

**Table B-12. Cities Using a Common Data System for Various Purposes**

Data System Purpose	Not at All	A Little	A Moderate Amount	A Great Deal	N	Percent of Cities Responding Moderate or Great Extent
Program quality improvement	1	4	7	16	28	82.1%
Fulfilling accountability and contract requirements	4	4	7	14	29	72.4%
Planning	2	7	10	9	28	67.9%
Provider evaluation or self-assessment	6	5	9	9	29	62.1%
Providing public information about afterschool programs and locations	6	6	7	9	28	57.1%
Decisions about which afterschool programs will receive funding or other resources	6	7	8	7	28	53.6%
Assessing demand for afterschool programs across neighborhoods	5	10	8	6	29	48.3%
Daily program management (e.g., slots or bus transportation)	6	9	5	8	28	46.4%
Advocacy	8	9	8	4	29	41.4%
Policy change	6	13	8	2	29	34.5%

**Table B-13. Level of Commitment of Mayor or County Executive to Afterschool Coordination**

	Not at All Committed	Slightly Committed	Moderately Committed	Highly Committed	N	Percent of Cities Responding Moderately or Highly Committed
Mayor or county executive commitment	6	7	12	19	44	70%



**Table B-14. Activities with City Government Allocated Funding**

Fund Allocated Activity	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Afterschool programs for children	3	4	39	46	84.8%
Professional development or other support and improvement efforts	5	18	22	45	48.9%
A coordinating organization or intermediary	6	20	20	46	43.5%
Transportation for afterschool programs	6	19	19	44	43.2%
Marketing and communications	8	19	18	45	40.0%
Research and evaluation	8	20	17	45	37.8%
Developing or strengthening a common data system	10	24	11	45	24.4%

**Table B-15. Changes in Total Funding over the Last Five Years**

	Don't Know	Decreased	Remained the Same	Increased	N	Percent of Cities Responding Increase
Change in total funding	3	10	9	23	45	51.1%

## Appendix C: Adoption Survey Frequency Distributions

**Table C-1. Cities with Stakeholders Participating in Afterschool Coordination Efforts**

Participating Stakeholders	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Afterschool providers	0	0	6	6	100%
Other nonprofit organization(s)	0	0	6	6	100%
Nonprofit intermediary organization	0	0	6	6	100%
City agencies	0	1	5	6	83%
Local philanthropy	0	1	5	6	83%
Public library	1	0	4	5	80%
Statewide afterschool network	0	2	4	6	67%
School superintendent or designated school administrator	1	1	4	6	67%
College or university	0	2	3	5	60%
Mayor's office, or city or county executive	0	3	3	6	50%

**Table C-2. Cities Using Selected Coordinating Strategies and Activities**

Coordinating Strategies	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Formed a task force or steering committee to increase coordination and support	0	0	6	6	100%
Brought key stakeholders together to address improved access, student participation and/or quality	0	0	6	6	100%
Worked to improve program quality	0	0	6	6	100%
Worked to make afterschool programs more accessible to students (e.g., program location or transportation)	0	1	5	6	83%
Developed a goal or mission statement about afterschool program coordination	0	1	5	6	83%
Conducted a needs assessment	1	0	5	6	83%
Implemented cross-sector leadership	0	2	4	6	67%
Worked to increase student participation (i.e., frequency or duration)	1	1	4	6	67%
Developed a common data system for afterschool programs	0	3	3	6	50%
Conducted or used market research	2	2	2	6	33%

**Table C-3. Cities with Afterschool Coordination that Offered Summer and Expanded Learning Opportunities**

Other Activities Provided	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Summer programs	0	0	6	6	100%
Expanded learning opportunities	1	0	5	6	83%

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**Table C-4. Number of Afterschool Provider Organizations Being Coordinated**

Number of Organizations Coordinated	
Count of cities	6
Average number of organizations per city	21.67

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**Table C-6. Organizational Home of Coordinating Entity**

Organization Home of Coordinating Entity	Number of Cities	N	Percent of Cities
Mayor's office	0	0	0
Single or multiple public agency(s)	0	0	0
Intermediary organization or other local nonprofit	4	6	67%
Multi-service nonprofit organizations or partnerships (e.g., YMCA)	1	6	17%
Multi-organization partnership or collaboration	1	6	17%
School system	0	0	0
Local foundation	0	0	0
State network	0	0	0
Other (please explain)	0	0	0

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**Table C-7. Topics that Would Strengthen Leadership in Afterschool Coordination Efforts**

Leadership Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Establishing buy-in of stakeholders across sectors	0	0	4	2	6	100%
Planning for sustainability	0	1	1	4	6	83%
Effective communication with partners and the public	0	1	3	2	6	83%
Gaining commitment from the mayor or city leader	0	2	2	2	6	67%
Finding a coordination model that fits your local context	2	1	3	0	6	50%
Forging partnerships beyond afterschool providers and schools	0	3	1	2	6	50%
Strengthening financial management	0	3	2	1	6	50%
Planning for leadership changes	2	2	1	1	6	33%

**Table C-8. Presence of Quality Standard/Framework and Assessment**

Quality Standard Status	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Has quality standards/framework	1	0	5	6	83%
Developing common quality standards/framework	0	0	0	0	0
Use quality assessment tool	0	0	5	5	100%
Developing quality assessment tool	0	0	0	0	0

**Table C-9. Topics that Would Strengthen Development and Use of Quality Standards and Assessment**

Quality Standard Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Coaching providers about ways to make use of the data	0	0	4	2	6	100%
Monitoring adherence to quality standards or a quality framework	0	0	4	2	6	100%
Using findings for program management and/or continuous improvement	0	1	3	2	6	83%
Using findings in communications to parents, funders, or other key stakeholders	0	1	1	4	6	83%
Using findings for advocacy	0	1	1	4	6	83%
Developing or adopting quality standards or a quality framework	1	1	2	2	6	67%
Encouraging providers to collect and report data	0	2	0	4	6	67%

**Table C-10. Status of Common Data Systems**

Common Data System Status	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Abandoned common data system	0	0	2	2	100%
Has common data system	0	3	3	6	50%
Developing common data system	1	1	1	3	33%

**Table C-11. Information Provided by Common Data Systems**

Common Data System Provided Information	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Attendance	0	0	3	3	100%
Enrollment	0	0	3	3	100%
Demographics	0	0	3	3	100%
Children and youth outcomes	0	0	3	3	100%
Program quality	0	0	3	3	100%
School data	0	0	3	3	100%
Program categories	0	1	2	3	67%

**Table C-12. Cities Using a Common Data System for Various Purposes**

Data System Purpose	Not at All	A Little	A Moderate Amount	A Great Deal	N	Percent of Cities Responding Moderate or Great Extent
Daily program management (e.g., slots or bus transportation)	0	0	2	1	3	100%
Program quality improvement	0	0	0	3	3	100%
Decisions about which afterschool programs will receive funding or other resources	0	0	1	2	3	100%
Fulfilling accountability and contract requirements	0	0	0	3	3	100%
Planning	0	1	0	2	3	67%
Provider evaluation or self-assessment	0	1	0	2	3	67%
Advocacy	0	1	1	1	3	67%
Assessing demand for afterschool programs across neighborhoods	0	1	1	1	3	67%
Providing public information about afterschool programs and locations	0	1	2	0	3	67%
Policy change	0	2	0	1	3	33%

**Table C-13. Topics that Would Strengthen Development and Use of a Common Data System**

Common Data System Strengthening Topics	Not a Priority	Low Priority	Moderate Priority	High Priority	N	Percent of Cities Responding Moderate or High Priority
Addressing ongoing training needs for staff	0	0	4	2	6	100%
Using data for program management and/or continuous improvement	0	1	2	3	6	83%
Using data for advocacy	0	1	1	4	6	83%
Fostering buy-in for data reporting among providers	0	1	4	1	6	83%
Accessing data expertise outside the coordinating organization	1	0	4	1	6	83%
Assessing data needs	0	3	2	1	6	50%
Developing data systems	0	4	1	1	6	33%

**Table C-14. Level of Commitment of Mayor or County Executive to Afterschool Coordination**

	Not at All Committed	Slightly Committed	Moderately Committed	Highly Committed	N	Percent of Cities Responding Moderately or Highly Committed
Mayor or county executive commitment	0	3	3	0	6	50%

**Table C-15. Cities with Active Involvement of Mayor or City Manager Appointee**

Quality Standard Status	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Active Involvement of mayor or city manager appointee	1	4	1	6	16.7%



**Table C-16. Activities with City Government Allocated Funding**

Fund Allocated Activity	Don't Know/NA	No	Yes	N	Percent of Cities Responding Yes
Afterschool programs for children	3	0	3	6	50%
Marketing and communications	2	2	2	6	33%
Coordinating organization or intermediary	2	2	2	6	33%
Coordination of providers	3	1	2	6	33%
Professional development or other support and improvement efforts	3	1	2	6	33%
Research and evaluation	3	2	1	6	17%
Transportation for afterschool programs	1	4	1	6	17%
Developing or strengthening a common data system	3	2	1	6	17%

**Table C-17. Changes in Total Funding over the Last Five Years**

	Don't Know	Decreased	Remained Same	Increased	N	Percent of Cities Responding Increase
Funding source status	3	1	1	1	6	17%

## Appendix D: Sustainability Study Screening and Survey Instruments

### Screening Question

Hello *[insert name of participant]*. My name is *[insert name of interviewer]* and I am working on a study of afterschool coordination for FHI 360 with support from The Wallace Foundation.

As you may be aware, The Wallace Foundation is active in the field of afterschool coordination. Your city participated in a national study about afterschool coordination in 2012-2013. Now we are asking for your help with a follow-up to that study.

In afterschool coordination efforts, government agencies, organizations involved in afterschool programs, and private funders often work together to improve access to citywide, high-quality afterschool programs. Strategies often include formal coordination of stakeholders, improving program quality and assessment, and building data systems to inform decision-making.

We are asking for your help in identifying a city leader or administrator who is most knowledgeable about afterschool coordination in *[name city]*. To be more specific, we are not looking for the coordinator of afterschool programs for a city agency, Boys and Girls clubs, or the school system. We are looking for the person who coordinates programs across such providers. Are you the person who is currently leading coordination efforts across multiple afterschool providers in your city?

If respondent is not that person: Ask if there is someone else in the city who is knowledgeable about afterschool coordination and get their contact information.

If respondent is the right person, continue: The initial study, conducted in 2012-2013, identified 77 large cities coordinating afterschool programs. We are now conducting a follow up survey to learn what afterschool coordination currently looks like in these cities. The findings will give cities, professional organizations and funders crucial information on how to strengthen afterschool coordination.

I would like to begin by asking you a question about the status of afterschool coordination in your city so we will know whether to include your city in the current study.

1. As you probably are aware, cities are at various stages of coordinating afterschool programs ranging from those that are not currently planning to coordinate services to those that are implementing coordinated efforts. Strategies for achieving coordination among providers might include convening multiple providers and stakeholders, conducting a needs assessment, jointly developing strategies to increase student enrollment and attendance, establishing standards to improve quality, and implementing data systems to improve decision making.

What statement best characterizes your city's current status in terms of coordinating afterschool programs?

- a. My city is not coordinating afterschool programs nor is it currently planning to do so.
- b. My city is in the initial process of planning to coordinate afterschool programs but has not begun to implement any of the coordination strategies just mentioned. [Repeat strategies if necessary.]
- c. My city has implemented some of the coordination strategies.
- d. My city has a highly coordinated approach to afterschool programs.

**This is all we need to know right now. This study will only include cities where coordination has been implemented. Thank you for your time and interest.**

2. *[To be completed by the FHI 360 interviewer.]* Enter the city:

3. *[To be completed by the FHI 360 interviewer.]* Enter the state:

**We would appreciate your help by completing a confidential survey that will take approximately 15-20 minutes. You can complete it online or we can interview you by phone. Do you have a preference? If you agree to participate we will explain the survey in greater detail.**

**If respondent requests on-line survey: I will send you a link to the survey in an email. I would just like to verify the best email address to use.**

**If respondent requests an interview: Do you have 20-30 minutes now or would you like to schedule the interview for another time?**

4. *[To be completed by the FHI 360 interviewer.]* Enter the city:

5. *[To be completed by the FHI 360 interviewer.]* Enter the state:

## Informed Consent

**Title:** Afterschool Coordination Follow-Up Survey

**Protocol Number:** 1451013

**Sponsor:** The Wallace Foundation

**Principal Investigator:** Ivan Charner

**Address:** FHI 360, 1825 Connecticut Ave., Washington, DC, 20009

**Site:** Online survey

**Study Related Phone Numbers:** (202) 884-8173

### Information about Taking Part in this Research Study

You are being asked to take part in a research study. You were selected as a potential participant because you or someone else from your city was contacted for a previous study of afterschool coordination in 2012. Taking part in this research study is voluntary. You don't have to participate, and you can stop at any time.

We want to be sure that you understand the purpose and your responsibilities in the research before you decide whether you want to participate or not. Please ask us to explain any words or information that you may not understand.

The purpose of this research is to understand if large cities in the United States are coordinating among afterschool providers. If you choose to participate, you will be asked online survey questions about afterschool coordination in your city. You will be asked about the organizations that coordinate afterschool services. You will also be asked about coordination strategies and funding. Completing the survey will take approximately 20 minutes.

### Possible Risks

The possible risks from taking part in this research study are minimal. Participation is not a job requirement. We will not share about your participation in this study with anyone outside of the research team. However, there is a slight risk that your participation will not remain confidential.

### Possible Benefits

Although you will not directly benefit from being in this study, others might benefit because The Wallace Foundation will share the final report online. Professionals in the out-of-school-time field can learn more about efforts to coordinate afterschool programming in the U.S.

You will be asked to select a nonprofit organization to receive a \$100 donation on your behalf. This donation will be made in recognition of your participation in the study, if permitted by your employer.

### Voluntary Participation

Taking part in this research study is voluntary. You are free to decide if you want to be in this research. You do not have to answer any questions you do not want to answer. If you agree to participate and then you change your mind, you are free to withdraw your consent and stop participating at any time.

### Confidentiality

We will protect information about you and your taking part in this research to the best of our ability. We will not use your name in any reports and we won't associate specific responses with your city. However, members of this research team will have access to your survey responses.

**If You Have a Questions About the Study**

If you have any questions about the research, call the Principal Investigator Ivan Chamer. He can be reached between 8:30 am and 5:00 pm Eastern time at (202) 884-8173.

**Your rights as a Participant**

This research has been reviewed and approved by the Office of International Research Ethics of FHI 360. If you have any questions about how you are being treated by the study or your rights as a participant you may contact Office of International Research Ethics. 359 Blackwell Street, Suite 200, Durham, NC 27701, phone number: 1-919-405-1445, e-mail: PHSC@fhi360.org.

**\* 1. STATEMENT OF CONSENT**

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to me and I agree to continue with this survey.

Yes

No

**2. Date**

Date / Time

Date

**\* 3. Please enter the name of your city:**

**\* 4. Please enter the name of your state:**



## General Questions

The first few questions will ask about how afterschool program coordination is organized in your city.

5. Who are the stakeholders participating in any actions related to the coordination of after-school programs in your city? (Please answer "yes," "no," or "don't know")

	Yes	No	Don't know
a. Mayor's office, or city or county executive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. City agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School superintendent or designated school administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Local philanthropy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Public library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Afterschool providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other nonprofit organization(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Nonprofit intermediary organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Statewide afterschool network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. College or University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In total, approximately how many afterschool provider organizations or agencies are being coordinated in the city? This refers only to organizations and agencies, rather than the multiple sites they have.

7. In addition to afterschool programs, do your city's coordination efforts include organizations or agencies that provide: (Please answer "yes," "no," or "don't know")

	Yes	No	Don't know
a. Summer programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other expanded learning opportunities (e.g. Saturday or vacation programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In some cities, a coordinating entity has been identified to facilitate afterschool program coordination, for example by convening meetings, raising funds, addressing quality, and working to develop and use common data systems. Does your city have a coordinating entity to facilitate the work of afterschool coordination?

- Yes
- No
- Don't Know

## Coordinating Entity

9. What is the name of the coordinating entity?

10. What is the organizational home of the coordinating entity?

- a. Mayor's office
- b. Single or multiple public agency(s)
- c. Intermediary organization or other local nonprofit
- d. Multi-service nonprofit organizations or partnerships (e.g. YMCA)
- e. Multi-organization partnership or collaboration
- f. School system
- g. Local foundation
- h. State network
- i. Other (please explain)

## Supports for Afterschool Coordination

11. What specific types of information, external expertise, or other supports have helped strengthen leadership in your afterschool coordination efforts?

12. If information, external expertise, or other supports were available, what topics would help strengthen leadership in your city's afterschool coordination efforts? *(Please rate the priority you would give the following topics—"not a priority," "low priority," "moderate priority," or "high priority")*

	Not a priority	Low priority	Moderate priority	High Priority
a. Gaining commitment from the mayor or city leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Establishing buy-in of stakeholders across sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Finding a coordination model that fits your local context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning for leadership changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Planning for sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Forging partnerships beyond afterschool providers and schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Strengthening financial management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Effective communication with partners and the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Other (please explain)

## Quality Standards and Assessment

**The next few questions are about quality standards, quality frameworks, and assessment used by your city or coordinating entity.**

13. Does your city or the coordinating entity use a common set of quality standards or a quality framework for afterschool programs?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

14. Is your city or coordinating entity currently in the process of developing a common set of quality standards or a quality framework for afterschool programs?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

15. Does your city or coordinating entity use a quality assessment tool to measure where programs meet quality standards and where they fall short?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

16. Is your city or coordinating entity currently developing an assessment tool?

- Yes
- No
- Don't Know

Quality Standards and Assessment

17. What specific types of information, external expertise, or other supports have helped strengthen the development and/or use of quality standards and assessment in your afterschool coordination efforts?



## Quality Standards and Assessment

18. If information, external expertise, or other supports were available, what topics would help strengthen the development and/or use of quality standards and assessment in your city's afterschool coordination efforts? (Please rate the priority you would give the following topics—"not a priority", "low priority," "moderate priority," or "high priority")

	Not a priority	Low priority	Moderate priority	High priority
a. Developing or adopting quality standards or a quality framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encouraging providers to collect and report data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Coaching providers about ways to make use of the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Monitoring adherence to quality standards or a quality framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Using findings for program management and/or continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using findings in communications to parents, funders, or other key stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using findings for advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Other (please explain)

## Common Data Systems

**The next questions ask about common data systems where data about children's participation in afterschool programs are collected from multiple providers and managed collectively. They will also ask about use of data collected through these systems.**

19. Does your city or the coordinating entity have or manage a common data system for collecting data about children's participation in afterschool programs?

- Yes
- No
- Don't know

## Common Data Systems

20. Does the common data system provide information about any of the following? (Please answer "yes," "no," or "don't know")

	Yes	No	Don't Know
a. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Demographics (e.g., age, sex, income, neighborhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Children and youth outcomes (e.g., participation or retention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Program categories (e.g., science, art, tutoring, or recreation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. To what extent are data collected by the common data system used for each of the following purposes? (Please answer "not at all," "a little," "a moderate amount," or "a great deal")

	Not at all	A little	A moderate amount	A great deal
a. Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Daily program management (e.g., slots or bus transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Decisions about which afterschool programs will receive funding or other resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Fulfilling accountability and contract requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provider evaluation or self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Policy change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Assessing demand for afterschool programs across neighborhoods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing public information about afterschool programs and locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. Other (please explain)

## Common Data Systems

22. Is a common data system in the process of being developed?

- Yes
- No
- Don't Know

## Common Data Systems

23. Has a data system been considered or implemented but then abandoned?

- Yes
- No
- Don't know

Common Data Systems

24. Why did your city or coordinating entity decide not to develop or continue using a data system?

## Common Data Systems

25. What specific types of information, external expertise, or other supports have helped strengthen the development and/or use of a common data system in your afterschool coordination efforts?

## Common Data Systems

26. If information, external expertise, or other supports were available, what topics would help strengthen the development and/or use of a common data system in your city's afterschool coordination efforts? *(Please rate the priority you would give the following topics—"not a priority," "low priority," "moderate priority," or "high priority")*

	Not a priority	Low priority	Moderate priority	High priority
a. Assessing data needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developing data systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Accessing data expertise outside the coordinating organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Fostering buy-in for data reporting among providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Addressing ongoing training needs for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using data for program management and/or continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data for advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Other (please explain)



## Leadership and Funding

The next questions ask about leadership and funding for afterschool coordination in your city.

27. How committed to afterschool program coordination is the current mayor or city or county executive?

- Not at all committed
- Slightly committed
- Moderately committed
- Highly Committed

28. Does the city government currently allocate funding for any of the following? (*Please answer "yes," "no," "don't know," or "not applicable"*)

	Yes	No	Don't know	N/A
a. A coordinating organization or intermediary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Afterschool programs for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Transportation for afterschool programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing or strengthening a common data system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development or other support and improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Research and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Marketing and communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Leadership and Funding

**The next questions concern changes in total funding from all sources (either direct or in-kind) for afterschool coordination over the past 5 years.**

29. Over the past five years, has total funding from all sources for afterschool coordination in your city:

- Decreased
- Remained the same
- Increased
- Don't know

30. Please describe how total funding and mayoral/leadership support have changed over the course of the last five years. In your opinion, how have these changes influenced afterschool coordination?

**Leadership and Funding**

**Given the change or stability of funding over the past five years, please describe the impact it has had on coordination, quality standards and assessment, or data systems.**

31. What impact, if any, has funding had on coordination?

32. What impact, if any, has funding had on quality standards and assessment?

33. What impact, if any, has funding had on data systems?

Impact

**Our final survey question concerns the impact of afterschool coordination.**

34. In brief, what would you consider the most important impacts afterschool coordination has had on the city?

## Thank You

**Thank you very much for taking the time to provide us with information about your city's afterschool program coordination efforts. Once the final report is published, we will send you the link. If you have questions later, please feel free to contact the study director, Ivan Charner, at [icharner@fhi360.org](mailto:icharner@fhi360.org).**

**As we mentioned earlier, in appreciation for your time, and if you are permitted by your employer, we would like to make a \$100 contribution to one of the following five charities serving children and youth.**

35. Which of the following charities would you like the donation to support?

- Reading is Fundamental – motivates children (0-8) to read by engaging children, parents and community.
- American Library Association's Disaster Relief Fund – Donations will support libraries in areas dealing with natural disasters.
- Big Brothers/Big Sisters – a mentoring network providing children facing adversity with strong, professionally supported one-on-one relationships with adults.
- Children's Defense Fund – works to give every child what they need to thrive and reach their full potential through policy change and programs for children and families.
- National Center for Children in Poverty – a public policy center dedicated to promoting the economic security, health, and well-being of America's low-income families and children.
- Decline contribution

36. Do you have any additional questions or comments about afterschool coordination or this survey?

# Appendix E: Adoption Study Screening and Survey Instruments

### Screening Question

Hello *[insert name of participant]*. My name is *[insert name of interviewer]* and I am working on a study of afterschool coordination for FHI 360 with support from The Wallace Foundation. As you may be aware, The Wallace Foundation is active in the field of afterschool coordination.

We are seeking your help because the Foundation has asked FHI 360 to conduct a study to increase knowledge in the afterschool field about coordination efforts in large cities in the U.S. In these coordination efforts, government agencies, organizations involved in afterschool programs, and private funders often work together to improve access citywide, to high-quality afterschool programs. Strategies often include formal coordination of stakeholders, improving program quality and assessment, and building data systems to inform decision-making.

We are asking for your help in identifying a city leader or administrator who is knowledgeable about afterschool coordination in *[name city]*. To be more specific, we are not looking for the coordinator of afterschool programs for a city agency, Boys and Girls clubs, or the school system. We are looking for the person who coordinates programs across such providers. Are you the person who is currently leading the coordination of multiple afterschool providers in your city?

If respondent is not: Ask if there is someone else in the city who is knowledgeable about afterschool coordination and their contact information.

If respondent is the right person, continue: The current study is about afterschool coordination in large cities and it is the second phase of a study we conducted in 2012-2013 that identified 77 large cities coordinating afterschool programs. We are seeking to learn about afterschool coordination in an additional 40 large cities. The findings will give cities, professional organizations and funders crucial information on how to strengthen afterschool coordination.

I would like to begin by asking you a question about the status of afterschool coordination in your city so we will know whether to include your city in the current study.

1. As you probably are aware, cities are at various stages of coordinating afterschool programs ranging from those that are not currently planning to coordinate services to those that are implementing coordinated efforts. Strategies for achieving coordination among providers might include convening multiple providers and stakeholders, conducting a needs assessment, jointly developing strategies to increase student enrollment and attendance, establishing standards to improve quality, and implementing data systems to improve decision making.

What statement best characterizes your city's current status in terms of coordinating afterschool programs?

- a. My city is not coordinating afterschool programs nor is it currently planning to do so.
- b. My city is in the initial process of planning to coordinate afterschool programs but has not begun to implement any of the coordination strategies just mentioned. [Repeat strategies if necessary.]
- c. My city has implemented some of the coordination strategies.
- d. My city has a highly coordinated approach to afterschool programs.

**This is all we need to know right now. This study will only include cities where coordination has been implemented. Thank you for your time and interest.**

2. *[To be completed by the FHI 360 interviewer.]* Enter the city:

3. *[To be completed by the FHI 360 interviewer.]* Enter the state:



**(Note to researchers: Read this script AFTER asking question #4 below)**

**We would appreciate your help by completing a confidential survey that will take approximately 15-20 minutes. You can complete it online or we can interview you by phone. Do you have a preference? If you agree to participate we will explain the survey in greater detail.**

**If respondent requests on-line survey: I will send you a link to the survey in an email. I would just like to verify the best email address to use.**

**If respondent requests an interview: Do you have 20-30 minutes now or would you like to schedule the interview for another time?**

4. To your knowledge, in approximately what year did your city begin afterschool coordination efforts? (enter approximate year or don't know)

5. *[To be completed by the FHI 360 interviewer.]* Enter the city:

6. *[To be completed by the FHI 360 interviewer.]* Enter the state:

## Informed Consent

**Title:** Afterschool Coordination Follow-Up Survey

**Protocol Number:** 1451013

**Sponsor:** The Wallace Foundation

**Principal Investigator:** Ivan Charner

**Address:** FHI 360, 1825 Connecticut Ave., Washington, DC, 20009

**Site:** Online survey

**Study Related Phone Numbers:** (202) 884-8173

### Information about Taking Part in this Research Study

You are being asked to take part in a research study. You were selected as a potential participant because you or someone else from your city was contacted for a previous study of afterschool coordination in 2012. Taking part in this research study is voluntary. You don't have to participate, and you can stop at any time.

We want to be sure that you understand the purpose and your responsibilities in the research before you decide whether you want to participate or not. Please ask us to explain any words or information that you may not understand.

The purpose of this research is to understand if large cities in the United States are coordinating among afterschool providers. If you choose to participate, you will be asked online survey questions about afterschool coordination in your city. You will be asked about the organizations that coordinate afterschool services. You will also be asked about coordination strategies and funding. Completing the survey will take approximately 20 minutes.

### Possible Risks

The possible risks from taking part in this research study are minimal. Participation is not a job requirement. We will not share about your participation in this study with anyone outside of the research team. However, there is a slight risk that your participation will not remain confidential.

### Possible Benefits

Although you will not directly benefit from being in this study, others might benefit because The Wallace Foundation will share the final report online. Professionals in the out-of-school-time field can learn more about efforts to coordinate afterschool programming in the U.S.

You will be asked to select a nonprofit organization to receive a \$100 donation on your behalf. This donation will be made in recognition of your participation in the study, if permitted by your employer.

### Voluntary Participation

Taking part in this research study is voluntary. You are free to decide if you want to be in this research. You do not have to answer any questions you do not want to answer. If you agree to participate and then you change your mind, you are free to withdraw your consent and stop participating at any time.

### Confidentiality

We will protect information about you and your taking part in this research to the best of our ability.

**We will not use your name in any reports and we won't associate specific responses with your city. However, members of this research team will have access to your survey responses.**

**If You Have a Questions About the Study**

**If you have any questions about the research, call the Principal Investigator Ivan Charner. He can be reached between 8:30 am and 5:00 pm Eastern time at (202) 884-8173.**

**Your Rights as a Participant**

**This research has been reviewed and approved by the Office of International Research Ethics of FHI 360. If you have any questions about how you are being treated by the study or your rights as a participant you may contact Office of International Research Ethics, 359 Blackwell Street, Suite 200, Durham, NC 27701, phone number: 1-919-405-1445, e-mail: PHSC@fhi360.org.**

**\* 1. STATEMENT OF CONSENT**

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to me and I agree to continue with this survey.

Yes

No

**2. Date**

Date / Time

Date

MM/DD/YYYY

**\* 3. Please enter the name of your city:**

**\* 4. Please enter the name of your state:**

## General Questions

The first few questions will ask about how afterschool program coordination is organized in your city.

5. Who are the stakeholders participating in any actions related to the coordination of afterschool programs in your city? (Please answer "yes," "no," or "don't know")

	Yes	No	Don't know
a. Mayor's office, or city or county executive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. City agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School superintendent or designated school administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Local philanthropy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Public library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Afterschool providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other nonprofit organization(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Nonprofit intermediary organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Statewide afterschool network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. College or University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Which if any of the following afterschool coordination strategies and activities have happened in your city?

	Yes	No	Don't Know
a. Formed a task force or steering committee to increase coordination and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Brought key stakeholders together to address improved access, student participation and/or quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Implemented cross-sector leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developed a goal or mission statement about afterschool program coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Conducted a needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Conducted or used market research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked to make afterschool programs more accessible to students (e.g., program location or transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Worked to increase student participation (i.e., frequency or duration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Worked to improve program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Developed a common data system for afterschool programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In addition to afterschool programs, do your city's coordination efforts include organizations or agencies that provide: *(Please answer "yes," "no," or "don't know")*

	Yes	No	Don't know
a. Summer programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other expanded learning opportunities (e.g. Saturday or vacation programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In total, approximately how many afterschool provider organizations or agencies are being coordinated in the city? This refers to the number of organizations and agencies, not the multiple sites each organization or agency has.

9. Approximately what percentage of afterschool organizations or agencies in your city does this coordination represent?

- 0-25%
- 26-50%
- 51-75%
- 76-100%

10. What specific types of information, external expertise, or other supports have helped strengthen leadership in your afterschool coordination efforts?

11. If information, external expertise, or other supports were available, what topics would help strengthen leadership in your city's afterschool coordination efforts? *(Please rate the priority you would give the following topics—"not a priority," "low priority," "moderate priority," or "high priority")*

	Not a priority	Low priority	Moderate priority	High Priority
a. Gaining commitment from the mayor or city leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Establishing buy-in of stakeholders across sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Finding a coordination model that fits your local context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning for leadership changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Planning for sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Forging partnerships beyond afterschool providers and schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Strengthening financial management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Effective communication with partners and the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Other (please explain)

## Coordinating Entity

**The next questions ask about the entity responsible for afterschool coordination in your city.**

12. Some cities identify a coordinating entity to facilitate afterschool program coordination, for example, by convening meetings, raising funds, addressing quality, and developing common data systems. To your knowledge, does your city have a coordinating entity to facilitate the work of afterschool program coordination?

- Yes
- No
- Don't Know

## Coordinating Entity

13. How long has your city had an afterschool coordinating entity?

14. What is the name of the coordinating entity?

15. What is the organizational home of the coordinating entity?

- a. Mayor's office
- b. Single or multiple public agency(s)
- c. Intermediary organization or other local nonprofit
- d. Multi-service nonprofit organizations or partnerships (e.g. YMCA)
- e. Multi-organization partnership or collaboration
- f. School system
- g. Local foundation
- h. State network
- i. Other (please explain)



## Quality Standards and Assessment

**The next few questions are about quality standards, quality frameworks, and assessment used by your city or coordinating entity.**

16. Does your city or the coordinating entity use a common set of quality standards or a quality framework for afterschool programs?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

17. Does your city or the coordinating entity use a quality assessment tool to measure where programs meet quality standards and where they fall short?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

18. Is your city or coordinating entity currently considering or developing an assessment tool?

- Yes
- No
- Don't Know

## Quality Standards and Assessment

19. What specific types of information, external expertise, or other supports have helped strengthen the development and/or use of quality standards and assessment in your afterschool coordination efforts?

## Quality Standards and Assessment

20. If information, external expertise, or other supports were available, what topics would help strengthen the development and/or use of quality standards and assessment in your city's afterschool coordination efforts? (Please rate the priority you would give the following topics—"not a priority," "low priority," "moderate priority," or "high priority")

	Not a priority	Low priority	Moderate priority	High priority
a. Developing or adopting quality standards or a quality framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encouraging providers to collect and report data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Coaching providers about ways to make use of the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Monitoring adherence to quality standards or a quality framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Using findings for program management and/or continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using findings in communications to parents, funders, or other key stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using findings for advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Other (please explain)

## Common Data Systems

The next questions ask about common data systems where data about children's participation in afterschool programs are collected from multiple providers and managed collectively. The survey will also ask about use of data collected through these systems.

21. Does your city or the coordinating entity have or manage a common data system for collecting data about children's participation in afterschool programs?

- Yes
- No
- Don't know

22. If no, please explain why:

## Common Data Systems

23. Does the common data system provide information about any of the following? (Please answer "yes," "no," or "don't know")

	Yes	No	Don't Know
a. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Demographics (e.g., age, sex, income, neighborhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Children and youth outcomes (e.g., participation or retention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Program categories (e.g., science, art, tutoring, or recreation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. To what extent are data collected by the common data system used for each of the following purposes? (Please answer "not at all," "a little," "a moderate amount," or "a great deal")

	Not at all	A little	A moderate amount	A great deal
a. Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Daily program management (e.g., slots or bus transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Decisions about which afterschool programs will receive funding or other resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Fulfilling accountability and contract requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provider evaluation or self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Policy change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Assessing demand for afterschool programs across neighborhoods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing public information about afterschool programs and locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. Other (please explain)

## Common Data Systems

25. Is a common data system in the process of being developed?

- Yes
- No
- Don't Know



## Common Data Systems

26. Has a data system been considered or implemented but then abandoned?

- Yes
- No
- Don't know

**Common Data Systems**

27. Why did your city or coordinating entity decide not to develop or continue using a data system?

## Common Data Systems

28. What specific types of information, external expertise, or other supports have helped strengthen the development and/or use of a common data system in your afterschool coordination efforts?

## Common Data Systems

29. If information, external expertise, or other supports were available, what topics would help strengthen the development and/or use of a common data system in your city's afterschool coordination efforts? *(Please rate the priority you would give the following topics—"not a priority," "low priority," "moderate priority," or "high priority")*

	Not a priority	Low priority	Moderate priority	High priority
a. Assessing data needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developing data systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Accessing data expertise outside the coordinating organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Fostering buy-in for data reporting among providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Addressing ongoing training needs for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using data for program management and/or continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using data for advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Other (please explain)

## Leadership and Funding

The next questions ask about leadership and funding for afterschool coordination in your city.

30. Based on your knowledge, how committed to afterschool program coordination is the current mayor or city or county executive?

- Not at all committed
- Slightly committed
- Moderately committed
- Highly Committed

31. Is a representative from the Office of the Mayor or City Manager or their appointee active in the afterschool coordination effort?

- Yes
- No
- Don't Know

32. Does the representative from the Office of the Mayor or City Manager or their appointee do any of the following?

- Participate on an afterschool coordination steering committee or advisory committee
- Provide staff support to the afterschool Board or coordinating entity
- Serve as liaison between the coordinating entity and other community partners

33. Does the city government currently allocate funding for any of the following? (Please answer "yes," "no," "don't know," or "not applicable")

	Yes	No	Don't know	N/A
a. A coordinating organization or intermediary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Afterschool programs for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Transportation for afterschool programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing or strengthening a common data system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. coordination of providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development or other support and improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Research and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Marketing and communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Over the past five years, has total funding from all sources for afterschool coordination in your city:

- Decreased
- Remained the same
- Increased
- Don't know

## Thank You

**Thank you very much for taking the time to provide us with information about your city's afterschool program coordination efforts. Once the final report is published, we will send you the link. If you have questions later, please feel free to contact the study director, Ivan Charner, at [icharner@fhi360.org](mailto:icharner@fhi360.org).**

**As we mentioned earlier, in appreciation for your time, and if you are permitted by your employer, we would like to make a \$100 contribution to one of the following five charities serving children and youth.**

35. Which of the following charities would you like the donation to support?

- Reading is Fundamental – motivates children (0-8) to read by engaging children, parents and community.
- American Library Association's Disaster Relief Fund – donations will support libraries in areas dealing with natural disasters.
- Big Brothers/Big Sisters – a mentoring network providing children facing adversity with strong, professionally supported one-on-one relationships with adults.
- Children's Defense Fund – works to give every child what they need to thrive and reach their full potential through policy change and programs for children and families.
- National Center for Children in Poverty – a public policy center dedicated to promoting the economic security, health, and well-being of America's low-income families and children.
- Decline contribution

36. Do you have any additional questions or comments about afterschool coordination or this survey?