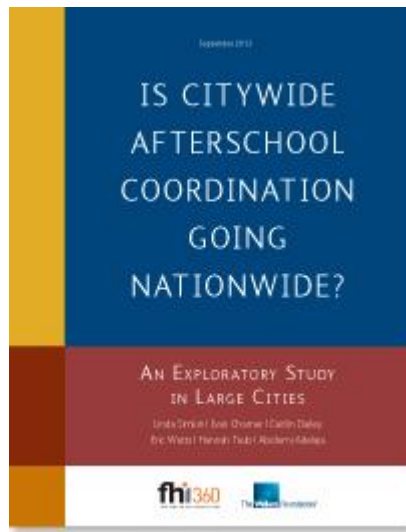


Is Citywide Afterschool Coordination Going Nationwide?

An Exploratory Study of Large Cities



Report to “Better Together” Cities
September 16, 2013
Lucas Held, The Wallace Foundation



- Recap: Key elements of afterschool systems
- How did we survey large cities?
- Overview of study findings:
 - How many cities are coordinating?
 - How common are 3 key strategies?
 - What is the coordinating entity?
 - Does mayoral support matter?
- Using this report in your city

Recap: Key elements of afterschool systems

Four Keys to Ongoing City-wide Coordination

BEFORE...

- Waste of city resources
- Uneven program quality
- Fewer children participate
- Public skepticism
- Children lose



1. LEADERSHIP: Mayor tasks coordinating group to set priorities, involve after-school programs, and collect data.

2. DATA: A complete city after-school picture – service gaps, children's participation, program quality – emerges.

3. QUALITY: Coordinators set standards, then use assessment and training to lift program quality.

4. PARTICIPATION: With carrots and sticks, coordinators nudge programs to meet attendance goals.

AFTER...

- Smarter use of city resources
- Program quality improves
- More children participate
- Public support
- Children gain



How did we survey large cities?

- FHI360 – major research firm; \$700 million revenue
- In cooperation with National League of Cities
- Telephone survey of cities over 100,000
- Best data yet on extent of system-building



How many cities are coordinating?

A MAJORITY OF CITIES IN THE STUDY COORDINATE AFTERSCHOOL PROGRAMS

Researchers recruited 129 cities of 100,000 people or more for the study. Of those cities...



- More than half of cities surveyed are coordinating afterschool – 59-77 percent
- Number of agencies, organizations involved in coordination: median of 20

How common are 3 key strategies?

FEW CITIES USE ALL 3 KEY COORDINATION STRATEGIES



62%

use quality standards



60%

use a coordinating entity



34%

use a common data system

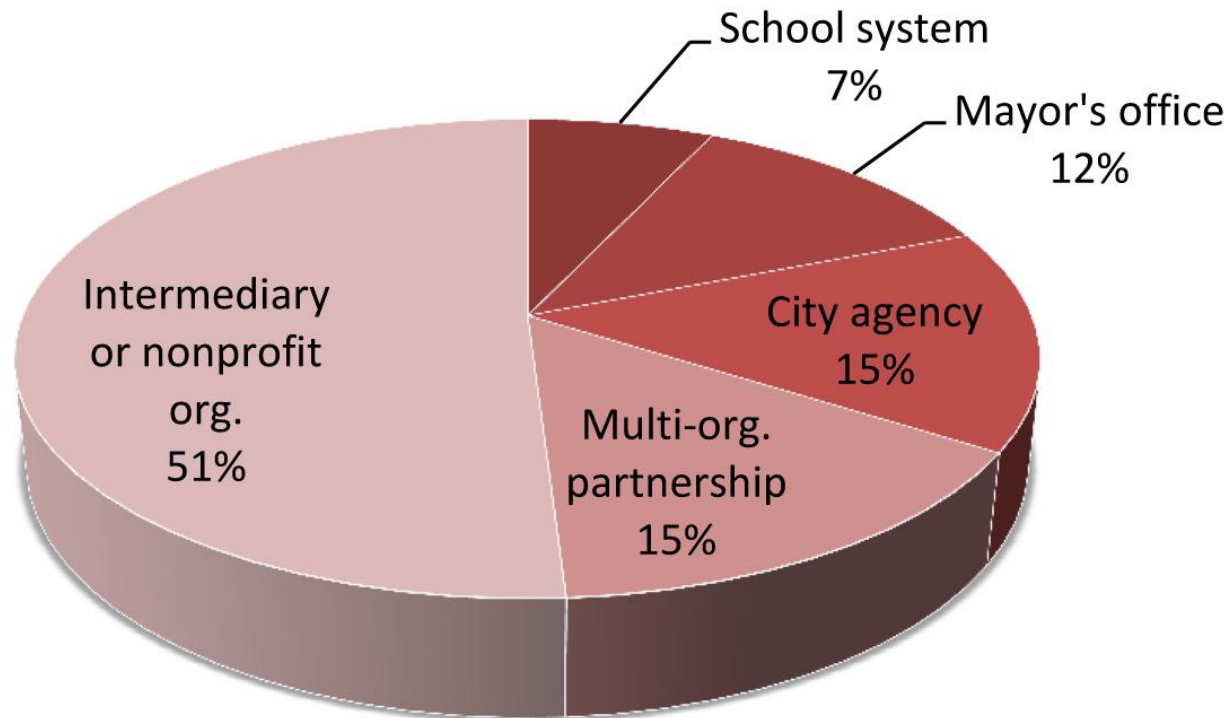


ONLY 22% use all 3

- Quality standards and coordinating entities twice as prevalent as a common data system

What is the coordinating entity?

**Figure 3. Organizational home of the coordinating entity
(n=41)**



Does mayoral support matter?

FUNDING LEVELS AND USE OF COMMON DATA SYSTEMS ARE LINKED TO MAYORAL SUPPORT



Cities that described their mayors as **"highly committed"** were far more likely to see stable or increased funding.



The majority of cities with mayors who are **"not at all"** or **"slightly committed"** provided no funding for coordination or decreased funding over the past five years.



of cities with **"highly or moderately committed"** mayors used a common data system



VS
of cities with **"low or no mayoral commitment"**

Using this report in your city

Key audiences:

- City leaders
- Local funders
- Afterschool providers
- School leaders
- Journalists

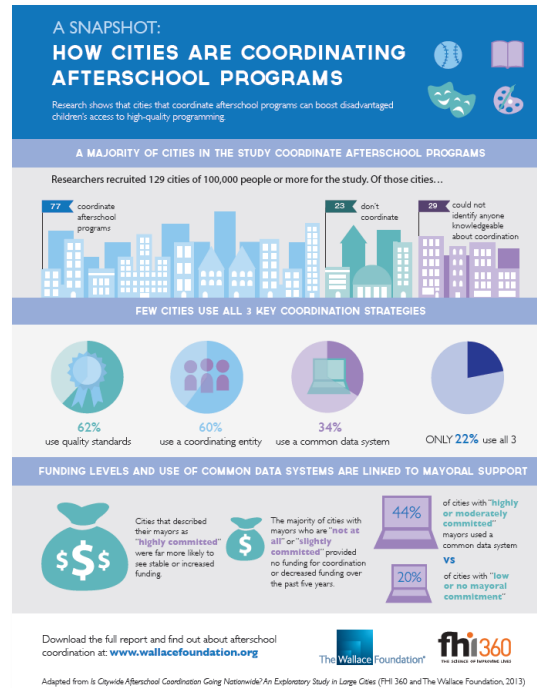
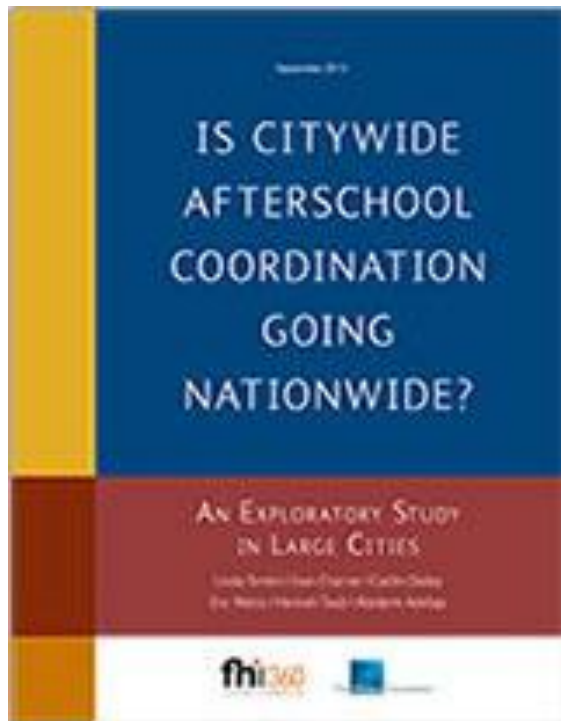
Key principle:

- City governments often take their cues from what other cities are doing

Possible uses:

- ✓ Help make the case for coordination, as vanguard or emerging best practice
- ✓ Help make the case for funding
- ✓ Underscore value of mayoral commitment
- ✓ Help make the case for specific activities:
 - Data sharing between schools and providers
 - Assessing demand
 - Creating an online directory

For more information on the study



Evidence, best practices and ideas:
wallacefoundation.org

