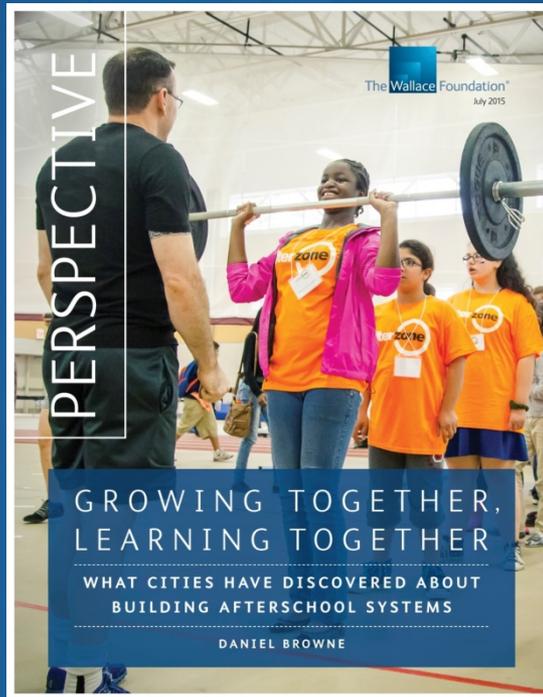


Beyond the Bell Leadership Briefing



Milwaukee, WI
October 8, 2015



The Wallace Foundation[®]

Nina Sonenberg, Ph.D.
Communications Officer
nsonenberg@wallacefoundation.org

The Wallace Foundation
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Today's talk

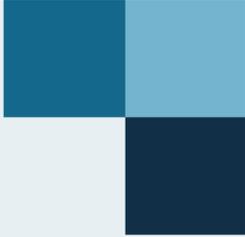
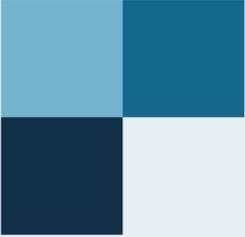
- Poll: Afterschool systems in your own words
- Why afterschool?
- Why afterschool systems?
- What we have learned:
4 key elements of an afterschool system
- Questions

In your own words

What words come to mind when you think of:

Afterschool System Building

- Take a moment to jot down the **TOP 3 words** that come to mind
- If you have a cell phone, text **AYPFBTB** to 22233
- If you do not, please use the index cards at your table



Your poll will show here

1

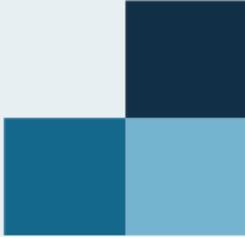
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Make sure you are in
Slide Show mode

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or

[Open poll in your web browser](#)



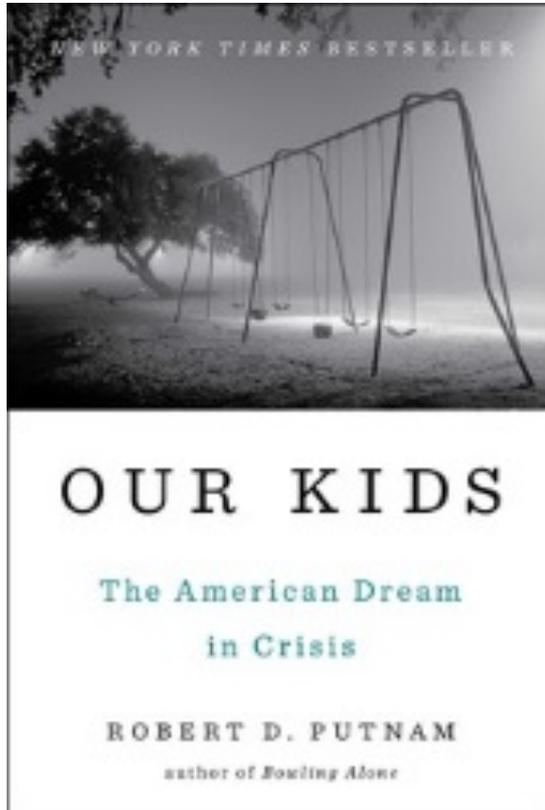
Afterschool can build critical skills

“Recent studies indicate that high-quality, well-managed, and structured Out-of-School-Time opportunities can help youth develop critical academic, social, and emotional attributes and skills, especially if offered consistently and persistently over time.”

-- *Hours of Opportunity*,
The Rand Corporation, 2010



A national Opportunity Gap



- **Unequal Participation:** “Poor kids are three times as likely as their non-poor classmates to participate in *neither* sports *nor* clubs (30% vs. 10%).”
- **Widening Gap:** “From 1997-2012, the ‘extracurricular gap’ between poor kids and non-poor kids (aged 6-11) nearly doubled.”
 - *Our Kids: The American Dream in Crisis*, Robert Putnam, 2015

Milwaukee youth describe 3 barriers to access



1. Awareness
2. Family Responsibilities
3. Transportation

From a survey of 1,000
Milwaukee youth, ages 12-18,
on OST participation
-- *Beyond the Bell, Milwaukee*

A mobile solution?

Quality is key – and can be uneven

In a 2007 meta-analysis of 73 evaluations, afterschool programs *on average* had positive effects on:

- Attitudes toward school
- Social behavior
- School grades and achievement test scores
- Reduced problem behaviors from aggression

But programs *without specific quality features* had NO effect.

“The Impact of Afterschool Programs that Promote Personal and Social Skills”
Durlak & Weissberg (2007)



Afterschool systems— from fragmentation to **integration**

BEFORE...

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



CITYWIDE COORDINATION THROUGH AN AFTERSCHOOL SYSTEM

AFTER...

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



Coordination *can* work

“This initiative provided a **proof of principle** – that organizations across cities could work together toward increasing access, quality, data-based decision making and sustainability.”

-- *Hours of Opportunity*,
The RAND Corporation, 2010

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...



From *Is Citywide Afterschool Coordination Going Nationwide? An Exploratory Study in Large Cities* September 2013: fhi360

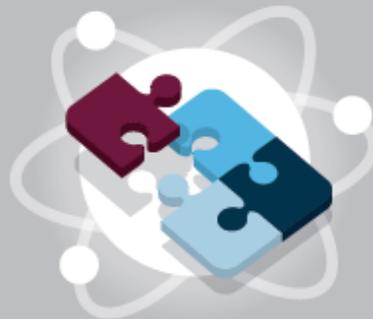
- More than half of cities surveyed are coordinating afterschool – **59-77 percent**
- Number of agencies, organizations involved in coordination: **median of 20**

The four elements of afterschool system building success



LEADERSHIP

There is no substitute for a committed mayor or superintendent, but for a system to thrive long term, all the major players need to “own” the effort to some degree.



COORDINATION

A system can be coordinated by a single public agency, multiple agencies working together, a nonprofit intermediary or a network of partners, depending on local needs.



DATA

Gathering and sharing data on a large scale takes both technology to track and organize information and a skilled staff to interpret and act on it.



QUALITY

Cities must decide what quality means to them, how “high stakes” to make their assessments and how to support continuous improvement of programs.

From *Growing Together, Learning Together: What Cities Have Discovered about Building Afterschool Systems* July 2015: Wallace Foundation

Leadership

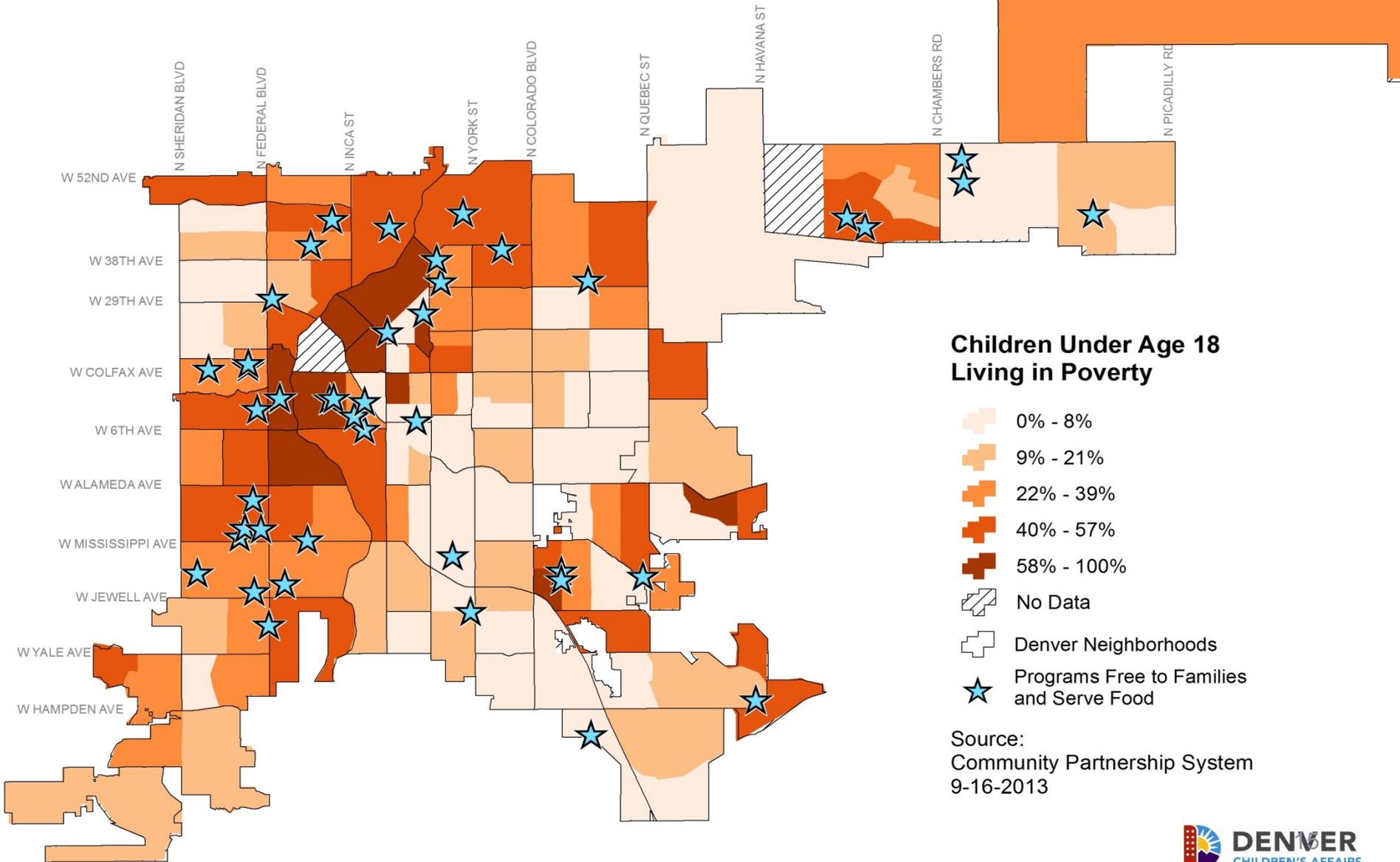


Coordination



Who is your intermediary? Out of 212 cities:
56 local nonprofits 37 multi-service non-profits
5 state networks 16 local foundations 50 "other"

Data



Children Under Age 18 Living in Poverty

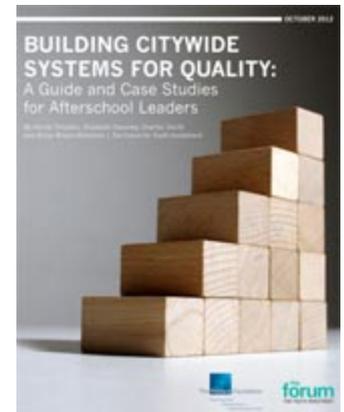
- 0% - 8%
- 9% - 21%
- 22% - 39%
- 40% - 57%
- 58% - 100%
- No Data
- Denver Neighborhoods
- ★ Programs Free to Families and Serve Food

Source:
Community Partnership System
9-16-2013

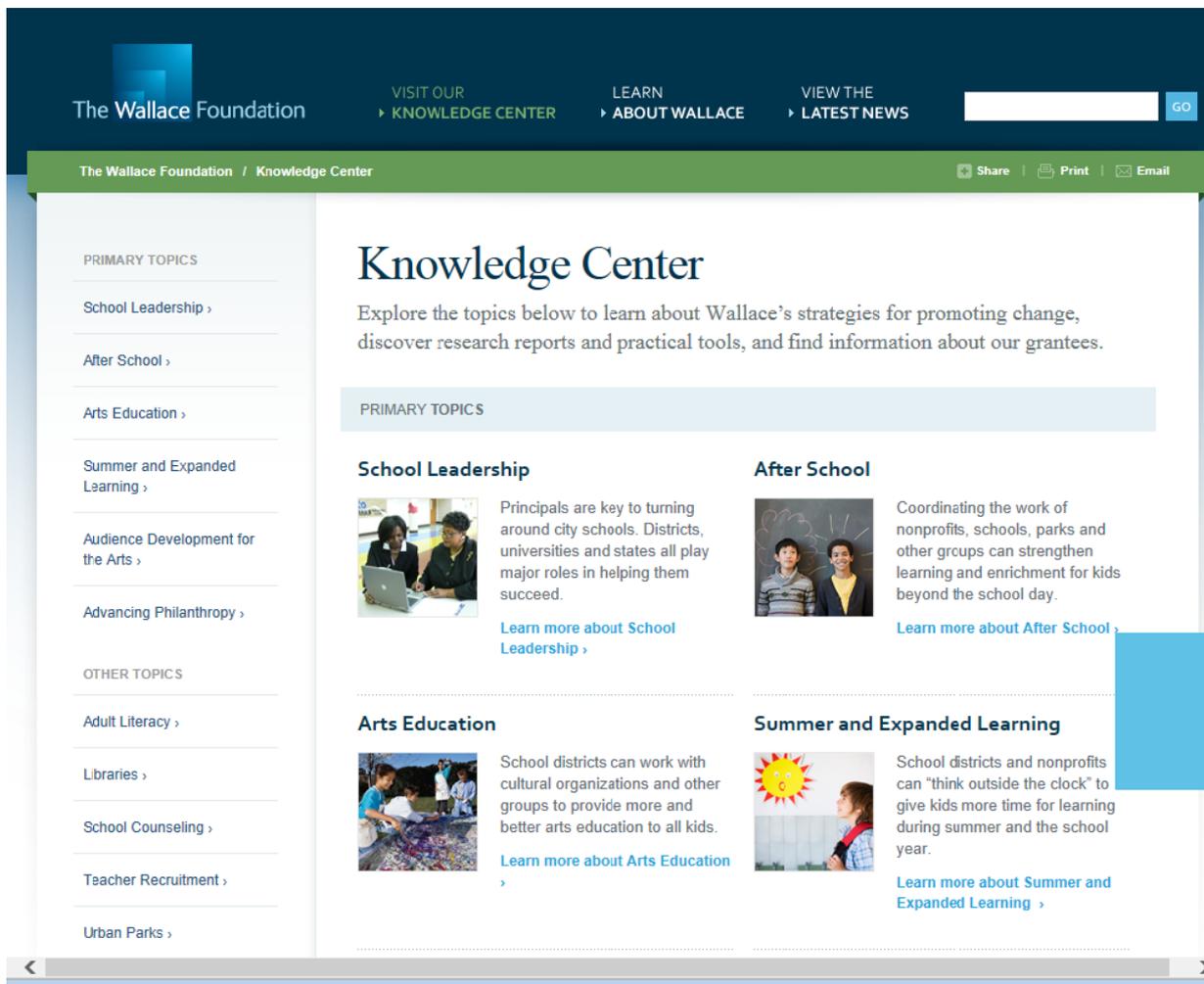
Quality



From ***Building Citywide Systems for Quality***
Nicole Yohalem
Forum for Youth Investment, 2011



Lessons on Afterschool Systems and More



The screenshot shows the Knowledge Center page of The Wallace Foundation website. The header includes the logo, navigation links for 'VISIT OUR KNOWLEDGE CENTER', 'LEARN ABOUT WALLACE', and 'VIEW THE LATEST NEWS', and a search bar. A green bar below the header contains 'The Wallace Foundation / Knowledge Center' and social sharing options for 'Share', 'Print', and 'Email'. The main content area is titled 'Knowledge Center' and includes a sub-header 'PRIMARY TOPICS' with a list of categories: School Leadership, After School, Arts Education, Summer and Expanded Learning, Audience Development for the Arts, and Advancing Philanthropy. Below this, there are four featured topic cards: 'School Leadership' (Principals are key to turning around city schools...), 'After School' (Coordinating the work of nonprofits, schools, parks and other groups...), 'Arts Education' (School districts can work with cultural organizations...), and 'Summer and Expanded Learning' (School districts and nonprofits can "think outside the clock" to give kids more time for learning...). Each card includes a small image and a 'Learn more about' link.



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