FourPoint
Education Partners

Governance of City Afterschool Systems

A Review and Analysis

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Acknowledgments

About FourPoint

FourPoint Education Partners helps education leaders successfully support students in today's learning context. Building on existing strengths, we help leaders think systemically, implement coherent strategies, and strengthen policies and practices to achieve outstanding results. Learn more about us at **www.fourpointeducation.com.**

Introduction

A city afterschool system is a group of stakeholders—community-based organizations, city agencies, schools, and other community organizations and institutions—that coordinate their efforts to boost afterschool program participation, improve program quality, advocate for resources and policy changes, and enhance opportunities and outcomes for children and youth.[1]

City afterschool systems are complex and dynamic. They draw their power from the resources of community partners and the ability of city leaders to gather and focus those resources. To be successful, city systems require sustained commitment from a variety of partners, clear channels of communication with stakeholders and the public, and continued operating support so that core staff can move the work forward. Given the collaborative nature of afterschool system building, establishing a stable and effective governance structure to coordinate the many partners and key activities is also necessary for the success and sustainability of the system.

Exploring Afterschool Governance

From 2012 to 2017, FourPoint Education Partners (formerly Cross & Joftus) served on the technical assistance team for The Wallace Foundation's Afterschool System Building Initiative (ASB), which supported 14 cities to strengthen their afterschool systems. Through this role and work in other communities, we began to see several distinct types of governance structures emerging in afterschool systems. To better understand and articulate these types, we:

- Searched for any literature available on the topic
- Interviewed leaders from 15 cities with formal afterschool systems:
  - 12 in the ASB initiative: Baltimore, Boston, Denver, Fort Worth, Grand Rapids, Jacksonville, Louisville, Nashville, New York, Philadelphia, Providence, and Saint Paul
  - 3 Additional cities: Oakland, Omaha and Palm Beach County
- Interviewed other afterschool system field leaders

CITY AFTERSCHOOL SYSTEMS

Afterschool Systems:

- ✔ **Create a community vision** for youth, identifies how afterschool programs can contribute to the vision, and adopts strategies for achieving it
- ✔ **Support program quality improvement**
- ✔ **Collect and analyze data**
- ✔ **Promote access to programs** and addresses barriers to participation
- ✔ **Advocate for resources and policy change**
- ✔ **Connect afterschool programs**

Afterschool Systems Need the following to be Successful:

- ✔ A governance structure to **coordinate work** and facilitate collaborative **decision making**
- ✔ Clear mechanisms to **communicate with stakeholders and the public**
- ✔ Committed **partners and engaged city leaders** to get the work done
- ✔ **Operating support,** including funding and staff

Source: FourPoint Education Partners City Afterschool Systems Framework

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1 Have Discovered About Building Afterschool Systems, The Wallace Foundation, July 2015. http://www.wallacefoundation.org/knowledge-center/pages/growing-together-learning-together.aspx Bodilly, Susan, et al., Hours of Opportunity: Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and other Out-of-School Time Programs, RAND Education, October 2010. http://www.wallacefoundation.org/knowledgecenter/pages/hours-of-opportunity-volumes-i-ii-iii.aspx

- Drew from our own experiences related to designing and refreshing governance systems

The literature review of system building revealed that, while there is quite a bit written about the functions of afterschool intermediary organizations and the systems they support, there is a gap in information about how they are governed or how they carry out their work.[2] To gain a deeper understanding of governance structures and supports, we collected information from system builders involved in the Wallace ASB initiative. Three additional cities that did not receive support from Wallace were added to the review— Oakland, Omaha, and Palm Beach County—to test whether their governance structures showed any notable variations from those cities receiving support from the Foundation.

Data gathering for this governance review was organized around six questions:

1) **What is governance? What are the key features and functions of governance for afterschool systems?**

2) **What are the basic models of governance that city system builders are adopting?**

3) **What features of governance do the model types affect?**

4) **What are the advantages and limitations of each governance model?**

5) **When do/should city system leaders consider changing or modifying their governance models?**

6) **How can governance help to promote sustainability for afterschool networks?**

Information included in the review was gathered over a two-year period between Fall of 2013 and Fall 2015. Appendix 1, at the end of the paper, includes a complete list of informants.

CITY SYSTEMS INCLUDED IN THE GOVERNANCE REVIEW

Wallace Afterschool System Building Grantees

- **Boston Afterschool and Beyond**
- **Family League of Baltimore**
- **Denver Afterschool Alliance**
- **Fort Worth SPARC**
- **Grand Rapids Expanded Learning Opportunities (ELO) Network**
- **Jacksonville Children's Commission**
- **Building Louisville's Out of School Time Coordinating System (BLOCS)**
- **Nashville After Zone Alliance**
- **Comprehensive After School System of New York City (COMPASS)**
- **PhillyBOOST**
- **Providence After School Alliance**
- **Sprockets Saint Paul**

Additional City Systems

- **Oakland Unified School District**
- **Greater Omaha After School Alliance / Omaha's Collective for Youth**
- **Prime Time Palm Beach County**

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2 The following citations represent several key works that describe the functions and roles of afterschool systems.

Bradach, J. (2010). *Scaling Impact.* Stanford Social Innovation Review. Bradach, J. and N. Roob (2009). *Scaling What Works: Lessons for Philanthropists, Policymakers, and Nonprofit Leaders.* The Bridgespan Group.

Collaborative for Building After-School Systems (2012). *Making the Connections: A Report on the First National Survey of Out-of-School Time Intermediary Organizations.*

Finance Project (2006). *A Guide for Effective Governance: Considerations and Lessons Learned for Afterschool Networks.* U.S. Department of Health and Human Services Administration for Children and Families Child Care Bureau.

Delale-O'Connor, L. and K. E. Walker (2012). *Rising to the Challenge: The Strategies of Social Service Intermediaries.* Public/Private Ventures and Child Trends. Public/Private Ventures.

McCombs, J.S., Bodilly, S.J., Orr, N., Scherer, E., Constant, L. and D. Gershwin (2010). *Hours of Opportunity: Profiles of Five Cities Improving After-School Programs Through a Systems Approach.* RAND Corporation.

Simkin, L., Charner, I., Dailey, C., Watts, E., Taub, H., and A. Adelaja (2013). *Is Citywide Afterschool Coordination Going Nationwide? An Exploration in Large Cities.* Fhi360.

1. What is Governance? What Are the Key Features and Functions of Governance for Afterschool Systems?

Governance Defined

For the purpose of this review, governance is defined as *the basic operating structures and practices that guide and support the work of a city afterschool system.* The governance model identifies the roles and relationships between system leaders and key partners; how decisions will be made; and how information will flow between the system leaders and stakeholders.

Key Features and Functions of Afterschool System Governance Structures

Through our review of 15 city afterschool systems' governance structures we identified seven features and functions that were common to afterschool systems.

1) **Organizational Home:**

   Every system has an entity (or in some cases more than one entity) that serves as the center of decision making and staffing for the work of the system. This "home" can be: (1) a **public agency** such as a mayor's office, a school district or other city agencies; (2); a **nonprofit** organization; or (3) a **networked** home that draws resources and support from multiple organizations. In addition to their formal home, some of the systems make use of a separate "fiscal agent"—an organization that handles the system's financial matters either on a temporary or a long-term basis.

2) **Management Structures:**

   Management structures connect various stakeholder groups and organize the work of the system in an efficient and effective manner. The management structure addresses three distinct issues:

THREE GOVERNANCE MODELS

Three distinct models of afterschool system governance stood out in our sample of 15 cities, two with clear subtypes.

1. **Public Agency** with a home in a:
   - Mayor's office: *Grand Rapids*
   - School district: *Grand Rapids, Oakland*
   - Other city agency (libraries, parks and recreation, etc.): *Nashville, New York City, Philadelphia*

2. **Nonprofit** with a home in a:
   - Single purpose nonprofit: *Boston, Fort Worth, Providence, Palm Beach County*
   - Multiservice nonprofit organization: *Baltimore, Jacksonville*

3. **Network** with no single organizational home:
   - Several organizations share management and oversight: *Denver, Louisville, Omaha, Saint Paul*

- *Connecting Stakeholders* – The city systems considered here rely on some variant of a multi-level committee structure to manage their afterschool systems. In fact, many of the management structures utilize a three-level committee structure comprised of: (1) a high-level leadership team often chaired by high-profile community leaders (like the mayor and superintendent) and including other prominent stakeholders; (2) a small executive leadership team that includes the system's lead or coordinator, and a few other key stakeholders who together manage the day-to-day operations of the system; and (3) committees and subcommittees that take on the work of system building.

- *Conferring Decision-Making Authority* – Each of these systems also has processes for making decisions. The formality of decision-making processes and sharing responsibilities across agencies and individuals varies widely across the systems. In some cities, system leaders adopted formal meeting schedules, decision-making processes, by-laws and memoranda of understanding to stipulate roles and responsibilities. Other cities relied more on informal arrangements. Based on the experiences of these cities, it appears that informal arrangements are more often seen in the early stages of system development; as city systems mature, they tend to adopt more formalized decision-making structures.

- *Staffing the System* – Staff are the glue that binds the pieces of systems work together. Each system in our review identified (either appointed or hired) a "system lead" or a small team of people to share "system lead" responsibilities. The system lead is the person (or people) who direct and manage the day-to-day operations of the system. Each city also worked to determine the right configuration of staff to implement day-to-day activities. Staffing configurations varied widely across the cities. Some of the systems have full-time dedicated staff while others operate by dividing responsibilities across multiple people in partner agencies. In the latter case, system building is only a part of the team members' job responsibilities. In a small number of cities, the system lead is the only system staff and is responsible for day-to-day management and implementation.

AFTERSCHOOL SYSTEM STAKEHOLDERS

- Local public officials/agencies (e.g. the mayor, libraries, parks/recreation, police, public housing)
- State public officials/agencies (e.g. child care agency) etc.
- School district (e.g. Superintendent, Title I office, 21st Century Community Learning Center grant manager)
- Charter and private schools
- Youth/family-serving community-based organizations/agencies
- Youth program providers
- Higher education community
- Arts/cultural institutions
- Business community
- Faith-based organizations
- Philanthropic community
- Parents and families
- Youth

3) **Engagement of Key Community Leaders.**
Informants indicated that the task of engaging – and sustaining the engagement of – key community leaders is an important part of governance. In cities where the mayor and/or school superintendent (or their designees) are engaged as key champions, they have propelled the work of system building using their visibility and clout to garner needed support, resources, and data to drive the work. Using the governance structure to institutionalize leadership positions for the mayor, superintendent and/or other key leaders is a strategy shared by many of the cities.

4) **Engagement of Diverse Stakeholder Groups.**
Not only did system leaders report needing support from key community leaders, they also needed the support of a diverse group of stakeholders. At a minimum, this includes community organizations and other public agencies that provide related supports and services as well as afterschool providers. Stakeholders also often include those who directly or indirectly benefit from and can provide important contributions to the work

of system building, including representatives from the business community, local colleges and universities, and faith-based agencies. Each system in the review, regardless of how it is structured, has processes and/or policies in place to support stakeholder engagement via its governance.

5) **Provision of Strategic Direction,** including specifying the focus of the system. A key function of governance bodies included in this review was to identify and set the overall course for the system. This included identifying its priorities and helping to guide it along the way. One of the key strategic questions that system leaders and governance bodies typically confront early in their development is "What is the scope and scale of the system?" or, said another way, "Who does our system serve?" For instance, some of the systems studied focus broadly on all types of programs, age groups, and provider types, while others choose to target a more discrete subset. Determining the right balance of reach and scope was a theme raised by several of the system leads interviewed for this paper.

6) **Measurement of Progress and Outcomes.** All of the governance bodies of city systems in the review also have structures and processes in place to measure, track, and share outcomes associated with their work. This usually involves setting goals and tracking the progress of the system to ensure it meets responsibilities (number of trainings, etc.), as well as measuring a locally-determined set of outcomes for children and youth.

7) **Management of Resources.** Finally, through its governance structure, each of these city systems strives to make sure that adequate resources are available to carry out key system functions, which may include funding for programs. Governance bodies take a lead role in helping to secure and oversee the use of funds for city systems and, in some cases, programs.

AFTERSCHOOL SYSTEMS: SCOPE AND SCALE

Among the cities in this review, the question of scope and scale of the system (i.e., who is the target population) is revisited frequently and, in some cases, answered differently over time. For example, Denver's leadership body made the decision to work more deeply with a smaller, targeted cohort of providers to promote activities and learning that eventually can be applied more broadly. While most of their resources are focused on a small group of providers, Denver's leaders also decided to continue to provide lighter-touch supports to a broader community of OST providers. These supports include advocacy, networking and some professional development. For Providence and Nashville, the choice to focus on middle school students was based on a clear community need—a striking lack of quality options for young people in that age range. However, while both cities still have a core focus on middle school, governance bodies in each city have made a strategic decision to broaden their scopes and have begun supporting programs for high school youth.

2. What are the Basic Governance Models for City Afterschool Systems?

While the above-described features and functions are apparent in the governance of the city afterschool systems in this review, there is significant variation in how systems' governance structures are organized to support the work. The following typology, created by the study team, categorizes governance structures based on a system's organizational home, which appeared to have a strong influence on the development of other features and functions, including, perhaps most importantly, how and by whom decisions are made. It is important here to distinguish a system's governance structure from how it carries out its work. Because system building is collaborative in nature, many entities are involved in carrying out the work of the system. While each city system included a broad group of stakeholders that was carrying out the work, there was a much smaller set of organizations that managed governance for the system.

Three distinct models of system governance were identified by city informants: (1) those based in municipal offices or public agencies (public agency); (2) those based in nonprofit organizations (nonprofit); or (3) those that have a more diffuse base of operations, in which the system has components (and usually people) based in multiple organizations, both public and private (network).

As the infographic shows, the typology makes a further distinction in two of the basic models—public agency and nonprofit—identifying subtypes for each model. The infographic also indicates the governance model for each of the cities that informed this review as of the Fall of 2015.

To allow for a more detailed understanding, short examples of city systems from the review are included throughout this paper. To illustrate the three main governance models, governance systems in Baltimore, Nashville, and Saint Paul are highlighted in more detail. A pictorial description of the

NASHVILLE AFTER ZONE ALLIANCE

Mayor Karl Dean launched the Nashville After Zone Alliance (NAZA) in 2010 as a strategy for increasing the city's high school graduation rate. Through city contracts, NAZA funds a set of coordinating agencies and provider partners to deliver afterschool programming to middle school students across the city.

governance structure for each of these three city systems is also included in the appendix.

Governance Model: Public Agency

Afterschool systems are sometimes housed within city agencies or public systems. In some cities, the afterschool system is housed in the mayor's office. In others, systems work may sit in one or more municipal departments such as parks and recreation departments or libraries, or in the local school system. In this model, city or school district employees primarily staff the system, with agency, school district and/or city leaders providing strategic leadership and oversight and rallying other leaders and partners around system goals. While they are part of city agencies, afterschool systems adopting this model may still choose to establish a governing body specific to the work of the system, as was the case in Grand Rapids and Nashville.

Examples of systems residing in municipal departments or other divisions of city government include Nashville, housed in the public library system, and Grand Rapids, jointly housed in the mayor's office and the public-school system. The decision about whether to base the work in the mayor's office or another municipal agency is very much driven by local factors and mayoral priorities. For instance, in some cities, the afterschool systems work is a signature program of the mayor, making that office a logical fit for the work. In others, the mayor wants the systems work to sit in a municipal agency to help buffer it from the inevitable politics surrounding elected officials. And in some cases, like

Nashville, the work is incubated in the mayor's office before it moves to a more permanent home, either another city department or a non-profit.

New York City is another example of a system that is housed in a city department—the Department of Youth and Community Development (DYCD). While DCYD is home to the system-building work in NYC, it is important to note that New York City also benefits from the work of ExpandEd, the non-profit organization that housed the early afterschool systems work for NYC and fueled the institutionalization of funding for after-school services in the city government. DCYD now supports programs in more than 800 schools, in addition to collecting data, tracking outcomes, and providing professional development to their providers. ExpandEd continues to support system-building activities by testing new models and approaches; pushing for greater levels of quality; and advocating for additional resources and policy changes, engaging stakeholders and city leaders as a neutral convener. There is no formal structure connecting these two organizations. Rather, they come together on an as-needed basis.

A third subtype in this category is school districts. For example, the Office of Afterschool Programs in the Oakland (CA) Unified School District helps to support and coordinate afterschool programs in almost all the district's 86 schools. The Office helps schools connect with community-based partners, coordinates state and local program funding, provides technical assistance and professional development around the use of a quality improvement tool, has identified a common set of outcomes, and conducts a periodic evaluation.

Governance Model: Nonprofit

The most common governance model for afterschool systems among those we examined is within a local nonprofit organization. This includes nonprofits that provide a variety of services across multiple domains (multiservice nonprofits) and those that focus exclusively on the work of afterschool system building (dedicated or single-purpose nonprofits). Staffing of these models varies – in some non-profits, a lead (and sometimes additional staff) are solely dedicated to the functions of

FAMILY LEAGUE OF BALTIMORE

The Family League of Baltimore is a quasi-governmental agency serving as a state-designated local management board for Baltimore and operating as a 501(c)(3). Its afterschool work sits within a larger portfolio of initiatives aimed at improving outcomes for children, families, and communities. The Family League directly funds programs through a mix of public and private sources.

SPROCKETS SAINT PAUL

Sprockets St. Paul (Sprockets) is a public-private partnership that supports a network of afterschool options for youth by engaging four neighborhood network teams - groups of providers and community members focused on geographic regions in the city. Sprockets does not directly fund programs but has built relationships with partners and providers to enable the core work of the system.

the afterschool system. In others, particularly multiservice nonprofits, a team from across the organization supports system functionality as part of its broader work portfolio.

The nonprofits in our sample were funded through private and public sources, with some serving as re-granters of public funding for afterschool programs. State laws governing nonprofits require that each has a formal board of directors. While the specific purview of nonprofit boards varies, they typically provide strategic, financial, and operational oversight of the organization. In multiservice nonprofits, this includes, but is not limited to, the work of the afterschool system.

Two examples of multiservice nonprofits are the Family League of Baltimore City and Jacksonville Children's Commission serving as examples. Both the Family League and Children's Commission have strong links to government

authorities. The Children's Commission is an independent entity of the City of Jacksonville, with a board appointed by the mayor. The Family League is a quasi-governmental agency that helps to administer state and local funds; half of its board is comprised of mayor-appointed members who serve based on their role (ex-officio).

Four of the systems in the review are based in dedicated nonprofits, including Boston After School & Beyond, Fort Worth SPARC, Prime Time Palm Beach County, and the Providence Afterschool Alliance (PASA). Several informants noted that the economics of establishing and maintaining a standalone nonprofit often makes it attractive for system developers, at least initially, to seek a home in an already established nonprofit with a compatible mission or vision. The single purpose nonprofits in the review were created to fill a void in a community where there was no other nonprofit with a similar mission, interest, or capacity to house the afterschool system-building work.

Governance Model: Network

In the sample cities, a third model for afterschool systems work is emerging—collaborations or partnerships of like-minded organizations. These networks create a virtual home by tapping the resources and know-how of a small set of organizations and/or public agencies (2-3) that each take responsibility for and contribute to the leadership of the system-building work.

While all five of the networks in the city sample were comprised of a combination of public and private partners, in theory a network could be comprised solely of public or private partners. Leadership and staffing structures vary from network to network. In some, responsibility for system leadership and operations is shared across staff from lead organizations. In others, networks appoint a full-time system lead who is responsible for the day-to day work. Like the other models, networks receive funding from a mix of public and private sources. Unlike the others, decision making in this model commonly involves a wider group of stakeholders and is less likely to be swayed by or reflective of any one individual or organization.

All of the networks in the sample—St. Paul Sprockets, Louisville BLOCS, Denver Afterschool Alliance and the Greater Omaha After School Alliance emerged from a deep history of collaboration among providers in the community, and the key stakeholders in each city appear comfortable with the idea of shared ownership of and accountability for the initiative. Each one, however, staffs their system in a slightly different way. In the case of St. Paul, the organizations together selected and hired a system lead who reports to one of the partner organizations (the City of Saint Paul). Meanwhile, dedicated staff in partner organizations help carry out the governance functions of the system. In Louisville, governance responsibilities are shared across staff in the partner agencies, though one of the partners (The United Way) employs a system lead, who has primary responsibility for ensuring day-to-day operations. Denver takes a slightly different approach to staffing its network with each of the key partner organizations—the city, the public-school system, and a non-profit partner—splitting the responsibilities of day-to-day leadership of the system.

Omaha is another an example of a network that relies on a multi-organizational structure. The mayor's office, through the Greater Omaha After School Alliance (GOASA), handles much of the broad communications about the value of afterschool programs and provides resources for parents and families. GOASA also serves as a formal link between the mayor's office and the non-profit intermediary, Connections for Youth, which provides training, advocacy, and technical support to a network of out-of-school time programs operating in Omaha Public Schools. The GOASA lead sits on Connections for Youth's board of directors and works closely with Connections for Youth leaders to plan professional development and connect city resources with afterschool programs.

Governance Structures for City Afterschool Systems: Three Models

Public Agency

- Lead by mayor, superintendent or other city agency lead
- Organizational home is mayor's office, school district or other city agency (e.g. libraries or parks and recreation)
- City examples: Nashville, New York City, Philadelphia, Grand Rapids, Oakland
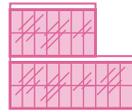
Nonprofit

- Lead by non-profit board of directors or someone designated by the board
- Organizational home is a single purpose or multiservice non-profit
- City examples: Baltimore, Jacksonville, Boston, Fort Worth, Providence, Palm Beach County

Network

- Organizations designate single lead or leadership team
- No single organizational home; several organizations share management and oversight
- City examples: Denver, Louisville, Omaha, Saint Paul

Community leaders can attract partners

City agencies can anchor systems during political transitions

VOTE TODAY

Staffing, leadership, and infrastructure is already in place

Accountable to a board of directors

Many non-profits re-grant funds to programs

$

Single purpose: focus is afterschool

STRATEGY

Multiservice: afterschool is part of a larger strategy

Non-hierarchical

Decision making involves a wider group

Relies on collaboration among networked organizations

3. What Features of Governance Do the Model Types Affect?

An analysis of information collected through the review indicates that three features of governance systems appear to be directly related to or affected by the model type or home. These include decision-making processes, staffing, and funding for the systems. The other key features and functions of a system, while still important, appear to be less affected by the organizational home. The following section summarizes how the three governance features—decision making, staffing, and funding—differ across the models identified in this review.

I. Public Agency Model: Mayor's Office or City Department

Staffing. A defining characteristic of the public agency model is that it relies primarily on city employees—either political appointees or permanent staff—to guide the work. At times, responsibilities of a system lead are divided among city staff and even across several departments. In other cases, one person is dedicated or assigned to the work. For instance, in Nashville, a single system lead, who is a city employee, is dedicated to system building. This was true when the Nashville network was housed in the mayor's office and continues with the transition to the system's home in the Nashville Public Library. In Philadelphia, deputy mayors of the Department of Health and Opportunities and the Department of Environmental Resources share oversight responsibilities for the system, while staff at the Department of Human Services, the Parks and Recreation Department, the Free Library of Philadelphia, and the School District of Philadelphia comprise a coordinating team responsible for various aspects of the work. Lead system staff may also be jointly supported by two city agencies, such as the mayor's office and the school system, as in Grand Rapids.

NASHVILLE AFTER ZONE ALLIANCE

Former Nashville Mayor Dean launched the Nashville After Zone Alliance (NAZA) as a strategy for increasing the high school graduation rate. From NAZA's inception, Mayor Dean remained a hands-on NAZA champion, staying involved in decision making, engaging key stakeholders and keeping them focused on the work, dedicating staff, and marshaling public resources for the system. The mayor handpicked NAZA's original leadership council, which he chaired, to include Metropolitan Nashville Public Schools' superintendent as vice-chair as well as other leaders from municipal agencies and the business community. A NAZA coordinator was hired to manage the system. Tapping public and private funds, Metro Nashville contracts with agencies to fund and coordinate programming in five "zones" across the city.

Each Zone has a lead coordinating entity that includes a zone director, who is responsible for managing the zone's "anchor" program partners. Zone directors are also responsible for specific aspects of system development. For example, one zone director leads NAZA's communications strategy. Another focuses on resource development. Early in NAZA's formation, the mayor charged its leadership council with identifying an alternative, permanent home for the network. Looking ahead to the end of his term, the mayor wanted to buffer NAZA from the potential impact of leadership changes. In 2014, NAZA moved to its new home—the Nashville Public Library—where it will become an ongoing part of the city infrastructure.

Funding. One of the key benefits of systems based in public agencies is that they typically receive in-kind support from city or departmental budgets. This support often includes staff time, supplies, and facilities. Because much of the support from public agencies is in-kind, systems that are housed in public agencies raised (or were seeking to raise) additional revenue from private foundations and other

sources to cover other direct expenses related to systems building. Grand Rapids, for instance, created a membership-based network with nominal membership fees that reflect member commitment and help defray costs associated with annual meetings and professional development.

Decision-Making Authority. In a public agency governance model, decisions must be made in ways that ensure the buy-in of the mayor or the agency's department head. While decisions related to the system are typically made with the input and advice of the system's leadership body, ultimately the decisions also must be in line with the views and opinions of the public figures leading the effort.

II. Nonprofit Model: Multi-service or Single Purpose Nonprofit

Staffing. The nonprofit afterschool system governance models in this review relied on two different approaches to staffing. In one approach, the nonprofit either hires or dedicates a person who is usually full time to operate as the system lead. Their job is to make sure the work of the system is carried out, relying on others (partnering agencies and organizations) for help with specific tasks or jobs. The other approach is for the nonprofit to look across its staff and create a team of people who each devote part of their time to supporting the system. In this case, the team usually divides up the work, with staff specializing in different areas, such as technical assistance, policy, and data systems.

Funding. The nonprofits in the review were supported through a mix of public and private sources. The multipurpose nonprofits in the review also served as re-grantors of public funding sources for afterschool programs (and other programs), and they receive funding to support the administrative and overhead costs of that work, some of which helps to offset the costs of the system-development work. Of the single-purpose nonprofits, PASA serves as the funder and operator of middle school afterschool and summer programs and accesses a diverse array of public and private sources to support its work, including support from the school district, national and local foundations, and private corporations.

FAMILY LEAGUE OF BALTIMORE

The Family League of Baltimore operates as a 501(c)(3) and serves as a coordinating entity for state funds—helping to set funding priorities and distribute resources to programs serving Baltimore's children and families. As such, Baltimore's afterschool system is nested in a broader community school strategy. At the Family League, a Senior Director of Initiatives oversees Baltimore's afterschool system-building work in addition to other organizational priorities. The Family League also provides a Program Director of Extended Learning and a Quality Improvement Program Manager, who help move the day-to-day work of the system. Decision-making authority rests primarily within the organization and with its board, half of which is comprised of public officials who serve as ex-officio members. The other half includes partners, other agencies, and members of the business community. The Family League has engaged a citywide steering committee to inform its community school strategy, which includes out-of-school time, and it regularly seeks input from the provider community, youth, and families.

Because of its quasi-governmental status, the Family League is able to access city and state funds for afterschool – the organization both funds programs and provides infrastructure and support related to data, access, professional development, and quality improvement.

Given its history of work in Baltimore and its diverse portfolio, the organization has a reputation as a trusted community resource. This has helped to ensure that all of its work, including that pertaining to afterschool, can weather changes in partners and their priorities.

Decision-Making Authority. State laws governing nonprofits require these organizations to have a formal Board of Directors. While the specific purview of nonprofit boards varies, they typically provide strategic, financial, and operational oversight of the organization. Since the boards of multi-purpose nonprofits are focused on running multiple programs and initiatives, system developers reported that they sometimes struggled to involve board members in the afterschool system-building work.

III. Network Model

Staffing. Staffing of the network model, with responsibilities shared across a set of lead organizations, reflects the desire of city leaders to promote a collaborative approach and joint ownership to system building. Cities using a network governance model are staffed in one of two ways--either responsibilities are shared across designated staff from each of the lead organizations supporting the system or the lead agencies jointly appointed a full-time system lead. The first strategy is utilized in Denver where the Afterschool Alliance operates out of multiple, separate agencies—three people, one from each lead agency, together manage the day to-day operations. St. Paul employs the second approach where the lead organizations pooled their resources and hired one person to act as the lead.   Louisville too has appointed a single lead to help coordinate decision making across partner organizations. A key distinguishing feature of staffing for this model is the relative independence of the lead or leaders who can focus more on the needs of the collaboration than on any one organization's priorities.

Funding. Networks generally receive funding from a mix of public and private sources reflecting their collaborative nature and neutrality—they are not beholden to any one organization. The review found that networks received funding from private partners and received resources, both in-kind and cash, from public agencies.

Decision-Making Authority. Another key feature of the network model is the diffuse nature of decision making among the key partners. Decision making in this model involves a wider group of stakeholders and is less likely to be swayed by the opinions or agendas of any one individual—even a key champion—or organization.

SPROCKETS SAINT PAUL

Sprockets is a public-private partnership that supports a system of afterschool options in Saint Paul. Sprockets staff sit within three separate organizations: Its director is housed in the City of Saint Paul's Parks and Recreation Department, an Associate Director and a Communications and Network Associate are employed by Augsburg College's Sabo Center for Democracy and Citizenship, and a Network Organizer works out of the YWCA of Saint Paul. Together, the system lead and the Sprockets team collaborate with providers and community partners to increase high-quality afterschool opportunities for youth. An executive committee and leadership team with members from city agencies, the mayor's office, the school district, community-based organizations and others help set Sprocket's strategy and maintain network momentum. A community advisory council (CAC) of providers and parents helps support network operations, and workgroups with members from the leadership team and CAC work on specific issues, such as quality and sustainability, as needed. Sprockets staff also engage the St. Paul Youth Commission to provide input on its strategy and practice.

The Sprockets system is funded by a combination of city, public, and private resources.

4. What are the Advantages and Limitations of Each Governance Model?

The information from the review points to several emerging advantages and challenges related to each governance model. The analysis in Figures 2-4 lays those out. At times, advantages can also be viewed as challenges and vice versa. For example, through the involvement of public officials, the public agency model holds promise for influencing public policy. Because public officials are involved, however, these organizations seem to be more limited in their ability to participate in some public advocacy activities.

Figure 2. Summary of Advantages and Challenges: Public Agency Model

Advantages

✔ **Access to policymakers.** Systems that have adopted a public agency governance model benefit from increased access to local policymakers and ability to influence public policy. Mayoral leadership can help bring key local policymakers to the table to address challenges facing afterschool programs and the system as a whole.

✔ **Support and buy-in among public stakeholders.** A program of the mayor's office or city agency is likely to ensure greater and sustained buy-in amongst key public officials. This often results in greater alignment in public funds to out-of-school time, as well as the potential to secure new sources of dedicated funding. When funds are dedicated within city agencies, as opposed to the mayor's office, they appear to stand a greater chance of withstanding political shifts.

✔ **Ability to drive private commitment.** The prestige and authority of mayoral involvement, as well as other high-profile city executives, can help drive additional private resources towards afterschool in the community. When private funders see that public sources are aligned and coordinated, they can also see, and hopefully fill, gaps where private support could make a difference.

Challenges

— **Constraints on policy and advocacy work.** While being housed in a local public agency does allow for strong influence on some policy issues, most government agencies have written (and unwritten) rules that limit official engagement in outside advocacy work (e.g. state or federal level advocacy). Depending upon the policy and how it is interpreted, this limitation may serve to hamper the system's overall effectiveness.

— **Sustainability.** In some ways, having access to public resources and leadership from key local political figures like the mayor can help to ensure that funding is available, that policies are aligned, and that public and private resources are better coordinated. There appears, however, to be some long-term risk in tightly identifying an initiative with an elected official. Political leaders come and go, and their successors are often interested in defining their own distinct priorities, rather than carrying on the work of their predecessors. Some cities have sought to address this challenge by housing the work in a city department where it can be somewhat insulated from local electoral politics. Other systems have sought a new governance model or organizational home when their champions left office.

— **Ability to leverage private funds to support operational costs.** Many system leads noted that it was difficult to raise funds from private sources due to either the city's reputation for managing finances effectively or the perception that no additional funding was needed because the initiative would be sustained by public funds. Moreover, some grantors cannot disburse funds to government entities. In response, some cities adopted a public-private structure with an associated network, alliance, or foundation. In Grand Rapids, for example, the mayor worked with the city commission and school board to develop Our Community's Children—an office that operates as a public-private partnership to improve access to private funding. Lastly, even when a city agency can help leverage additional private support, there is often a tension in using private resources for programs rather than to support the general operating costs of the system.

— Lack of perceived independence.
Because systems that operate out of public agencies are naturally tied to city structures and systems, they can sometimes be viewed as aligned with a particular or limited point of view regarding afterschool programs and not the 'big tent' that some community-based providers might be seeking. In this case, being sponsored by a municipal office or agency may deter a broad set of stakeholders and members from engaging in the work.

Figure 3. Summary of Advantages and Challenges: Nonprofit Model

Advantages	Challenges
✔ **Neutral position.** Nonprofits can position their agenda in a neutral manner when working to secure the support of and buy-in among a wide variety of stakeholders from the community. This is in contrast with city agencies that may have associations with politically appointed leaders or other power dynamics that prevent true collaboration. ✔ **Fewer leadership transitions.** Nonprofits are somewhat buffered from routine transitions of government leaders who champion afterschool. While losing a champion can prove to be a true set back to nonprofit organizations, they are less likely to dissolve as a direct result. Given their neutral location, nonprofits are also well positioned to align the initiative to the priorities of new administrations and to work to secure their support. ✔ **Ability to leverage private funding.** Many cities with a nonprofit structure cite their increased ability to leverage private resources as the primary benefit and driving factor of forming and maintaining a 501(c)(3) organization. Foundations have a long history of supporting nonprofits to carry out this type of work. In addition, the lack of bureaucracy in nonprofits compared with public agencies is another attractive feature to foundation partners. ✔ **Freedom to take policy positions.** Systems housed in nonprofits, particularly those housed in single-purpose nonprofits, are usually freer to take positions on political or funding issues than their counterparts housed in public agencies.	▬ **Need to establish a reputation as a new organization.** Nonprofits, particularly newly established nonprofits focused on afterschool systems, must develop a reputation as the natural leader for this work among city agencies, community-based organizations, and the funding community. In some ways, new nonprofits have to take on the double-duty of establishing their own credibility as well as the credibility of the system. A recurring theme from the review is that it is absolutely critical to empower the right leader who will be able to engage stakeholders around a common agenda. ▬ **Competing initiatives within multi-purpose nonprofit.** A potential risk for multipurpose nonprofits is that the various initiatives in the organization may compete for needed resources, particularly when the staff team is allocated across several projects. Organizational leaders participating in the review spoke about the challenge of keeping the focus on system building and knitting a consistent whole from the various activities of the organization. ▬ **Ability to fund direct operating costs.** Nonprofit organizations require a considerable amount of resources to cover their basic operating costs. A number of these general and administrative costs (phone, space, administrative support, accounting) are provided in-kind when the organizational home is a public agency. Many nonprofits, including those in the review, are accustomed to living with funding uncertainty and have experienced large swings in funding usually related to their dependence on grant funding. Funding swings have a direct impact on systems development, with work moving forward as funds are available and work slowing (or contracting) during lean times. ▬ **Indirect access to policy makers.** While nonprofits are generally freer to take on an advocacy role than their publicly housed counterparts, they tend to have less formal ties to public officials, which may limit their ability to directly influence public policy and funding decisions. Nonprofit systems attempt to mitigate this risk through developing and maintaining political connections through their governance structure, including their official board, advisory groups, or leadership teams. Some nonprofits, including Boston Afterschool & Beyond, have designated ex-officio seats on their boards for cabinet-level staff from key partner agencies whose policy ultimately affects the success of the initiative. But even with the right people connected to the work, nonprofits are still one step removed from policy decisions.

Figure 4. Summary of Advantages and Challenges: Network Model

Advantages	Challenges
✔ **Strong grassroots support for the work.** Perhaps the biggest advantage of a network approach is the strong buy-in from providers and community partners in the system's vision and everyday work.	– **Sustainability.** The network approach is somewhat less tested. How well these collaborative efforts can maintain momentum through leadership changes in their key partner organizations is yet to be tested. The fact that ownership for the system is diffuse could ultimately prove more challenging to sustain over time. Managing system funding in a diffuse structure may also prove to be challenging in the long run.
✔ **Distributed leadership.** Because defining aspects of the network model include distributed staffing and a small number of organizations serving key leadership roles, leadership for the work is more likely to be broadly representative of the larger afterschool community and the community as a whole. Distributed leadership could also serve to insulate the system from leadership change shocks.	– **Managing the work.** Because staff and responsibilities are spread across multiple organizations, it can be more complicated for networks to develop accountability systems to ensure that all pieces of the work are moving forward in concert.
	– **Reliance on relationships.** In the network structure, the ability to move the work forward in a coordinated fashion relies heavily on individual relationships across organizations. This may prove particularly challenging when an organizational leader or staff in a partner organization leaves their position.

5. When Do/Should City System Leaders Consider Changing or Modifying their Governance Model?

Many of the cities included in the afterschool system building initiatives funded by The Wallace Foundation, as well as the others included in this review, have been doing the work of afterschool system building for more than a decade. Over that time, system builders have faced changes in stakeholders, champions, and community needs; shifts in afterschool programming and services; and fluctuations in funding from local and national sources. Through all of this, their systems work continued to mature, albeit not always in a smooth and consistent fashion. It was clear that as system features, functions, and partners change, so do their governance structures. Changes in governance can be big, such as changing the organizational home, or small, such as changing bylaws. Sometimes change can be anticipated and planned for as in the case of a mayor's term ending, and sometimes changes come as a surprise (e.g., change in leadership at

a partner organization results in a new strategic direction that is no longer aligned with afterschool system work). And sometimes change is a result of growth and maturation of the system. This type of change might involve restructuring the leadership team due to growth in membership.

Perhaps the most visible change in governance happens when a system changes its organizational home. Table 5 summarizes the changes in organizational homes experienced by the cities that informed this review. Of the 15 cities included, seven underwent a change in organizational home at some point in their history.

- When it comes to changing system homes, the analysis of data from the review showed that:
- Five cities that incubated their systems in a public agency eventually relocated their organizational home, and two of those created a new non-profit.
- Two afterschool systems changed their organizational home from the mayor's office to a network structure.
- One afterschool system moved its organizational home from one nonprofit organization to another nonprofit.
- One afterschool system moved its organizational home from a nonprofit to a city agency.

Figure 5. Changes in Afterschool System Governance Models

	Public Agency		Nonprofit		Network
	Mayor's Office	**Other City Agency**	**Multiservice Agency**	**Dedicated Non-profit**	**Public-private/ Multiple NPOs**
Boston	Previously			Currently	
Denver	Previously				Currently
Ft. Worth		Previously		Currently	
Nashville	Previously	Currently			
New York City		Currently		Previously	
Providence			Previously	Currently	
St. Paul	Previously				Currently

A change in home often signals a larger set of changes within the system; the systems in the review rarely changed their governance models without a larger review and modifications to their system-building approach. For each of the systems noted above, changing the organizational home also meant revising and in some cases completely revamping many of the other features and functions of their governance structures. For example, moving from the mayor's office to a new non-profit means, among many other things, establishing a formal board of directors.

It should be noted that in some cases where the afterschool system-building work moved from its original perch in the mayor's office to a new home, the mayor (and in some cases his or her predecessors) stayed very connected to the work after the move. For example, the Denver Afterschool Alliance's bylaws require that one of its co-chairs always be a mayoral appointee. And in Nashville, the mayor still acts as a champion for NAZA after its transition to the libraries.

The review also attempted to identify when, or under what conditions, a system might seek to find a new organizational home or make significant changes to how its governance structure functions. Across the 15 cities considered, governance changes were prompted by:

- City leadership transitions tied to a mayor leaving office.
- Receipt of new funding, including a grant from a foundation or from public resources.
- A need for a governance body with fund-development capacity.
- Changes in the scope and scale of the work. For instance, many cities continue to question and refine the target population for their systems. If a leadership team decides to scale up or change the focus of its systems initiative, this can trigger a reexamination of organizing principles, governance structures, and the role of partner agencies and organizations.
- Needing the right mix of skills and experience in the system's operational team, boards or committees. In some cases, this means needing to energize the work by getting a different set of stakeholders involved.

GOVERNANCE SHIFTS IN NASHVILLE, BALTIMORE AND ST. PAUL

Each profiled city has experienced some shifts in its governance structures over time:

- Nashville moved to the library and, in part as a result of that change, is rethinking the composition of its leadership council.

- St. Paul changed its structure to make reporting lines and decision-making authority more transparent. An operations team comprised of leadership from city agencies and the school district used to provide guidance separately from Sprockets' leadership team. Now they are a part of the larger group. In addition to participating in the leadership team, the former operations team leaders meet individually with Sprockets staff on a quarterly basis to address each agency's data and quality needs.

- Baltimore is considering changes to its governance model, creating a tighter leadership team for its afterschool work and positioning its existing steering committee, which includes upwards of 60 members, as a stakeholder coalition.

- Opportunities to streamline decision making.
- Informal arrangements no longer being adequate. In these instances, systems developed new MOUs, by laws, and other mechanisms to formalize structures and responsibilities among partners.

6. How can Governance Help to Promote Sustainability for Afterschool Networks?

Information gleaned from the review also points to a connection between governance and sustainability: How system leaders put in place governance structures appears to impact the depth of their work and extent of their reach. For city systems to continue to grow and deepen their work, they must continually examine and adjust to new and emerging priorities and challenges. For example, the Family League of Baltimore worked with the city and school system to align its afterschool and community school strategies in response to a push from community partners. Changes like these often prompt other changes, big and small, to system governance, and that ultimately can affect the sustainability of the work.

Many of the cities included in this review are also using their governance structures to cultivate and codify relationships that will help to sustain their systems, making sure that the partners involved in leadership structures are positioned to help maintain the momentum of the system-building work. For some of the cities, ensuring that those involved in system governance contribute to the system's long-term viability is an intentional part of their sustainability strategy. Others address this need more organically as situations arise, without necessarily naming it as an approach to sustainability.

QUESTIONS CITIES CAN ASK ABOUT THE ROLE OF GOVERNANCE IN PROMOTING SYSTEM SUSTAINABILITY

- Do our leadership groups include all of our key stakeholders? Is anyone missing?

- Is anyone involved in our governance no longer supportive of the work? Could someone else be engaged?

- Does our governance structure allow for and support widespread engagement of stakeholders?

- Do workgroups or standing committees adequately support the key work of our system (data, quality, etc.)?

- Do members of governance groups have fundraising responsibility? Should they?

- Do we have the right type of agreements in place to make sure that partnerships are solidified and that there is long-term support for the system?

- Do we have structures and processes to promote communications of accomplishments and outcomes?

- Do we regularly celebrate success and acknowledge the important contributions of our partners?

Additional Lessons Learned

Conversations with city system leaders and analysis of information collected as part of this review led to several other findings related to the governance of afterschool systems. These include:

- There does not appear to be an "optimal" governance structure for supporting afterschool system building. Rather, each type of structure comes with a set of advantages and constraints. And the significance of these advantages and constraints (how big the advantage or how limiting the constraint) is very much influenced by local context. The role of afterschool system builders in policy development and advocacy appears to be an area in which organizational home has a significant impact. The systems adopting a public agency model were able to affect policy using internal mechanisms (largely, engagement of key policymakers), but were limited on the amount of external advocacy work they could take part in. On the flip side, systems adopting a nonprofit model were more easily able to execute an external advocacy strategy but were more limited in direct access to public officials making decisions.

- Regardless of which governance model a city adopts, system leaders felt that to be successful there should be at least one person with significant time dedicated to this work. Many informants believed that the system lead role needs to be a three-quarter-time position at minimum. In cities where staff allocations were spread among several organizations, it was difficult to quantify the level of effort being dedicated to the initiative. These leaders also felt that without explicit and directed staff resources, accountability for the initiative's progress on goals is likely to be negatively impacted.

- In some cities, leaders expressed both a need and a desire to leverage their governance structures to inject new energy into the system. In several cities, the desire to bring in a new generation of leaders and to engage new partners is helping to propel the system-building work. Others indicated that this was very important to the long-term sustainability of the work.

- One of the continuing roles of the governance body is to develop—and redevelop—strategy. As the system evolves, the governing committees must make and revisit critical decisions, including the focus of the system, how to best serve target constituencies in the city, and where the work should live, among others.

- In the vast majority of systems included in this review, city agencies and staff played significant roles in system governance. In some cases, their role is more prominent and includes either fully housing a system or participating in a network arrangement. In the case of systems housed in nonprofits, city officials and staff were also engaged in official and unofficial ways in system leadership and decision-making. This points to the important role that city leaders and staff play in ensuring the viability of afterschool systems.

Appendix

System Governance Structure Examples
As of November 2015

Nashville After Zone Alliance

The Nashville After Zone Alliance (NAZA) is a network of coordinated afterschool programming for Metro Nashville's middle-school students. Originally an initiative of the mayor, NAZA is now housed in the Nashville Public Library. Through city contracts, NAZA funds a set of coordinating agencies and provider partners to deliver afterschool programming to students across the city.
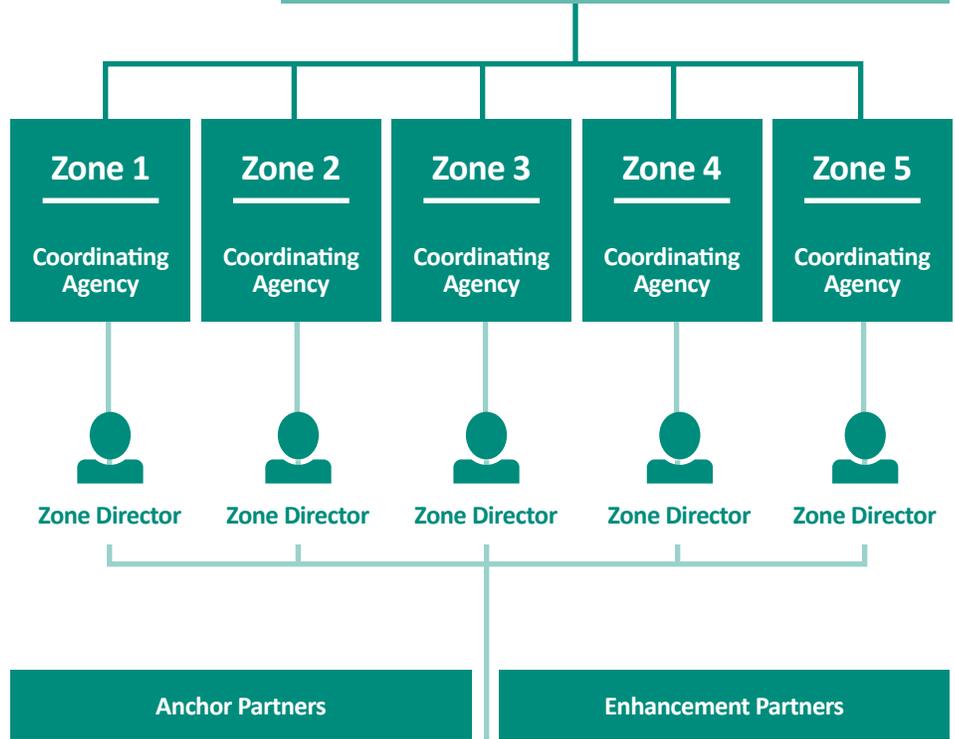
NAZA LEADERSHIP COUNCIL
- Responsible for advocacy and planning
- Members include:
  - Library board member
  - Metro arts commission
  - Parks and Recreation
  - Metro Nashville Public Schools
  - Coordinating entities
- Workgroups focus on:
  - Program quality
  - Data
  - Sustainability

ZONE COORDINATING AGENCIES
- Contracted with Metro Nashville
- Make ground-level decisions
- Meet monthly

ZONE DIRECTORS
- Hired by Coordinating Agency to manage zone work
- Recommend ground-level policies and procedures to Coordinating Agency
- Each director has focus area (e.g., communications, data, resource development)
- Meet weekly with NAZA staff

Source: NAZA staff, 2015

Metro Nashville Government

Nashville Public Library

Library Director

Associate Director of Community Engagement

NAZA Leadership Council

NAZA Coordinator

Project Manager

Workgroups

Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Coordinating Agency	**Coordinating Agency**	**Coordinating Agency**	**Coordinating Agency**	**Coordinating Agency**
Zone Director	Zone Director	Zone Director	Zone Director	Zone Director

Anchor Partners
- Afterschool providers
- Meet monthly

Enhancement Partners
- Individuals or providers in specialty areas (e.g., fashion, sports, art)
- Meet at least twice yearly

Family League of Baltimore

The Family League of Baltimore is a quasi-governmental agency, serving as a state-designated local management board for Baltimore and operating as a 501(c)(3). Its afterschool work sits within a larger portfolio of initiatives aimed at improving outcomes for children, families, and communities. The Family League directly funds programs through a mix of public and private funds.

Family League Board

- Provides organizational strategy and oversight
- Members include representatives from higher education, foundations, businesses, and city and state officials

Family League of Baltimore

CEO

COO

Senior Director of Initiatives

PK-8 Initiatives

Middle and High School Initiatives

Expanded Learning
Director of Expanded Learning
Quality Improvement Program Manager

CITYWIDE EXPANDED LEARNING STEERING COMMITTEE (~60 MEMBERS)

- Supports strategic planning and messaging
- Broad membership, including providers, policymakers and funders
- Co-chaired by Baltimore City Public Schools
- Meets every other month

Funded Afterschool Providers

- Engaged to give input on Family League strategy and practices
- Participate in key initiatives (data, quality, etc.)

Workgroups

- Participate in and host workgroups focused on:
  - Summer learning
  - Social-emotional learning
  - Data and program quality
- Meet as needed

Source: Family League Staff, 2015
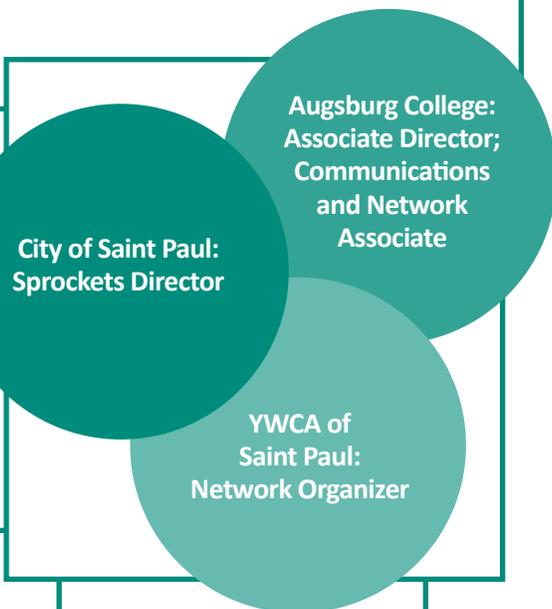
Sprockets St. Paul

Sprockets St. Paul (Sprockets) is a public-private partnership that supports a network of afterschool options for youth vis-à-vis four neighborhood network teams – groups of providers and community members focused on geographic regions in the city. Sprockets does not directly fund programs but has built relationships with partners and providers to enable the core work of the system.

EXECUTIVE COMMITTEE (~8 MEMBERS)

- Sets strategy, acts as staff sounding board, engages leadership team
- Reps from libraries, parks & rec, mayor's office, school district, and a community-based organization
- Meets every other month

COMMUNITY ADVISORY COUNCIL (~18 MEMBERS)

- Provides program perspective on Sprockets strategy, supports engagement of neighborhood network teams
- Providers and parents
- Meets monthly

City of Saint Paul: Sprockets Director

Augsburg College: Associate Director; Communications and Network Associate

YWCA of Saint Paul: Network Organizer

LEADERSHIP TEAM (~27 MEMBERS)

- Strategic planning, fundraising, budget approval, advocacy
- Executive committee members, representatives from higher education, CBOs, businesses, philanthropy, and other community leaders
- Meets every other month

NEIGHBORHOOD NETWORK TEAMS (4)

- Coordinate programs and opportunities for youth
- Distribute innovation funds to neighborhood organizations
- Providers
- Meets monthly

WORKGROUPS

- Focus on specific issues:
  - In/Out-of-school learning
  - Program quality
  - Sustainability
- Include members of CAC and Leadership Team
- Meets as needed

ST. PAUL YOUTH COMMISSION (~16 HS STUDENTS)

- Advances equity work in areas important to Saint Paul youth
- Provides youth input on Sprockets strategy
- Meets with this purpose as needed

Source: Sprockets Staff, 2015

Informants

Wallace Afterschool System Building Grantees

Family League of Baltimore

Boston Afterschool and Beyond

Denver Afterschool Alliance

Fort Worth SPARC

Grand Rapids Expanded Learning Opportunities (ELO) Network

Jacksonville Children's Commission

Building Louisville's Out of School Time

Coordinating System (BLOCS)

Nashville After Zone Alliance

Comprehensive After School System of New York City (COMPASS)

PhillyBOOST

Providence After School Alliance

Sprockets Saint Paul

Additional City Systems

Oakland Unified School District

Greater Omaha After School Alliance / Omaha's Collective for Youth

Prime Time Palm Beach County

Wallace Foundation Next Generation Afterschool System Building Technical Assistance Team

National Institute on Out-of-School Time

John W. Gardener Center for Youth and their Communities

National League of Cities

Collaborative Communications Group

Forum for Youth Investment

Additional Afterschool System Experts

Andi Fletcher, consultant, formerly with Sacramento START

Jessica Donner, Every Hour Counts

Elaine Fersh, Community Matters

Lucy Friedman, ExpandED Schools

FourPoint
Education Partners