

# Stability and Change in Afterschool Systems, 2013-2020

READY BY 21 NATIONAL MEETING

NATIONAL INSTITUTE FOR  
WORK & LEARNING

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**fhi360**  
THE SCIENCE OF IMPROVING LIVES



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# CONTEXT SETTING

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# Background

Follow-up to 2013 baseline study

**Sustainability Study:** Determine the current status of the cities identified by the 2013 study as having afterschool coordination, explore city characteristics associated with stability and change

**Adoption Study:** Learn whether afterschool coordination was occurring in large cities that were not coordinating in 2013

Data collected before schools and afterschool programs closed and reconfigured due to the pandemic

## 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.

## CONTEXT SETTING

# Findings from the Baseline Study

Explored adoption of key components of afterschool coordination in large U.S. cities

At least **77 of 275** cities with populations of 100,000 or more coordinated afterschool programming

In 2013, **62% of coordinating cities used quality standards** and **60% had a coordinating entity**

**Less than a quarter** of cities with coordinated out-of-school-time systems had adopted all three key coordination components

## THREE KEY COMPONENTS OF AFTERSCHOOL COORDINATION



A COORDINATING ENTITY



A COMMON DATA SYSTEM



QUALITY STANDARDS  
OR FRAMEWORK

# 2

## PURPOSE OF THE CURRENT STUDY

## STABILITY AND CHANGE IN AFTERSCHOOL SYSTEMS

### Research Questions

1

What proportion of cities reporting afterschool coordination in 2013 have continued to coordinate?

2

Has the number of key coordination components increased, remained the same, or decreased between 2013 and 2020?

3

What city characteristics are associated with stability or change in the number of key components?

4

What do the findings suggest for future work the field might undertake to strengthen system-building?

5

What are the characteristics of the cities/systems where afterschool coordination is no longer occurring?

# 3 FINDINGS



RESEARCH QUESTION 1: What proportion of cities reporting afterschool coordination in 2013 have continued to coordinate?



## SURVEY FINDINGS

# Research Question 1: 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**

Almost all city systems **(96%) also offered summer and expanded learning opportunities**

Slight increase in percentage of **cities offering expanded learning (66% to 70%)**

## HOW MANY CITIES SUSTAINED COORDINATED AFTERSCHOOL SYSTEMS?

**85%** of city systems  
were sustained

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

## SURVEY FINDINGS

### Key Component: Coordinating Entities

**58%** of responding cities in 2020 reported having a coordinating entity (vs. 69% in 2013)

**Intermediary organizations** established specifically for the purpose of leading the afterschool coordination initiative or other **local nonprofits** were most frequently the organizational homes

Benefits included forging relationships among afterschool providers, establishing new partnerships with public and nonprofit organizations, and advocating for resources

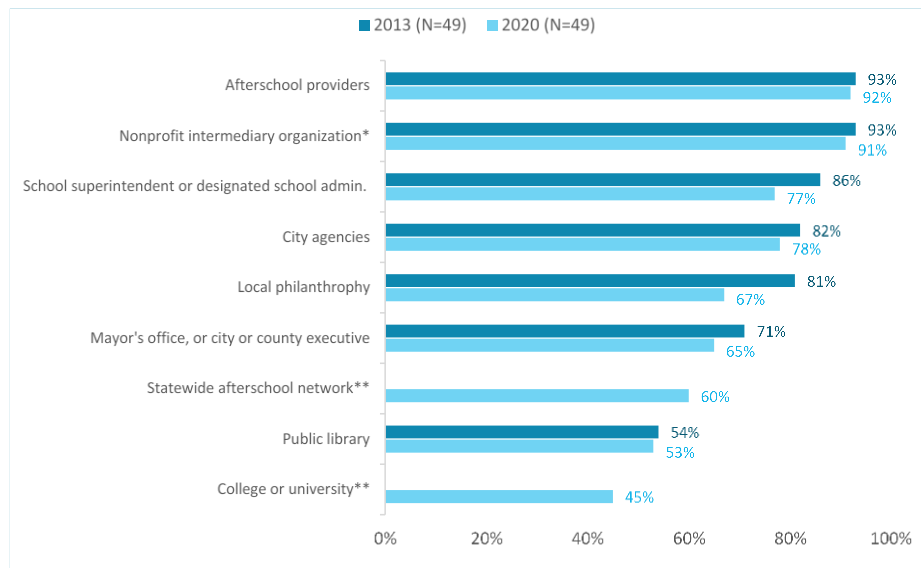
Professional  
development  
secured through our  
coordinating  
organization  
“enabled us to learn  
from some of the  
best in the field on  
what it takes to build  
consensus and  
better coordinate  
between providers.”

-Survey Participant

## SURVEY FINDINGS

# Key Component: Coordinating Entities

**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

## SURVEY FINDINGS

# Key Component: Data Systems

Between 2013 and 2020, the percentage of **cities with a common data system increased from 40% to 63%**

Having a common data system enabled cities to collect data using common definitions, expand the amount of data collected, and conduct data-informed evaluations

Cost was a prohibiting factor

Enabling factors included the availability of outside expertise and ability to access existing state or school district data systems

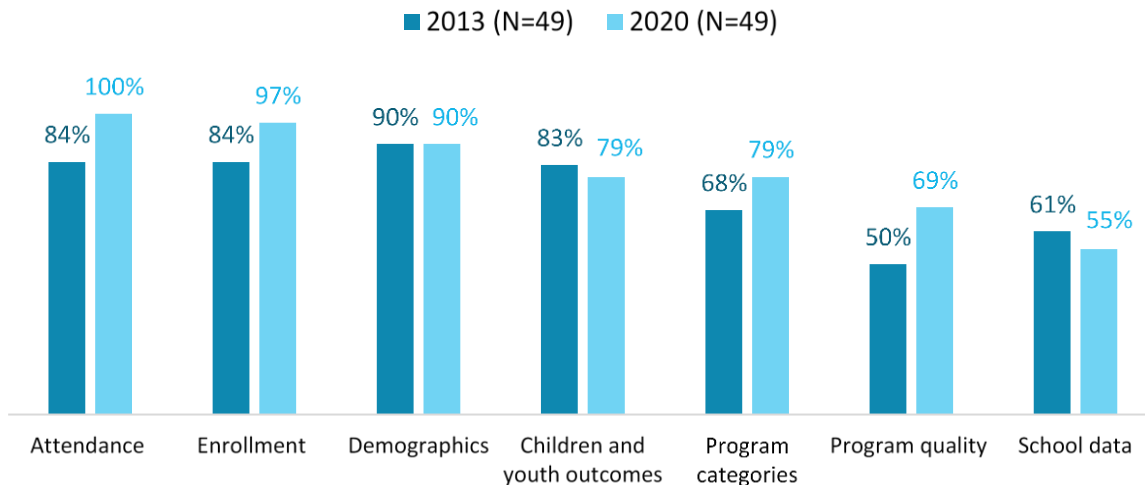
**“Having a partnership of funders, nonprofits, and a university to guide the data system has been critical.”**

**-Survey Participant**

## SURVEY FINDINGS

# Key Component: Data Systems

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



## SURVEY FINDINGS

### Key Component: Quality Standards

Between 2013 and 2020, the percentage of cities using shared quality standards increased from 69% to 83%

There was a large increase in the percentage of city afterschool systems using quality assessment tools between 2013 and 2020 (62% vs 90%)

Enabling factors included funding and availability of evidence-based standards from outside sources

Benefits included professional learning and quality improvement

Shared quality standards can provide a “common lens and language for youth development, youth leadership, social and emotional learning, civic engagement, and family engagement...”

-Survey Participant



RESEARCH QUESTION 2: Has the number of key coordination components increased, remained the same, or decreased between 2013 and 2020?

## SURVEY FINDINGS

### Research Question 2: Number of Coordination Components

Table 1. 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

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

↓ Cities with a coordinating entity decreased

↑ Cities with a common data system increased

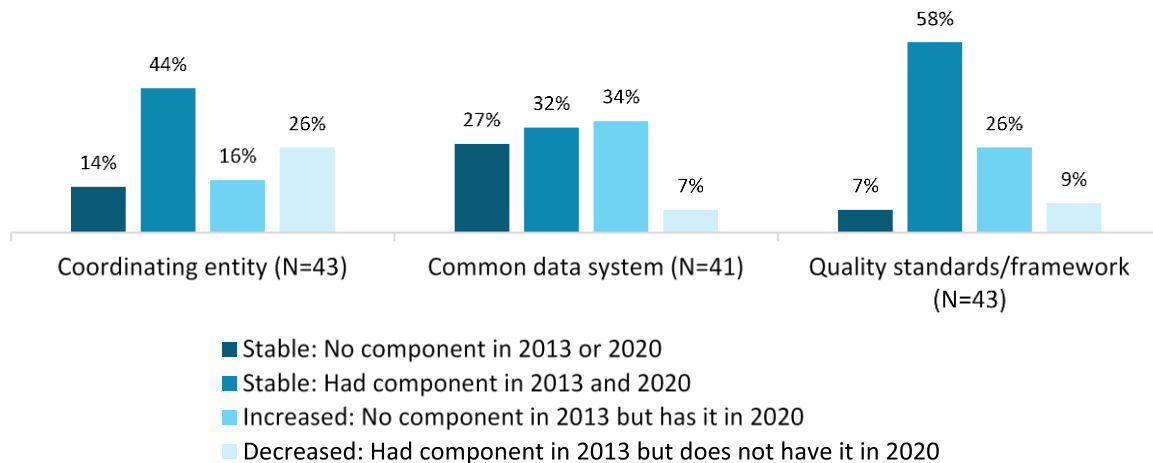
↑ Cities with quality standards/framework increased



## SURVEY FINDINGS

# Research Question 2: Number of Coordination Components

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



RESEARCH QUESTION 3: What city characteristics are associated with stability or change in the number of key coordination components?

## SURVEY FINDINGS

# Research Question 3: City Characteristics and Key Components

83% of cities with a common data system had high or moderate commitment of the city leader compared to 17% with slight or no commitment.

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.

In 2013, 62% of coordinating cities used quality standards and 60% had a coordinating entity

City size and an increase in funding over the last five years were associated with the extent of coordination, i.e., having all three coordination components

## 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

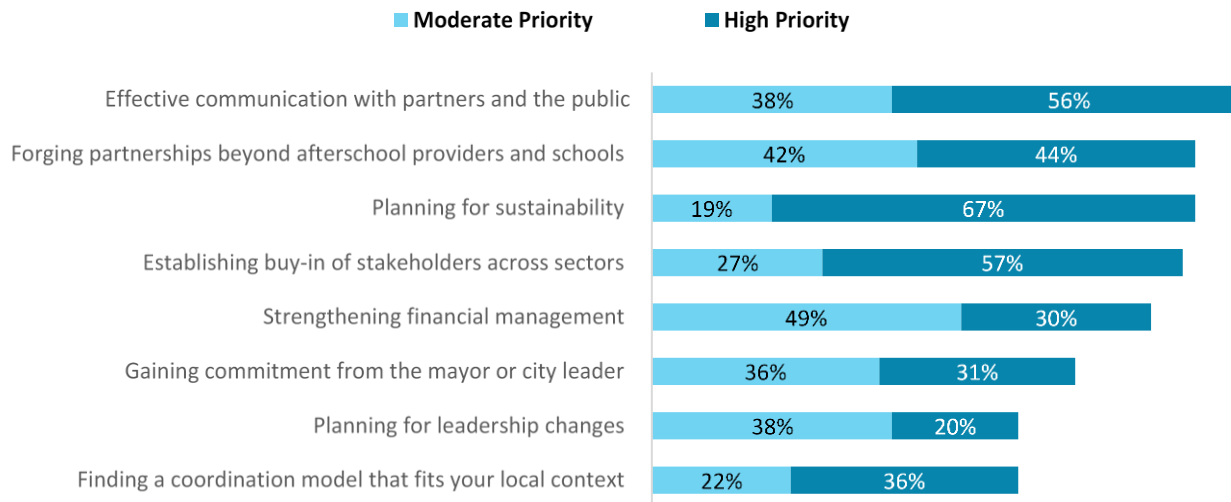


RESEARCH QUESTION 4: What do the findings suggest for future work the afterschool field might undertake to strengthen system-building?

## SURVEY FINDINGS

# Research Question 4: Suggestions for Future Work

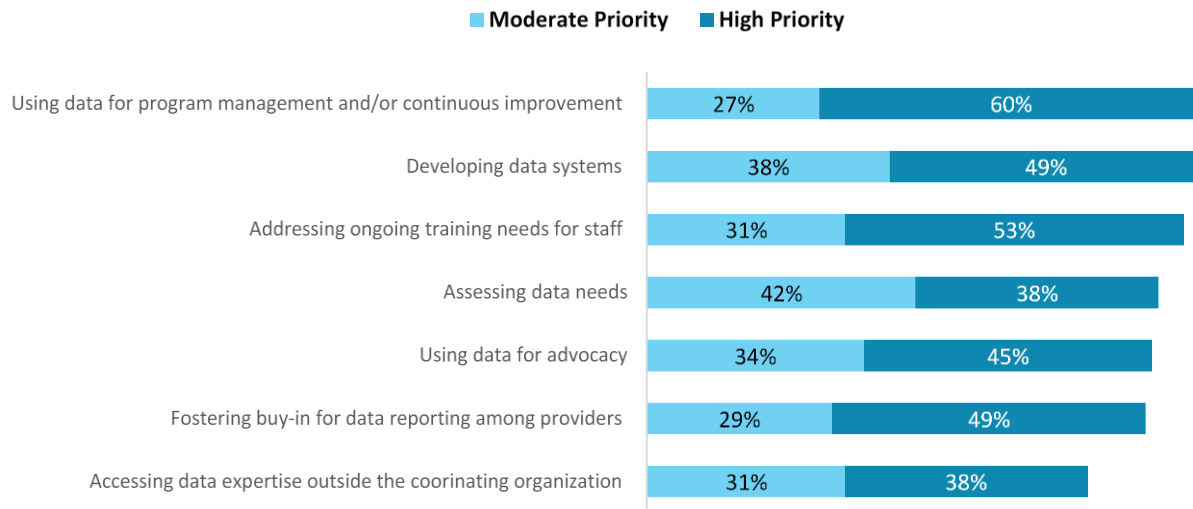
**Figure 10. Cities' Ratings of Topics that Would Strengthen Leadership in Afterschool Coordination Effort, 2020 (N=49)**



## SURVEY FINDINGS

# Research Question 4: Suggestions for Future Work

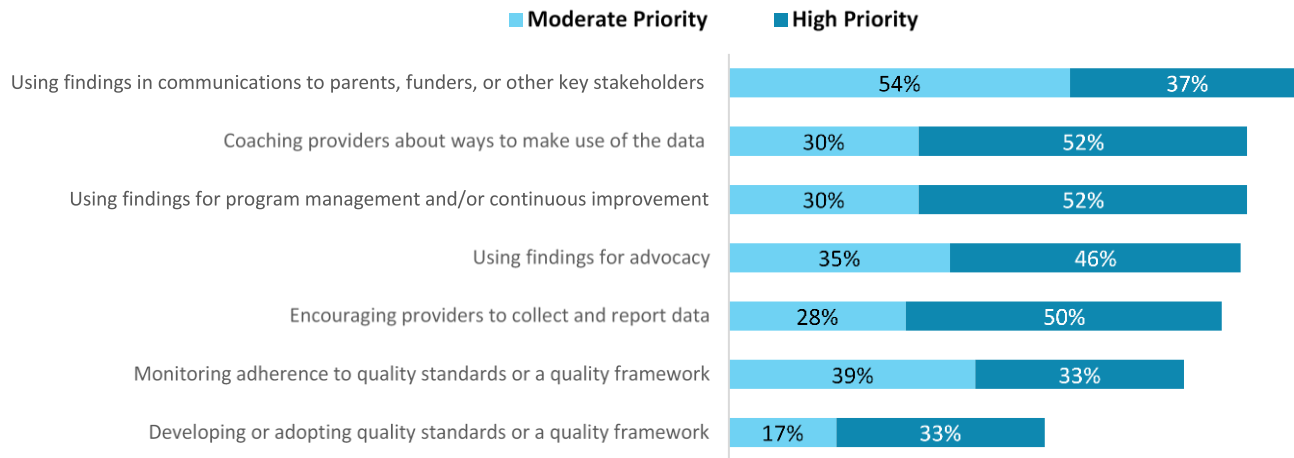
**Figure 11. Cities' Ratings of Topics that Would Strengthen Development and Use of a Common Data System, 2020 (N=49)**



## SURVEY FINDINGS

### Research Question 4: Suggestions for Future Work

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





RESEARCH QUESTION 5: What are the characteristics of the cities/systems where afterschool coordination is no longer occurring?



## SURVEY FINDINGS

### Research Question 5: Cities Where Afterschool Coordination Was Not Sustained

In cities that stopped coordinating, **coordination generally was not well established** at the time of baseline study in 2013

**Reasons for ceasing coordination** included:

- Leadership turnover and associated changes in priorities in **4 cities**
- Lack of funding in **4 cities**
- Afterschool systems were subsumed within broader collective impact initiatives in **2 cities**

#### HOW MANY CITIES SUSTAINED COORDINATED AFTERSCHOOL SYSTEMS?

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## CONCLUDING THOUGHTS

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# Discussion and Implications

Decrease in cities with coordinating entities

Other approaches to afterschool coordination

Newly developing coordination systems

Need for information and supports

Impact of the pandemic on afterschool coordination

Confronting structural racism

**“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.”**

-FHI 360

# 5 DISCUSSION