

**BOSTON'S AFTER-SCHOOL FOR ALL PARTNERSHIP:
LESSONS LEARNED IN STRATEGIC PHILANTHROPY**

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EXECUTIVE SUMMARY

Partnership History and Structure

In the spring of 2001, thirteen Boston civic and business leaders came together to form Boston's After-School for All-Partnership, a funding collaborative that would support after-school programming in the City of Boston. Formed to support one of Mayor Thomas M. Menino's top priorities, the Partnership originally committed an incremental \$24 million to Boston's after-school field over five years. By the end of the first four years of its tenure, the Partnership totaled 15 funders who had given more than \$32 million to the after-school field, investing in programs, research, and strategic initiatives that had a significant impact on the field and the community.

The fifteen Partners were:

- The City of Boston
- The Barr Foundation
- The Boston Foundation
- Bank of America Charitable Foundation (formerly FleetBoston Financial Foundation)
- LG Balfour Foundation (formerly Fleet National Bank Trustee of the LG Balfour Foundation)
- Harvard University
- The Hyams Foundation
- Liberty Mutual Group
- Massachusetts 2020
- Nellie Mae Education Foundation
- New Profit Inc.
- United Way of Massachusetts Bay
- Verizon Foundation
- The Robert Wood Johnson Foundation (joined in 2003)
- The Yawkey Foundation II (joined in 2003)

The Partners committed themselves to three goals:

- *Expansion* - To expand the availability of quality after-school and summer programs to serve an additional 5,000 low-income children in Boston.
- *Learning* - To help improve the academic achievement and positive development of children by supporting after-school and summer providers in their efforts to integrate high-impact learning activities into their programs.
- *Sustainable Financing* - To support efforts to put in place sustainable, significantly increased streams of public revenue to fund a system of quality after-school and summer programs in Boston.

The Partners identified multiple approaches to achieve these goals. First, they each continued to make direct grants from their institutions to after-school programs in Boston, which totaled nearly \$25 million of incremental giving through the first four years of the Partnership's tenure.

In addition, they designated three working groups – one responsible for each goal – and developed five pooled funding initiatives and other efforts, described below.

Expansion Goal Working Group Initiatives

Initially the Expansion Goal Working Group commissioned research by McKinsey and Company on how to best expand after-school slots for Boston's school-age children. Their research results emphasized building on school-based after-school programming. Concurrently, to ensure all city needs were met and families had diverse options, the Partners decided to also work toward expansion of community and faith-based after-school programming. As a result, three expansion initiatives were created, as follows.

The Community After-School Initiative (CASI) focused on expanding access in existing community-based after-school programs. It was scheduled to invest \$4 million over four years and funded forty-nine programs in its first three years of operation, increasing slots by 489 out of its targeted 500.

The School Sites Initiative (SSI) focused on expanding access in after-school programs held in public schools. It was scheduled to invest \$2.6 million over four years and funded fifteen programs in its first three years of operation, increasing slots by 717 compared to its target of 600.

The Faith-Based After-School Initiative (FASI) focused on expanding access in existing faith- or church-based after-school programs. It was scheduled to invest \$2.7 million over four years and funded twelve programs in its first three years of operation with a target of increasing slots by 300.

Learning Goal Working Group

Initially the Learning Goal Working Group commissioned seven research papers on the following topics:

1. Pre-conditions for children's achievement and the role of after-school programs
2. Tutor training and higher education involvement in after-school programs
3. Bridging school and after-school programs
4. Technology to support learning
5. Enhancing literacy support in after-school programs
6. Project-based and experiential learning
7. Expanding and coordinating the role of cultural institutions in after-school programming

An executive summary of and details on this research can be found in the report "Strategies for Success: Strengthening Learning in Out-of-School Time" at the Boston After School & Beyond website,

http://www.bostonbeyond.org/partners/data_research.php

Inspired by this research, the Learning Goal Working Group originated the After-School Literacy Coaching Initiative with a focus on enhancing literacy support in Boston after-school programs through on-site coaching, training, and the provision of quality

curriculum and materials. The After-School Literacy Coaching Initiative is an ongoing effort that has directed over \$1 million to provide literacy support to more than forty-five Boston after-school programs serving more than 3,000 children.

Sustainable Financing Goal Working Group

In 2003, the Partnership collaborated with the Massachusetts Department of Education to form the Massachusetts After-School Partnership (MAP), a permanent organization with a mandate to provide the infrastructure to coordinate and advocate for after-school activities throughout Massachusetts. Partners contributed more than \$350,000 to MAP and leveraged an additional \$225,000 from the Charles Stewart Mott Foundation to support its first three years.

Partners also commissioned other research related to Boston's after-school field including parent, teen and provider surveys, mid-term reports on the pooled funding initiatives and an analysis of the after-school field, which were used to guide their decision-making. For further information on this research, please contact Boston After School & Beyond (www.bostonbeyond.org).

Creation of Boston After School & Beyond

In 2004, after extensive research and discussions with all stakeholders, and with funding from the Robert Wood Johnson Foundation, the Partnership founded a permanent organization to support Boston's after-school field, Boston After School & Beyond. Boston Beyond (as it is commonly known) pursues its mission through four key areas – knowledge management, communications, strategic initiatives and resource development – and includes several collaborative networks and initiatives with specific goals:

- Teen Initiative
- Achieve Boston (for professional development for youth workers)
- Boston Youth Sports Initiative
- Arts & Culture Initiative
- Partners for Student Success

Boston Beyond has received significant additional national funding and is poised to serve the future needs of Boston's after-school field.

Partnership Achievements

Boston's After-School for All Partnership achieved several important successes during its five-year tenure. In support of its three key goals, it expanded after-school slots significantly in Boston, it increased learning opportunities in after-school programs and it laid the groundwork for building sustainable funding for those programs.

Partners achieved shared learning through their participation in the Partnership and the Partnership itself brought strong public attention to the importance of after-school programming in Boston.

Permanent organizations to support after-school programming in Boston (Boston After School & Beyond) and advocate for public policy support on a state-wide basis (the Massachusetts After-School Partnership) were launched based on the Partnership's work, and the Partnership structure and methodology created a funding collaborative model that others doing similar work could learn from.

Finally, individual Partners achieved benefits specific to their respective organizations through their involvement in the Partnership.

Partnership Challenges

Along the difficult path to reaching these achievements, the Partnership faced several challenges. Several obstacles surfaced in the pursuit of making systemic change in Boston's after-school programming, and governing a funding collaborative made up of bright, committed, high-powered individuals proved complex and demanding.

Communication with providers wasn't always clear and frequent enough, and garnering public support for the Partnership's work, particularly in terms of long-term public revenue commitments, was only partially achieved.

Measuring the impact of the Partnership's work proved difficult.

Finally, the national funding received to research the feasibility of a permanent after-school organization in Boston introduced tension and some concerns about long-term sustainability of that permanent entity.

Future Directions

Most Partners plan to continue to fund after-school programming in the City of Boston after the Partnership's five-year term expires, several at an elevated level versus their pre-Partnership involvement.

In addition, the vast majority of Partners benefited from the shared learning the Partnership offered, which they believe will inform their future funding decisions. As a result, they would like to continue to work with other funders to share learning and best practices.

Partners view Boston After School & Beyond and the Massachusetts After-School Partnership (MAP) as the permanent organizations that will take the Partnership's work forward, understanding they each have a challenging job ahead of them.

Lessons Learned

The Boston After-School for All Partnership funding collaborative produced a number of lessons that can inform the work of other collaboratives working to support after-school or other societal issues.

Those lessons relate to how best to recruit and engage Partners, what types of goals to set, how to govern a diverse group of funders working collaboratively, how best to work with providers, and how to evaluate and define outcomes and impact.

Conclusion

Boston's After-School for All Partnership contributed an incremental \$32.5 million to the after-school field in its first four years to expand access, improve learning and build financial sustainability. The Partnership took significant steps toward each of these goals and, in so doing, made a tremendous contribution to the young people of the City of Boston.

INTRODUCTION

In March of 2001, thirteen philanthropic, education, business and government leaders in the City of Boston (later joined by two more) came together to radically transform after-school programming in Boston:

- By expanding access exponentially;
- By improving learning opportunities quantitatively; and
- By developing sustainable public funding to support programming into the foreseeable future.

Over the next five years, these Partners made significant progress toward reaching these goals, while simultaneously creating a model of collaborative funding that can be used as a basis to work toward real change in many other cities and fields.

At the completion of this five-year Partnership, it's important to document the work done and the achievements reached, along with the challenges faced. This documentation can serve:

- To outline the lasting outcomes of the Partnership's efforts;
- To present the Partnership's legacy and the future direction of its work; and
- To share the lessons learned through this funding collaborative in order to inform future similar funding partnerships and help them make a bigger impact on their chosen fields.

This report is designed to achieve these objectives. It is not intended as an evaluation of the Partnership's work, but rather as a documentation of its history and structure, its achievements and challenges, and the lessons learned, in order to inform others embarking on a similar journey.

PARTNERSHIP HISTORY AND STRUCTURE

Partnership Formation

Boston's After-School for All Partnership was formed in March 2001 to address a key priority of Boston's Mayor Thomas M. Menino. In 1998, Mayor Menino elevated the importance of high quality after-school programming by establishing the Boston 2:00-to-6:00 After-School Initiative, a unit of City government designed to support and strengthen the after-school field. In 1999, the Mayor convened the Task-Force on After-School Time, which brought after-school, education, business, philanthropic and religious leaders in Boston together to develop a unified vision for expanding and improving Boston's after-school system. This Task Force, chaired by entrepreneur and Massachusetts 2020 co-founder, Chris Gabrieli, published a final report in May 2000 entitled "Schools Alone are Not Enough: Why Out-of-School Time Is Crucial To The Success Of Our Children." One of the report's key recommendations was that a "private funding collaborative should be convened to develop and implement a coordinated strategy to support after-school programming in Boston."

Acting swiftly on this recommendation and with the support of Mayor Menino, Chris Gabrieli and Jennifer Davis, formerly head of the City of Boston's 2:00-to-6:00 After-School Initiative and by that time with the Massachusetts 2020 Foundation, convened an initial group of key Boston area funders and community leaders including Pat Brandes of the United Way of Massachusetts Bay and Paul Grogan of Harvard University. Together, they conceived this Partnership and recruited colleagues to support it.

This initial team agreed to a Partnership structure as follows:

- Partners were required to sign a basic Memorandum of Agreement, outlining the Partnership structure and Partner commitments.
- Partners were required to make a significant five-year funding commitment (a minimum of \$500K) over and above their ongoing funding to the field.
- Partners were free to continue to directly support after-school programs of their choice as long as they focused on one of the three key Partnership goals.

The design team hoped this flexible design, combined with the large dollar commitments required, would provide significant opportunities for innovative approaches to after-school programming to emerge. The team also agreed that 6% of funders' financial commitments would be set aside to provide administrative support for the Partnership and fund necessary research, and that a Senior Staff Director would be hired. Chris Gabrieli was named Partnership Chair.

Partnership Funding Commitments

By March 2001 when the Partnership was launched, a total of thirteen funders had committed to contributing \$24 million incrementally to Boston after-school programming over the five-year tenure of the Partnership. The initial thirteen funders and their individual funding commitments over five years were:

- The City of Boston \$5 million
- The Barr Foundation \$2.5 million
- The Boston Foundation \$2.5 million
- Bank of America Charitable Foundation
(formerly FleetBoston Financial Foundation) \$1 million
- LG Balfour Foundation \$1 million
(formerly Fleet National Bank Trustee
of the LG Balfour Foundation)
- Harvard University \$5 million
- The Hyams Foundation \$1 million
- Liberty Mutual Group \$500K
- Massachusetts 2020 \$1 million
- Nellie Mae Education Foundation \$1 million
- New Profit Inc. \$500K
- United Way of Massachusetts Bay \$2.5 million
- Verizon Foundation \$500K

By its fifth year, the Partnership had expanded to a total of fifteen Partners committed to giving an incremental total of \$26.2 million to after-school programming in the city from 2001-2006. The two new Partners and their funding commitments were:

- The Robert Wood Johnson Foundation (joined in 2003) \$750K
for one year¹
- The Yawkey Foundation II (joined in 2003) \$1.5 million
over 3 years²

These Partner financial commitments were to be over and above their ongoing funding to the after-school field, and could include grants made directly from the funder to an after-school program as well as grants made to pooled funding efforts initiated by the Partnership. Six percent of each Partner's commitment was directed to fund Partnership administration and research.

Partnership Goals

The Partnership was founded on three fundamental goals:

Expansion

To expand the availability of quality after-school and summer programs to serve an additional 5,000 low-income children in Boston.

¹ The Robert Wood Johnson Foundation funding supported the Partnership's expansion goal along with two separate efforts: planning for a permanent after-school infrastructure in the city and developing a city-wide data collection system for after-school programming.

² During this time period, the Yawkey Foundation also awarded an additional \$1.5 million to after-school programs independent of Partnership giving, making a total investment of \$3m in after-school programming.

Learning

To help improve the academic achievement and positive development of children by supporting after-school and summer providers in their efforts to integrate high-impact learning activities into their programs.

Sustainable Financing

To support efforts to put in place sustainable, significantly increased streams of public revenue to fund a system of quality after-school and summer programs in Boston.

Working Group Structure

During the first year of the Partnership, based on discussions during full Partnership meetings, Partners agreed to form three working groups, each one addressing one of the primary Partner goals, with an objective of developing innovative solutions to each of these challenges in Boston's after-school field.

Expansion Goal Working Group

Co-chaired by Kathleen Traphagen of the City of Boston and Marilyn Anderson Chase of the United Way

In its first year, the Expansion Goal Working group commissioned research by McKinsey and Company to analyze how best to expand after-school slots for Boston's school children. McKinsey's analysis emphasized that existing Boston school-based after-school programs were serving an average of only 40 students in schools accommodating an average of 700 students during the school day. As a result, they recommended helping those school-based programs grow by removing barriers to expansion and supporting the development of organizational capacity. In addition, to ensure all parts of the City of Boston's after-school needs were met, Partners focused on expanding programming in community and faith-based settings. As a result, three initiatives for after-school programming expansion were started, each targeted at one group of existing after-school providers:

School Sites Initiative (SSI)

SSI targeted the expansion of after-school slots in existing school or community-based programs operating in Boston public schools. SSI's goal was to expand slots by at least 600. By the completion of its third year, it had already supported the creation of 717 new slots, exceeding its goal. SSI was a four-year initiative that was committed to directing \$2.6 million to school-based after-school programs. SSI Partners included the Boston Foundation, Massachusetts 2020, the Nellie Mae Education Foundation, Harvard University, Liberty Mutual, New Profit Inc., the Verizon Foundation, the Robert Wood Johnson Foundation, United Way of Massachusetts Bay, the Yawkey Foundation II, and the City of Boston. The Technical Development Corporation (TDC) was hired to provide oversight and support to the schools and their partners. SSI funded fifteen school-based after-school programs during its first three years. Influenced in part by SSI's work, three of the largest providers of after-school programming in the City of Boston – Citizen Schools, BELL, and the Boys and Girls Clubs (for programs in schools) – changed their

service delivery model to increase the numbers of students served in after-school school-based programs.

Community After-School Initiative (CASI)

CASI targeted the expansion of after-school slots in existing community-based programs by at least 500, and provided technical assistance to achieve that goal. CASI was a four-year initiative that was committed to directing \$4 million to community-based after-school providers and had increased slots by 489 in its first three years. The Partnership teamed with BOSTnet, a Boston-based out-of-school time intermediary, to implement and support CASI. Partners who participated included the Barr Foundation, the Boston Foundation, the City of Boston, the Hyams Foundation, Inc., the Robert Wood Johnson Foundation and the United Way of Massachusetts Bay. BOSTnet managed CASI, and, along with the Child Care Capital Investment Fund, provided technical assistance to the initiative. CASI funded forty-nine community-based after-school programs during its first three years in operation.

Faith-Based After-School Initiative (FASI)

FASI targeted the expansion of after-school slots in church- and faith-based programs by 300, and provided technical assistance to achieve that goal. FASI was a four-year initiative that was committed to directing \$2.7 million to faith-based after-school providers. FASI received additional funding from the federal Compassion Capital Fund as part of its \$2m grant to the Black Ministerial Alliance. Over the course of the initiative, FASI partners included the Barr Foundation, the Boston Foundation, the City of Boston, the LG Balfour Foundation (formerly the Fleet National Bank Trustee of the LG Balfour Foundation), the Robert Wood Johnson Foundation, the Hyams Foundation, Inc., the United Way of Massachusetts Bay, and the Yawkey Foundation II. FASI funded twelve school-based programs/sites during its first three years.

Learning Goal Working Group

Co-chaired by Blenda Wilson of the Nellie Mae Education Foundation and Jennifer Davis of Massachusetts 2020

To address the Partnership goal of improving academic achievement in after-school programs by helping to develop effective learning activities, the Learning Goal Working Group commissioned research in seven areas:

1. Pre-conditions for children's achievement and the role of after-school programs (completed by The National Institute on Out-of-School Time)
2. Tutor training and higher education involvement in after-school programs (Boston Higher Education Partnership)
3. Bridging school and after-school programs (Harvard University, The Program in After-school Education and Research – PAER)
4. Technology to support learning (Education Development Center)
5. Enhancing literacy support in after-school programs (Boston Plan for Excellence in the Public Schools)

6. Project-based and experiential learning (Harvard University, Project Zero)
7. Expanding and coordinating the role of cultural institutions in after-school programming (Mendelsohn, Gittleman and Associates)

An executive summary of the research results related to these seven questions was released in a June 2003 report, “Strategies for Success: Strengthening Learning in Out-of-School Time.” This summary report and the individual detailed research results can be found at Boston After School & Beyond’s website http://www.bostonbeyond.org/partners/data_research.php. The Nellie Mae Education Foundation provided the majority of the funding for this research with additional support from the Barr Foundation and Harvard University.

After-School Literacy Coaching Initiative

Based on the research on these seven issues, the Partnership developed the After-School Literacy Coaching Initiative, which focuses on enhancing literacy support in Boston after-school programs through on-site coaching, training, books and the provision of quality curriculum and other materials. Coaching is provided to programs by ReadBoston and Boston Public Schools literacy coaches. The After-School Literacy Coaching is an ongoing effort that has directed over \$1 million to literacy support for more than forty-five Boston after-school programs serving more than 3,000 children. Partners involved with the literacy initiative are Bank of America Foundation (formerly the FleetBoston Financial Foundation), the LG Balfour Foundation (formerly the Fleet National Bank Trustee of the LG Balfour Foundation), the Nellie Mae Education Foundation, and the Verizon Foundation. In addition, this initiative received a grant from the federal 21st Century Community Learning Center grant program, which was managed locally by Boston Centers for Youth & Families, a department of City government. Massachusetts 2020 has both funded and managed the initiative since its launch in 2003.

Sustainable Financing Goal Working Group

Co-chaired by Kevin McCluskey of Harvard University and Mary Kay Leonard of the United Way

To support the goal of building sustainable public revenue for after-school programming in Boston, the Partnership made a collective investment to create a state-wide advocacy group, the Massachusetts After-School Partnership (MAP).

Massachusetts After-School Partnership (MAP)

Created in 2002 with seed funding from the Partnership and the Charles Stewart Mott Foundation and in partnership with the Massachusetts State Department of Education, MAP was designed as a stand-alone permanent organization to provide the infrastructure to coordinate and advocate for after-school activities throughout Massachusetts. Partners that provided more than \$350,000 in funding for MAP were the Barr Foundation, the Boston Foundation, the City of Boston, Massachusetts 2020, the Nellie Mae Education Foundation and the United Way of Massachusetts Bay. This funding leveraged an additional three year grant of \$225,000 from the Charles Stewart Mott Foundation.

MAP's goals are to

1. Develop sustainable and increased public and private revenue streams for out-of-school time care for all children and youth across the Commonwealth.
2. Build a statewide system that will promote and nurture regional and local partnerships, with a special emphasis on school-community partnerships.
3. Promote high quality out-of-school time programming across the state.

In working toward these goals, MAP, with support of the Partners, has collaborated with local and national media to spread the message of the importance of after-school programs, underwritten new legislation to support after-school funding state-wide, written op-eds, prepared public policy briefings for political candidates, organized groups to testify on behalf of the proposed Massachusetts Department of Early Education and Care, organized public awareness events throughout the state, published newsletters to promote statewide after-school activities and built regional networks to support after-school.

Partnership Giving

As noted above, Partners' financial commitments were fulfilled either through direct grants to programs or through the Partnership's pooled initiatives. These grants represented significant new funding for the sector during the period.

Overall Partnership incremental giving to Boston after-school programming for the first four years of the Partnership, from 2001-2005, breaks out as follows:

Type of Grant	Total Partnership Dollars Given
Direct grants to programs	\$24.9 m
CASI	\$1.8 m
SSI	\$1.9 m
FASI	\$2.1 m
Literacy Coaching	\$1.0 m
MAP	\$.3 m
Additional pooled funding	\$.4 m
Teen Initiative	\$.1 m
Partnership administration/research (6%)	\$1.2 m
Total	\$33.7 million

In analyzing the Partnership's total investment in after-school programming in its first four years, approximately 74% was invested via direct grants, 22% went to pooled initiatives and efforts and 4% was spent on administration.

Figures for the final year of the Partnership will be available in early 2007; based on the present schedule of initiatives, the Partnership is on track to invest, at a minimum, more than \$35 million in Boston's after-school field during its complete five-year history.

Other Research

The Partnership also embarked on additional research to inform their after-school funding strategy and decisions.

Parent Survey

In June 2003, the Robert Wood Johnson Foundation funded a survey of Boston parents, questioning them about their children's activities during out-of-school hours. The survey, "A Survey of Boston Parents About their Children's Out-of-School Hours," which was published in October of that year, found that after-school programming was already an important offering in Boston: respondents stated that most (51%) school-age children were in some type of after-school program and a solid majority (84%) of parents expressed a strong desire for continued and additional after-school programming. The survey also showed the priority parents put on after-school programming: 85% of parents believed it was an essential public service whose funding should not be cut.

Teen Survey

In April 2004, the Partnership released its teen study, "Coming of Age: Out-of-School Time Opportunities for Teens," a survey of 179 agencies about their teen programs. The report recommended that after-school programming for teens should be expanded and marketed and that a long-range vision for teen programs should be developed. Technical Development Corporation (TDC) conducted the survey, which was funded by several Partnership members – the Barr Foundation, the Boston Foundation, the City of Boston and the Hyams Foundation – along with the Massachusetts Cultural Council and the Merck Family Fund.

Provider Survey

In 2004, the Partnership conducted a survey of more than 300 Boston-based after-school providers representing more than 400 program sites. The survey collected data on program capacity, activities, curriculum focus, staffing, revenue sources and participant characteristics, and was used to inform Partnership strategy and funding.

Analysis of the After-School Field

In spring 2005, the Partnership released a report, "Learnings from the Field: Boston's After-School Sector," summarizing data collected from many perspectives on the after-school field in Boston. The report included results from the Partnership's parent and provider surveys (described above) and comments from youth based on a 2001 report, "After-School Programs in Boston: What Young People Think and Want." Partners used findings from "Learnings from the Field" to drive their strategy, actions and investment decisions.

Mid-Term Reports

In 2004, the Partnership commissioned mid-term reports of the three Expansion Goal Working Group initiatives – CASI, SSI and FASI – and used the results to understand lessons learned and inform their work in the last two years of their initiatives.

Creation of Boston After School & Beyond

In 2003, the Robert Wood Johnson Foundation made a \$750,000 grant to the Partnership to support the BASE project (Building Boston's After-School Enterprise). BASE was focused on expanding access to after-school programming, developing a comprehensive data collection system and creating a permanent organization to support Boston's after-school field. To lay the groundwork for a permanent organization, Partners spent a year interviewing more than 85 stakeholders and holding two community forums for 90 after-school providers. In 2004, with input from these sources and an additional \$2.25 million grant over three years from the Robert Wood Johnson Foundation, the Partnership created a new permanent intermediary, Boston After School & Beyond, that merged the Mayor's 2:00-to-6:00 Initiative and the Partnership. The organization was designed to provide the next generation of support for after-school programming in Boston.

The role of Boston Beyond, as it is commonly known, is to support providers, funders, parents and youth to ensure after-school programming is meeting the needs of all stakeholders in the City of Boston. Boston Beyond pursues its mission through four key areas – knowledge management, communications, strategic initiatives and resource development – and includes several collaborative networks and initiatives with specific goals:

- Teen Initiative: to increase after-school opportunities for Boston's teen-age population.
- Achieve Boston: to provide professional development support for youth and after-school workers in Boston
- Boston Youth Sports Initiative: to increase youth access to sports programs through coordination and collaboration
- Arts & Culture Initiative: to increase youth access to arts education
- Partners for Student Success: to expand and better align in-school, after-school and other support services for students in low performing Boston schools

With the foundation of the Partnership's research and experience resulting from the Learning Goal Working Group, the After-School Literacy Coaching Initiative and the School Sites Initiative, Boston Beyond has partnered with the Boston Public Schools, the Full Services Roundtable, the Program in Education and After-School Resiliency and a number of Boston area funders to also create Partners for Student Success (PSS). PSS, with a major grant from the Wallace Foundation, is focused on providing children in low performing schools in Boston expanded after-school and social service supports and building a lasting infrastructure to develop, enhance and fund school-based programs over the long term.

For more information about Boston Beyond, visit www.bostonbeyond.org.

PARTNERSHIP ACHIEVEMENTS

Boston's After-School for All Partnership's five-year effort resulted in a number of significant achievements for the after-school sector, for the community, and for the field of philanthropy. The major impacts for the after-school sector and the community came in four categories: Partnership goals, shared learning, public awareness, and supporting the system. Other important outcomes of the Partnership were the development of a model for funder collaboration, and the realization of certain benefits for individual Partners.

Partnership Goals

The Partnership was founded with three fundamental goals – expansion, learning, and sustainable financing – and important achievements were realized in each.

Partners overwhelmingly agreed that the Partnership met its first goal of “expand[ing] the availability of quality after-school and summer programs to serve an additional 5,000 low income children in Boston.” This ‘expansion goal’ was addressed first through the three pooled funding initiatives, Community After-School Initiative (CASI), the School Sites Initiative (SSI), and the Faith-Based After-School Initiative (FASI), which in total were scheduled to invest an additional \$9.3 million in Boston's after-school field over the five years of the Partnership. Direct grants were also made to after-school program providers that supported growth of their programs in terms of children served. The total number of new slots achieved due to the Partnership has been difficult to define because of challenges inherent in measuring after-school program expansion and the concurrent loss of slots in some programs due to public budget cutbacks. Data collected has documented that the three pooled initiatives in total exceeded their initial goal of enabling the creation of more than 1000 new slots, and direct funding of programs has also funded significant after-school program growth.

Many Partners also felt that great progress was made toward the Partnership's second goal: “help[ing] improve the academic achievement and positive development of children” by supporting efforts to integrate quality learning activities into the after-school programs. The commissioning of seven research papers established a framework for further Partnership activity, and added to the body of knowledge about how to successfully strengthen learning in out-of-school-time programs. In addition to this research, work that addressed this ‘learning goal’ included the Partnership's After-School Literacy Coaching Initiative, the closer alignment between after-school programming and school-day learning through the School Sites Initiative, the capacity building provided to smaller community and faith-based organizations through CASI and FASI, the Harvard homework program, and the sharing of best practices across after-school programs in Boston. While much was accomplished toward this goal, Partners also recognize that much remains to be done. Partners are pleased that groundwork has been laid to strengthen after-school learning activities, but they believe more time is needed to evaluate the impact this new knowledge is having on Boston after-school programs.

Partners unanimously agreed that the Partnership made the least progress on its third, and perhaps most difficult, goal, “supporting efforts to put in place sustainable, significantly increased streams of public revenue” for after-school programming. Many Partners did cite the creation and initial efforts of MAP (the Massachusetts After-School Partnership) as a major accomplishment and a solid foundation for achieving this goal. However, almost all Partners believed sustainable public funding for after-school programming in Boston remains far in the future. (See Challenges – Public Support for an explanation of why this goal proved difficult to reach.)

Note: After interviews for this report were complete, MAP succeeded in gaining a commitment from the state for a new \$1 million line item in the state budget to support the expansion of after-school programming across the state, one piece of evidence that the Partnership’s work in establishing MAP had started to pay off in increased public financing.

Shared Learning

The vast majority of Partners stated that a major achievement of the Partnership was sharing learning and knowledge among themselves, which in turn built their expertise in after-school funding and improved their ability to do their jobs. Some Partners felt that this was a more significant accomplishment, and would have a longer lasting impact on the after-school field, than increasing program slots.

Shared learning that resulted from the Partners’ collaborative work also initiated systemic change in Boston’s after-school field, according to some Partners. By working together, systematically and on a sustained basis, new and innovative approaches to after-school programming began. Systemic approaches that grew out of shared learning included

- Emphasizing the growth of after-school programs at school sites (because research identified this as the most efficient, effective way to grow)
- Creation of MAP
- Development of best practices for after-school programming, that were shared among Partnership-funded providers
- Emphasis on data collection as part of the work of after-school programs
- Capacity building for faith and community-based intermediaries that drove increased learning and growth in the field

Interviews with providers reflected that they also felt the positive impact of shared learning through the Partnership, both through the influence of the Partners’ learnings on them and through the technical assistance they received as part of the Partners’ grants. They commented that they felt part of a movement that the Partnership had initiated in the City of Boston to produce meaningful, innovative change in the after-school field.

Public Attention

Partners noted that the Partnership brought a tremendous amount of public attention to the after-school issue in the City of Boston. With the high-profile involvement of the Mayor, along with leaders of the City’s higher education institutions, non-profits and

major funders, and the commitment of more than \$26 million, the news media paid attention. During this time, there was prominent news coverage of after-school issues and Partnership activities, including feature articles and op-ed columns in newspapers, resulting in increased public awareness about and knowledge of the issue.

With this added attention, the Partnership brought new funding into the after-school field. Partners pointed out the Partnership included Harvard University and the Yawkey Foundation II, two funders that had not been involved in funding after-school programming in the past. In addition, nearly all other Partners increased their funding of after-school programming in Boston by a minimum of \$500K over five years. However, a few Partners expressed a caution on this issue, highlighting that during the Partnership's tenure, federal and state funding of after-school programming was cut. As a result, some of the new funding resulting from the Partnership may have gone to fill gaps left by the loss of the public monies, dampening the net increase to the field.

Supporting the System

Mid-way through the Partnership's tenure, Partners began to examine how the Partnership's legacy should be continued, and how they could best support Boston's after-school sector as an integrated system. The resulting creation of Boston After School & Beyond was seen as a significant achievement both in providing a vehicle for ongoing funder involvement – a successor of sorts to the Partnership – but also as a mechanism for providing a network that engages the public and private sectors in supporting the out-of-school time field in Boston.

Collaborative Funding Model

Partners emphasized the strong relationships and trust they built with other Partners during the Partnership's tenure - relationships they expect to continue past the Partnership's completion. Several said they expected they would reach out to individuals they had worked with in the Partnership to collaborate on future projects.

Partners noted the effectiveness of the working group design used in several Partnership initiatives. They were particularly positive about the active Partner participation in these initiatives, the crucial learning and shared leadership that these initiatives allowed, and were enthusiastic that some of these initiatives resulted in significant progress toward Partnership goals.

Partners highlighted the importance of working together toward shared goals with Partners who shared their priorities, and the fact that the impact of this group effort far exceeded what they could have accomplished individually. They believed this effort could serve as a model for the field. Many Partners also cited the Partnership's efforts to establish a permanent entity to support after-school programming in Boston, which resulted in the creation of Boston After School & Beyond, as another model for work in the field.

Individual Partner Benefits

In addition to the above achievements, some Partners cited positive outcomes that their participation in the Partnership had provided their individual organizations.

The City of Boston documented several benefits. First, because the Partnership dollars were directed at supporting such a broad range of after-school programs in the City, it freed up some City dollars to support more specialized after-school programs, e.g. those that include a mental health component. Second, the Partnership allowed the City to be involved in work they rarely had the opportunity to support due to funding constraints, e.g. research and evaluation. Finally, the Partnership offered the Mayor a clear, high profile vehicle to communicate one of his top priorities, and an organization to which he could direct funders interested in supporting the after-school field.

A few private funders in the Partnership also noted benefits that they had received through their participation. Some were pleased to be able to raise their profile in the after-school field within the City of Boston by involvement in such a public Partnership. Some also felt that they were able to accomplish their own organizational goals, including validating that after-school programs can contribute to in-school learning, imbedding evaluation into after-school programming, and advancing the work of specific after-school providers.

PARTNERSHIP CHALLENGES

Partners recognized that the difficult work of a funding collaborative produced some clear challenges, particularly in the areas of systemic change, governance and working with providers.

Systemic Change

Although several Partners expressed the belief that the Partnership had begun to produce systemic change in Boston's after-school field (as outlined previously in Achievements), several Partners noted the challenges the Partnership had faced in producing this type of change. For one thing, several Partners noted that a five-year timeframe was too short to determine if the innovative approaches the Partnership had designed and implemented had had the desired impact on Boston's after-school programs.

Some Partners also pointed out that achieving systemic change across all initiatives of the Partnership had been difficult, with the most change arising through the expansion efforts of the School Sites Initiative (SSI) while the CASI and FASI efforts realized change primarily through capacity building in terms of training, program standards and additional funding for those programs.

A couple of Partners also noted that the Partnership hadn't been structured to adequately share information across pooled initiatives and, as a result, learning, and the resulting potential systemic change, was hampered.

Finally, a couple of Partners noted that most of the analysis of the Partners' work focused on the pooled funding initiatives, which represented a relatively small percentage of the overall Partnership funding. These Partners noted that important learnings had potentially been lost because an equivalent analysis of the Partners' direct grantmaking hadn't been carried out.

Governance

Several Partners expressed the concern that the strong leadership essential to creating and sustaining a collaborative like the Partnership limited the emergence of other voices and leaders. This concern focused on the dynamics of the large Partner meetings, and stemmed partially from the belief that the emergence of additional leaders would have produced a stronger entity to carry the funding work of the Partnership forward after its official completion. Partners did point out that this concern disappeared at the working group level where voices and leaders from all levels of the Partnership surfaced and worked closely together.

Some Partners complained of too much "process" including meetings, phone calls, emails, etc., which diminished their enthusiasm towards participating in Partner meetings. However, several Partners noted that significant communications was an inevitable by-product of such a complex undertaking and that, despite the complexity of the Partnership, the diversity of funders, and volume of work, Partners stayed committed and many remained actively involved in the Partnership's work throughout its duration.

Working with Providers

Both Partners and after-school program providers expressed strong concerns about the adequacy and effectiveness of Partnership communication. Many providers were unclear about the Partnership's focus, goals, and particularly administrative procedures (specifically how to apply for Partnership support), which caused confusion, and in some cases mistrust.

Providers and some Partners also noted their concerns about the likely funding fall-off for provider programs once the Partnership's five-year tenure ended.

Public Support

Partners discussed five challenges related to public support for the Partnership's work.

First, several Partners pointed out the difficulties underlying the failure to gain substantial public funding for Boston after-school programming during the Partnership's five-year existence.

- City and private sector leaders, while supportive of after-school programming, were not willing to make it the top priority.
- Clear, data-driven documentation of the positive impact of after-school programming on Boston public school students hadn't yet been achieved.
- Improving after-school programming wasn't seen as either the most crucial issue facing Boston's public education system (e.g. compared to early childhood education), or the best solution for out-of-school time (vs. extended school days).

Second, while Partners consistently noted the solid public commitment of the Mayor and his staff to the after-school issue and to the Partnership, some said they felt that at times, the City was not willing to step up or go the extra mile to move the agenda forward in a timely manner. In addition, several Partners expressed concern that the move of the City's after-school staff person out of the 2:00-to-6:00 Initiative in the Mayor's Office, into the private non-profit Boston Beyond, might suggest the city was disinvesting in the after-school issue.

Third, a few Partners expressed concern that the lack of state leadership involvement in the Partnership had reduced its opportunities to build sustainable public funding.

Fourth, a few Partners shared their belief that by announcing such a high-profile, high-dollar effort, other funding, including from public sources, was negatively impacted because the Partnership's efforts made it easier for others to pull back.

Finally, the significant economic downturn following September 11, 2001 heavily impacted the City of Boston, having a negative influence on the City's and therefore the Partners' ability to make progress in expanding and improving after-school programming.

Partnership Procedures/Practices

A few Partners mentioned challenges that the Partnership rules produced. Some believed that the Partnership had limited its ability to do innovative work by allowing a significant amount of direct grantmaking, and not requiring that most funds be directed to pooled initiatives focused on new innovative approaches to after-school programming. (However, note that this flexibility is also cited as a strength under Lessons Learned and some Partners may not have joined the effort had it not been for this flexibility.)

Measurement

A few Partners expressed a frustration around the ability to collect accurate and consistent measures to prove the impact of the Partnership's after-school programming efforts. Despite concerted efforts, measuring impact proved to be difficult.

In thinking about the legacy of the Partnership, Partners noted that the lack of data-driven evaluation of the Partnership's direct and pooled grantmaking would limit the ability of other providers and funders to build on the Partnership's work. Several Partners expressed interest in completing a rigorous evaluation of the Partnership's five years of funding to address this concern.

National Funding

Two challenges introduced by the inclusion of national funders (in this case, the Robert Wood Johnson Foundation (RWJ)) were noted both by Partners and a representative of RWJ. They expressed concern that national funders bring a short to medium-term funding stream only. RWJ, for instance, provided a three-year grant to help launch Boston Beyond. Once that grant is completed, Partners wondered about the fate of Boston Beyond, and whether it would need to compete with other local after-school intermediaries and providers for funding. They also pointed out the natural tension a national funder, with its requirements and expectations, brings to a funding discussion. In this case, parties agreed the tension was particularly high, but the effort resulted in a positive outcome, the establishment of Boston Beyond.

FUTURE DIRECTIONS

As a result of Boston's After-School for All Partnership, participating funders have increased their commitment to and built a tremendous knowledge base in the work of the after-school field. In addition, two permanent institutions – Boston After School & Beyond and the Massachusetts After-School Partnership – have been created to carry on the Partnership's work.

Individual Partner Plans

Most Partners said they plan to continue to fund after-school programming in the City of Boston after the Partnership's five-year term expires, and several said they plan to do that funding at a higher level than before their Partnership involvement.

The vast majority said they built knowledge about funding in the after-school field through their Partnership participation and plan to use that increased knowledge and expertise to inform their future after-school funding decisions. Based on that learning, several said they plan to narrow or shift their after-school funding focus – e.g. to literacy initiatives only, to public policy and advocacy, to teen or middle school after-school programming.

While the majority of Partners said they weren't interested in joining another funding collaborative immediately after the completion of the Partnership, most said they would like to keep working with other after-school funders in order to continue to learn about the field, to help inform their funding decisions and to plan joint funding efforts in the future.

Permanent Institutions

Most Partners said they saw Boston Beyond as the vehicle to carry the Partnership's work forward: to convene funders and provide them networking opportunities, to engage them in projects and to communicate with them regarding best practices. Several funders expressed a "wait and see" perspective on Boston Beyond's ability to play this role. This perspective stemmed from concerns that Boston Beyond might be taking on too much, that it hadn't yet reached out to some of the Partners, and that its website appeared more focused on provider support than funder support.

Partners supported the work of MAP in pursuing sustainable public funding for the after-school field in Boston and throughout the state, and applauded its initial efforts in building support among a broad group of stakeholders for increased public funding of after-school programs.

Other Thoughts about the Future

Some Partners prioritized the need for the City of Boston to stay closely involved in after-school issues in Boston and felt that their role should be carefully monitored now that the City after-school staff person resided within Boston Beyond.

LESSONS LEARNED

Boston's After-School for All Partnership was a unique funding collaborative that produced significant successes. It can serve as a model for others who are trying to work collaboratively to impact social change. This Partnership has highlighted a number of lessons that can inform other funding collaborative models.

Partner Engagement

An upfront, public and highly visible announcement involving the City's top political leadership, including specific Partner financial commitments, increases funder participation and maintains funder involvement. Funders are attracted to the public attention brought to their work by participation in a high profile initiative, and their public commitment to it encourages them to stay at the table.

A mix of explicit goals and flexible participation requirements encourages funder participation. In the Partnership, each funder signed a clear but simple Memorandum of Understanding that outlined the structure and goals of the Partnership, and the requirement of substantial new funding commitments. However, it was left up to each funder to determine exactly how their funding would be directed. (Note that some felt this flexibility limited the collaborative's impact. See Challenges – Partnership Procedures/Practices.)

The opportunity for funders to learn from their peers is a key benefit of a funding collaborative and, therefore, should be emphasized upfront.

Securing a diverse group of funders can enhance the quality and impact of the work. Because diverse funders enter the Partnership with different perspectives, more time must be spent evaluating research and thinking through decisions before a common goal can be reached. That additional analysis is likely to improve the decision-making quality.

Partners must be willing to surrender “turf” issues for such a diverse group to succeed.

Goal-Setting

Important, idealistic goals are necessary to attract the attention of key funders and civic leaders who are crucial to the success of such a collaborative.

A small number of achievable goals are important to build a sense of progress and success among Partners.

Governance

To succeed, a funding collaborative needs:

- Well-connected leadership to enlist other Partners
- Strong leadership to drive the work forward
- Professional staffing
- A significant time commitment by both leaders and staff

The optimal collaborative structure will allow fluidity in getting work done to allow innovative ideas and diverse leaders to emerge.

To the extent possible, the design of the collaborative's infrastructure should be complete before Partners are recruited. This will help the collaborative begin its work quickly and effectively.

Partners are most likely to remain engaged if they are asked to attend meetings that are professionally organized, time-limited and exhibit clear progress.

Leadership roles are best assigned based on skill-set, not title or place in the collaborative's organizational structure.

The working group model (such as employed in this Partnership) allows leadership to grow and Partners to feel included and committed.

Providers

A clear administrative process regarding funding applications and any other administrative requirements must be defined for providers, to reduce confusion and increase their buy-in to and support of the collaborative.

Clear communications and multiple opportunities to engage with providers must be initiated and maintained. If this structure is established from the collaborative's start, providers will build their commitment to the Partnership's work.

Outcomes

A rigorous evaluation of funding and initiative impact is necessary to know if the collaborative model succeeded. This type of evaluation needs to be put in place at the beginning of the collaborative.

Timing can play a key role in a collaborative's impact, particularly based on government budgets and private funders' portfolio performance. This proved particularly true for the Partnership, which launched just prior to federal and state budget reductions that significantly decreased public support for Boston after-school funding.

Shared learning can have as much of an impact on a field as increased funding. Nurturing the relationships built and expertise shared can lead to joint and knowledgeable work that can extend far beyond the termination of a collaborative.

Individual funders working in a collaborative can have a greater impact on their priority issue than they would working individually.

CONCLUSION

Boston's After-School for All Partnership, a fifteen member funding collaborative that will have contributed more than an incremental \$35m to the after-school field during its tenure from 2001-2006, achieved significant accomplishments in support of the after-school field, particularly in expanding access, increasing children's learning opportunities, expanding public awareness, sharing learning among funders and supporting the system on a permanent basis. In so doing, the Partnership faced and overcame a number of challenges related to achieving systemic change, governing the Partnership and working with providers.

As a result of the Partnership's work, a lasting impact has been made on the landscape of Boston's after-school system. Two permanent entities – Boston After School & Beyond and the Massachusetts After-School Partnership – have been created to support after-school programs and funders, and to develop public support for after-school programming, respectively. A strong commitment by Partnership members toward after-school funding has been developed, with the majority planning to continue their support of after-school programming in Boston after the Partnership's sunset, many at higher levels than in the past. The funders also developed a tremendous knowledge base about the after-school field that they plan to use in their future work and funding decisions. Finally, the Partnership has created a funding collaborative model that other social entrepreneurs and civic leaders can use to drive change in their chosen fields.

With the solid commitment of Mayor Thomas M. Menino, and the open-minded and dedicated input and hard work of more than a dozen community leaders, after-school programming in the City of Boston was transformed. Access increased, learning opportunities improved, and the groundwork to achieve sustainable public funding was laid. In these achievements, Boston's After-School for All Partnership's five years of work produced a lasting impact on the lives of the young people in the City of Boston.

APPENDIX A

Data-Gathering Methodology

This report was researched and written by evaluation consultant, Marjorie Stockford, with support from Miguel Rivera, a graduate student at the Harvard Graduate School of Education, and Kathy Plazak, Plazak Associates. The primary data from the report, particularly related to the themes identified in the Achievements, Challenges, Future Directions and Lessons Learned sections, originated from interviews with key representatives of the Boston After-School for All Partnership.

Stockford conducted interviews with Partners as follows:

- The Barr Foundation
 - Marion Kane (2/16/06)
 - Pat Brandes (2/13/06)
- The City of Boston
 - Kathleen Traphagen (2/20/06)
 - Meredith Weenick (3/7/06)
- The Boston Foundation
 - Paul Grogan (3/31/06)
 - Bob Wadsworth and Richard Ward (3/9/06)
- LG Balfour Foundation (formerly Fleet National Bank Trustee of the LG Balfour Foundation) and Bank of America Charitable Foundation (formerly FleetBoston Financial Foundation)
 - Kim Igoe Kasper (3/27/06)
- Harvard University
 - Kevin McCluskey and Paige Lewin (3/13/06)
- The Hyams Foundation, Inc.
 - Beth Smith (2/14/06)
- Liberty Mutual Group
 - Melissa MacDonnell (3/8/06)
- Massachusetts 2020 Foundation
 - Chris Gabrieli (3/1/06)
 - Jennifer Davis (3/3/06)
- The Nellie Mae Education Foundation
 - Blenda Wilson (2/28/06)
 - Lynn D'Ambrose (2/10/06)
- New Profit Inc
 - Kelly Fitzsimmons (3/13/06)
- Robert Wood Johnson Foundation
 - Carol Glazer (3/31/06)
- United Way of Massachusetts Bay
 - Marilyn Anderson Chase (3/2/06)
- Verizon Foundation
 - Mary Rafferty (3/2/06)

- The Yawkey Foundation II
 - Jim Healey (2/21/06)

Stockford also conducted interviews with a few other interested stakeholders:

- Massachusetts After-School Partnership (MAP)
 - Gwynn Hughes (4/6/06)
- The Wallace Foundation
 - Dara Rose, Nancy Devine and Aaron Brownfield (3/16/06)
- Former Director of the Partnership
 - Deb McLaughlin (3/20/06)
- Former Partner member at United Way of Massachusetts Bay
 - Mary Kay Leonard (3/21/06)

In addition, Miguel Rivera conducted interviews with the following after-school program providers and intermediaries:

- BELL
 - Earl Phalen
- Boys & Girls Clubs
 - Linda Whitlock
- Citizen Schools
 - Ned Rimer
- New England Scores
 - Kathy Fitzgerald
- Tenacity
 - Ned Eames
- YMCA, East Boston
 - Gail Klimas
- Ellis Memorial
 - Leo Delaney
- Teen Voices
 - Jenny Amory
- Hyde Square Task Force
 - Jesus Gerena
- Urban Dreams
 - Roosevelt Smith
- Bowdoin St. After-School at St. Peter's
 - Nicole O'Brien
- IBA
 - Julio Roman
- Bethel AME
 - Ray Hammond
- Bruce Wall Ministries
 - Karin Wall

- Black Ministerial Alliance
 - Harold Sparrow
- BostNET
 - Maryellen Coffey
- NIOST
 - Joyce Shortt
- TDC
 - Emily Boer Drake

Stockford also reviewed all documents available related to the Partnership, which are outlined in Appendix B.

Stockford completed analysis of all interview compilations and document contents and reviewed her findings with Chris Gabrieli of The Massachusetts 2020 Foundation, Steve Pratt and Regina Ryan of Boston After School & Beyond and Kathy Plazak on April 12, 2006.

Based on their input, she prepared a presentation for all Partners, which she gave on April 28, 2006 at the Boston After School & Beyond office in Boston. Finally, with input from that meeting and follow-up conversations/emails with some Partners, she prepared this report.

APPENDIX B

List of Partnership-Related Documents

- Report of the Mayor's Task Force on After-School Time, *Schools Alone are Not Enough: Why Out-of-School Time is Crucial to the Success of Our Children*, published in May 2000
- Partnership Memorandum of Understanding
- Partnership Annual Reports
 - 2001-02
 - 2002-03
 - 2003-04
 - 2004-05
- Boston's After-School for All Partnership Website (www.afterschoolforall.org)
- Boston After School & Beyond Website (www.bostonbeyond.org)
- Partnership Press Releases
 - October 6, 2004 – Leaving No Child Behind: What does it really take to educate all of Boston's children?
 - April 1, 2004 – Report Calls for Expansion of Boston Teen Programs
 - March 30, 2004 – Mayor Menino Announces Receipt of Major Grant to Form New Organization for After-School Sector
 - November 20, 2003 – Yawkey Foundation Pledges Millions for After-School Programs
 - October 1, 2003 – Boston Nearly Doubles Participation in After-School Programs
 - June 4, 2003 – Leaders Rally for After-School Programs
 - August 8, 2002 – Investing in Our Future Stretches Beyond the School Day
 - January 15, 2002 – After-School Partnership calls for funding for after-school programs
 - March 14, 2001 – Mayor Thomas M. Menino and Civic Leaders Announce the Formation of Boston's Largest Public-Private Partnership Dedicated to Serving Children
- Pooled Initiative Mid-Term Evaluations
 - CASI: Expanding Community-Based After-School Programs in Boston: Lessons Learned and Key Challenges (September 2004)
 - FASI: FASI mid-term evaluation (2004)
 - SSI: Opening Doors for Boston's Children: Lessons Learned in Expanding School-Based After-School Programs (October 2004)
 - Literacy Coaching Initiative: Fostering the Next Generation of Readers
- Research Summaries
 - Teen Survey: What Young People Think and Want (2001)
 - Setting Aspirations for Boston's After-School System, produced by McKinsey & Company (May 2002)
 - Executive Summary of Learning Goal Research: Strategies for Success: Strengthening Learning in Out-of-School Time (June 2003)

- Parent Survey: A Survey of Boston Parents About their Children's Out-of-School Hours (October 2003)
- Teen Survey: Coming of Age: Out-of-School Time Opportunities for Teens (April 2004)
- Provider Survey (2004)
- Analysis of the After-School Field: Learnings from the Field: Boston's After-School Sector (Spring 2005)
- BASE (Boston's After-School Enterprise) Documentation
 - RWJ Proposal for BASE/Boston After School & Beyond (September 2002)
 - Final Narrative Report to RWJ Foundation (October 2004)
- Various Partnership financial reports documenting Partnership giving

APPENDIX C

Timeline of Partnership-Related Events

Date	Event
1998	Mayor Thomas M. Menino establishes 2:00-to-6:00 After-School Initiative within City Hall to address needs of Boston's after-school field
June 1999	Mayor Menino establishes the Task Force on After-School Time
May 2000	Mayor's Task Force publishes report, "Schools Alone are Not Enough: Why Out-of-School Time is Crucial to the Success of Our Children"
Mid 2000	Discussions about creating an after-school funding collaborative begin between Task Force Chair Chris Gabrieli and Jennifer Davis of Massachusetts 2020, Pat Brandes of the United Way and Paul Grogan of Harvard University
March 2001	Boston's After-School for All Partnership kicks off with 13 Partners and a five-year commitment to contribute \$23.1 million incrementally to Boston after-school programs
2001	The Partnership creates the Working Group structure, assigning one Partner Working Group to each of the three key Partnership goals
May 2002	McKinsey completes and presents its study of the Boston after-school field and recommends approaches to expand after-school slots
2002	Three pooled funding initiatives – the Faith-Based After-School Initiative (FASI), the Community After-School Initiative (CASI) and the School Sites Initiative (SSI) – are launched by the Expansion Goal Working Group
2003	The Robert Wood Johnson Foundation joins the Partnership and funds the expansion goal, work on a city-wide data collection system and research into the feasibility of a permanent organization to support after-school in Boston
June 2003	Executive summary of seven research papers, which were commissioned by the Learning Goal Working Group, is published – Strategies for Success: Strengthening Learning in Out-of-School Time
October 2003	The Partnership publishes a Parent Survey, A Survey of Boston Parents About their Children's Out-of-School Hours, about Boston parents' attitudes and needs in after-school programming
November 2003	The Yawkey Foundation II joins the Partnership bringing the Partner total to fifteen
March 2004	The Robert Wood Johnson Foundation contributes \$2.25 million to found Boston After School & Beyond, a permanent organization dedicated to support Boston's after-school field

April 2004	The Partnership publishes a Teen Survey, <i>Coming of Age: Out-of-School Time Opportunities for Teens</i> , about Boston teens' attitudes and needs in after-school programming
July 2004	Working group is formed to explore possibilities of stronger alignment between school and out-of-school time programs; based on its work, <i>Partners for Student Success</i> is launched
2004	The Partnership publishes a Provider Survey about Boston after-school provider perspectives
Fall 2004	The Partnership develops mid-term reports on the three pooled funding expansion initiatives – CASI (<i>Expanding Community-Based After-School Programs in Boston: Lessons Learned and Key Challenges</i>), FASI (FASI mid-term evaluation) and SSI (<i>Opening Doors for Boston's Children: Lessons Learned in Expanding School-Based After-School Programs</i>)
Spring 2005	The Partnership publishes an analysis of the after-school field, <i>Learnings from the Field: Boston's After-School Sector</i>
June 2006	The Partnership completes its five-year effort