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# THE WALLACE FOUNDATION MODEL

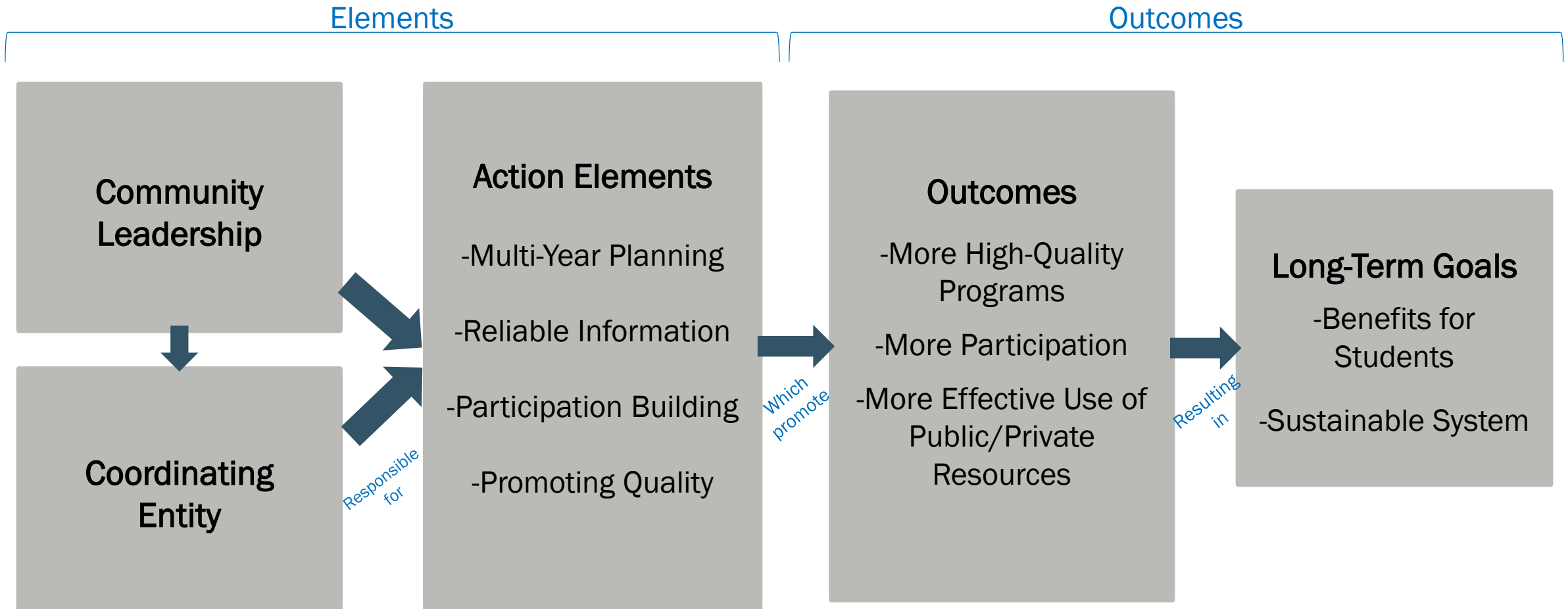
A City/County-Wide Approach



# Characteristics

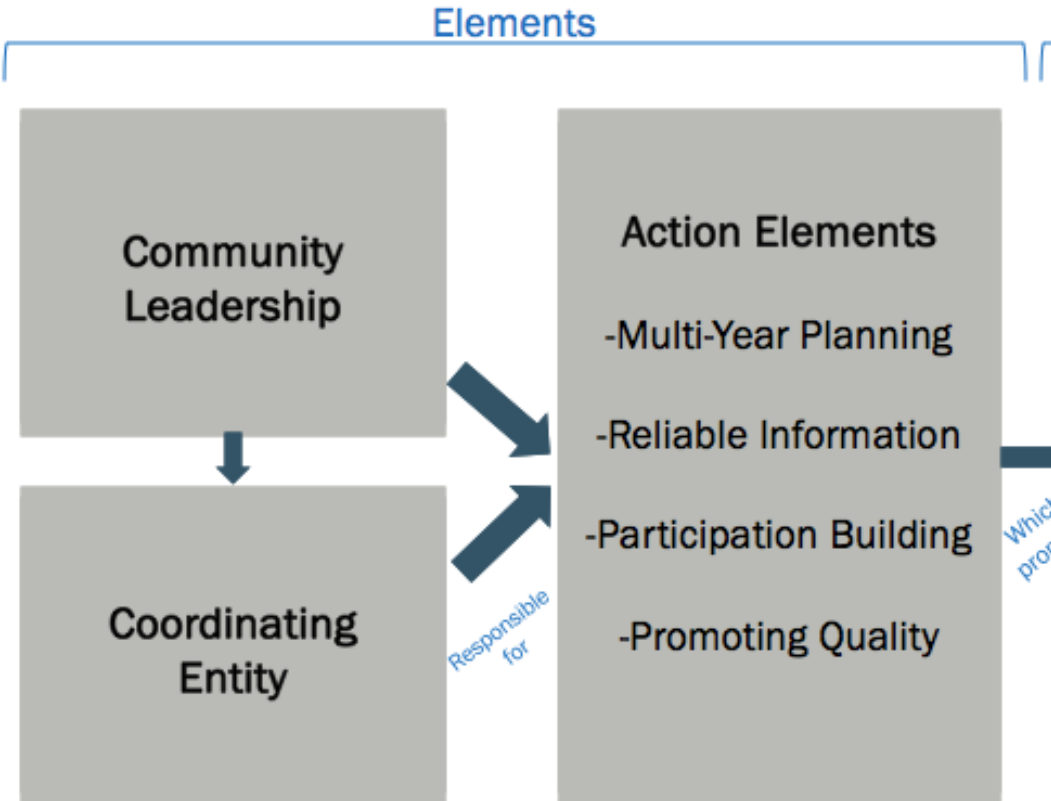
- The Wallace Foundation Model
  - *Coordinating leadership and action*
- Premise: city/county-wide, coordinated approach that is sustainable
- Community Context

## The Wallace Approach: Elements and Outcomes



# Elements

- Leadership
  - Community Leadership
    - *Mayor*
    - *County leaders*
    - *School board members*
    - *Agency heads*
    - *Program coordinators*
    - *Public/private stakeholders*
  - Coordinating Entity



# Governance Structures for City Afterschool Systems: Three Models



## Public Agency



Community leaders can attract partners

City agencies can anchor systems during political transitions

Staffing, leadership, and infrastructure is already in place

## Network



Non-hierarchical

Decision making involves a wider group

Relies on collaboration among networked organizations

## Nonprofit



Accountable to a board of directors

Many non-profits re-grant funds to programs

Single purpose: focus is afterschool

Multiservice: afterschool is part of a larger strategy

## Considerations:



Community Context



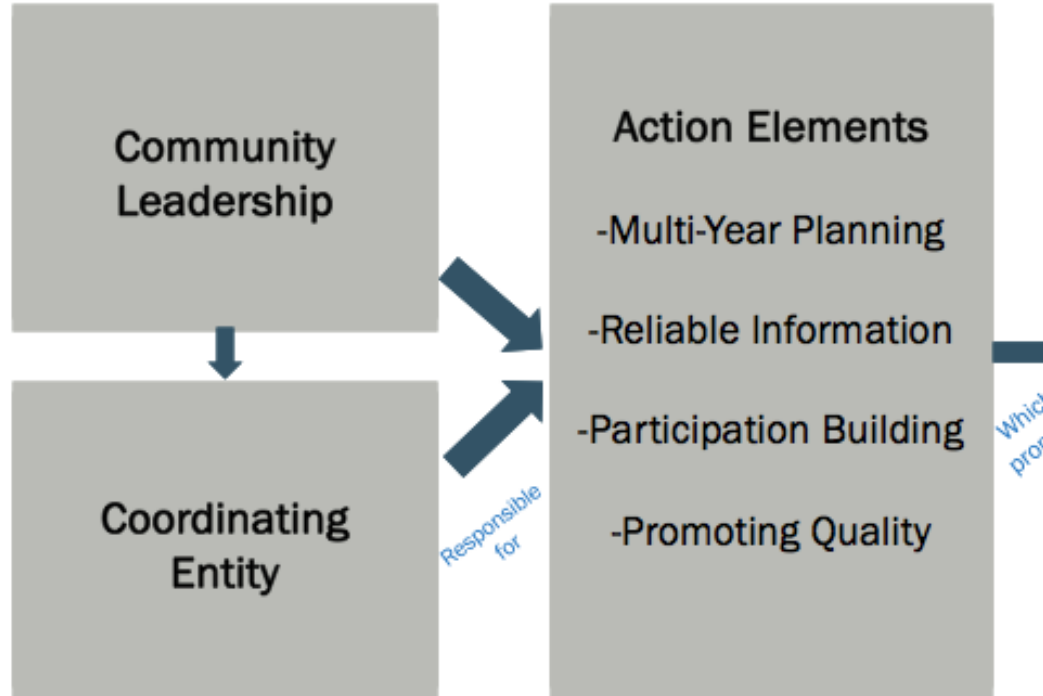
Clear Leadership



Adaptable

# Elements

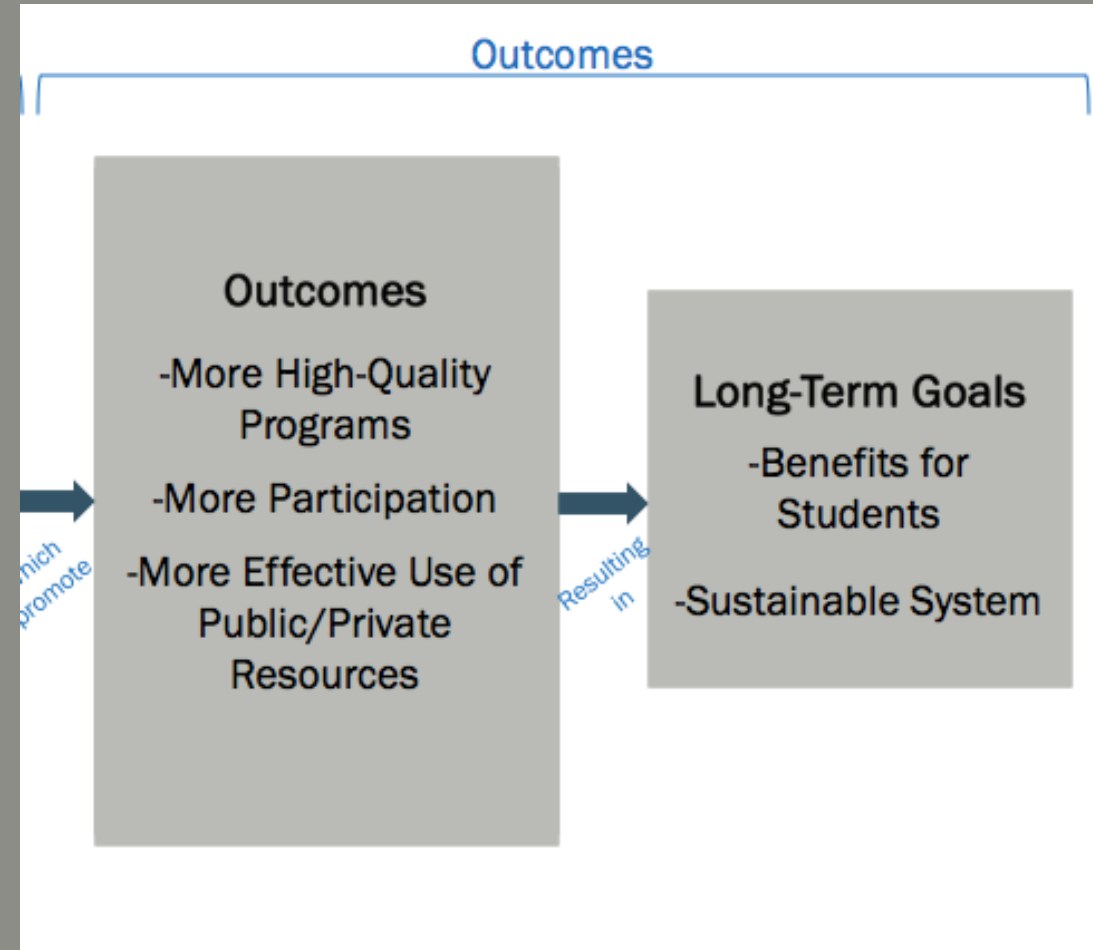
## Elements



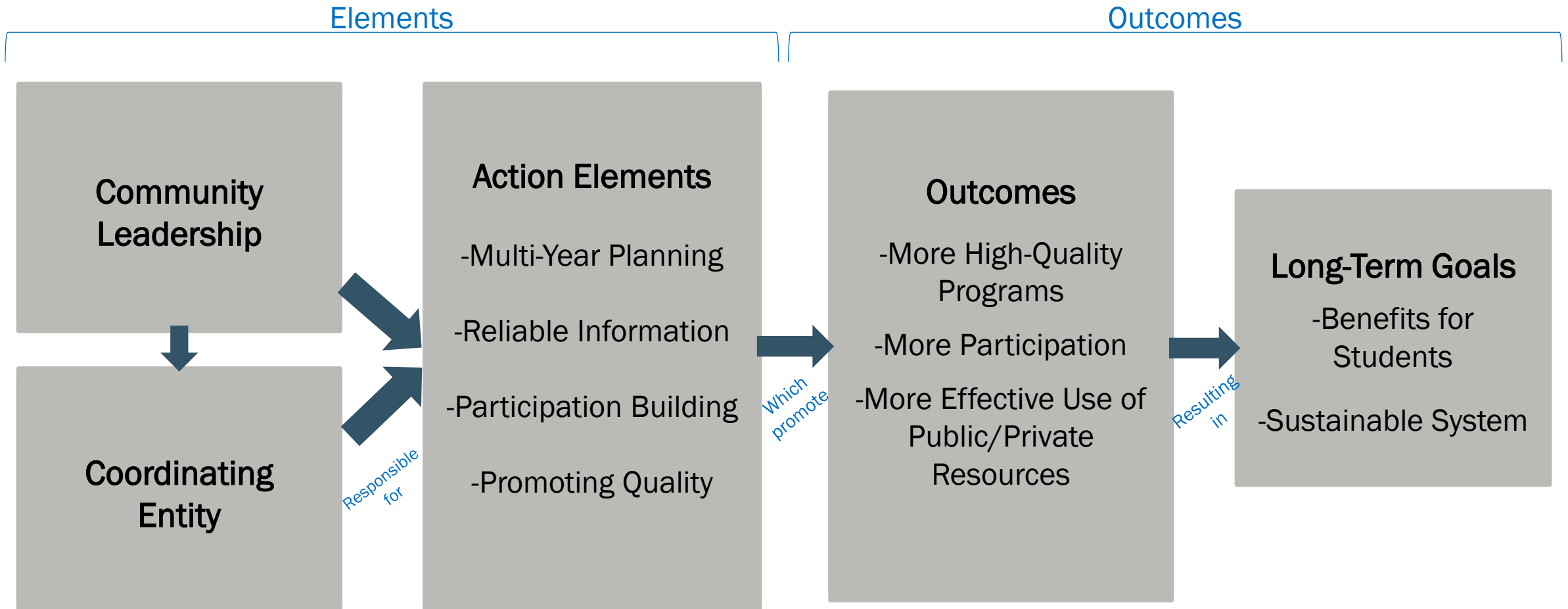
- Leadership
  - Community Leadership
    - *Mayor*
    - *Agency heads*
    - *Program coordinators*
    - *Public/Private leaders*
  - Coordinating Entity
- Action Elements
  - How do we achieve desired outcomes?
    - *Multi-year planning*
    - *Reliable information and data systems*
    - *Participation building*
    - *Promoting quality*

# Outcomes

- Outcomes
  - More high quality programs
  - More participation
  - More effective use of public/private resources
- Long-term Goals
  - Benefits for students
    - *Academic achievement*
    - *Positive attitudes towards school*
    - *Confidence*
    - *Less risky behavior*
  - Sustainable, community-wide OST system
    - *Adequate funding*
    - *Broad leadership and support*



## The Wallace Approach: Elements and Outcomes





# Examples

## ■ Saint Paul, Minnesota

- *Second Shift Commission: stakeholder group representing the city of Saint Paul, the Saint Paul Public Schools, and large and small community-based organizations*
- *Established goals for improved access and quality of afterschool programs*
- *Recommendations result in Sprockets, an city-school-community network to coordinate services*
- *Creation of data mapping systems, participation building initiatives, greater funding, training for providers*

# Existing Resources in Alachua County

- Existing Resources:
  - *Support from municipal and county government, school board*
  - *Children's Services Council*
  - *Howard Bishop Community School*
  - *Non-profits: United Way and Children's Home Society*
  
- Public Agency, network, or non-profit- which is right for Alachua County?

# How can we move forward in Alachua County?

## Outcomes

### Long-term Goals

- Benefits for children
- Benefits for families
- Sustainable system for collaboration

### Outcomes

- Increased parental involvement
- Increased participation, attendance, and retention
- More high-quality programs
- Effective use of private/public resources

# How can we move forward in Alachua County?

## Outcomes

### Long-term Goals

- Benefits for children
- Benefits for families
- Sustainable system for collaboration

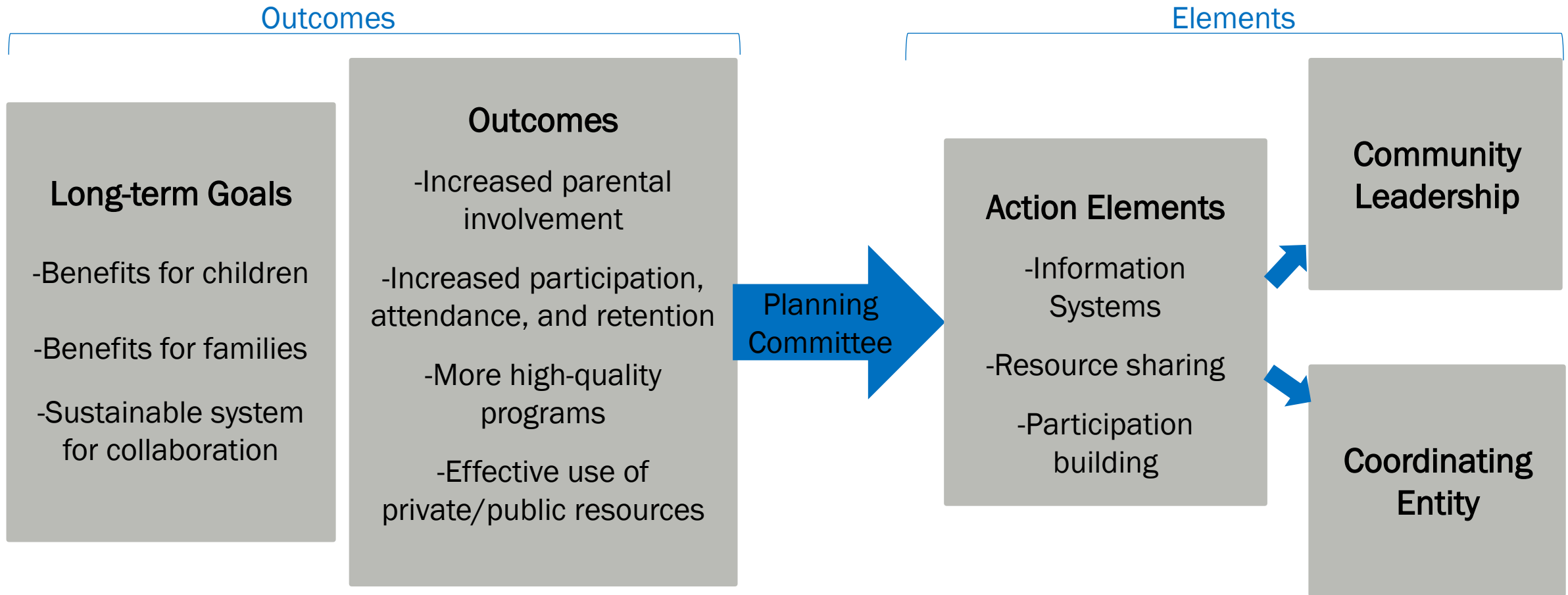
### Outcomes

- Increased parental involvement
- Increased participation, attendance, and retention
- More high-quality programs
- Effective use of private/public resources

Planning  
Committee



# How can we move forward in Alachua County?



- Wallace Foundation. (2008). *A place to grow and learn: A citywide approach to building and sustaining out-of-school time learning opportunities*, Retrieved from: <http://www.wallacefoundation.org/knowledge-center/Documents/Sustaining-Out-of-School-Time-Learning-Opportunities.pdf>