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ABSTRACT

In response to growing public understanding of the importance of quality care and activities during out-of-school hours for children's healthy development, a variety of out-of-school initiatives are being implemented across the country. This guide is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. The guide draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels to provide resources for existing and future partnerships. The guide's introduction describes out-of-school time and community school initiatives (OST/CS) as initiatives that provide children with safe, structured places to spend time when they are not in school; OST initiatives focus on recreational, academic, and developmental opportunities that supplement the education provided in school, and CSs offer the same programs in addition to supporting other efforts and activities for families or the extended community. The following topics are addressed: (1) definition of a public- private partnership; (2) why public-private partnerships are created, focusing on the motivations of various partners; (3) what public-private partnerships do, focusing on increasing the supply and improving the quality of OST/CS programs, raising revenue, and building state and community systems for OST/CS initiatives; (4) challenges for partnerships supporting OST/CS, including the heterogeneous nature of OST/CS initiatives, reluctant partners, and funding for collaboration; (5) ten principles for successful public-private partnerships, such as clear goals, regular measurement of progress toward goals, and inclusion of families in the development of programs and services; and (6) strategies for creating and sustaining partnerships. The guide concludes with lists of print and organizational resources. (KB)

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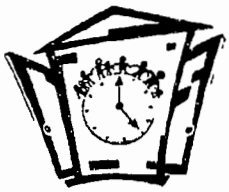

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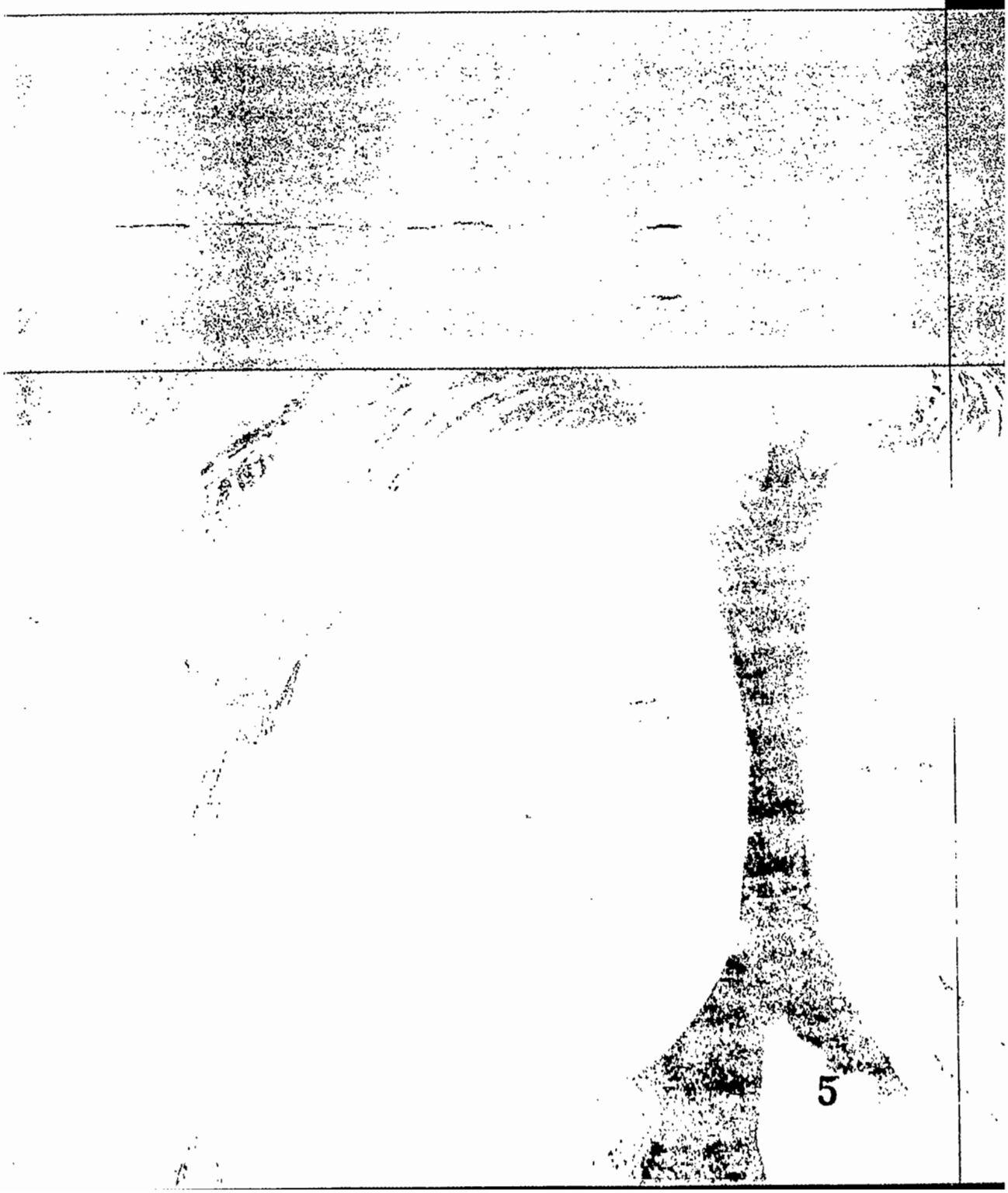
A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives

by **Sharon Deich**
January 2001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Preface

The need for improved access to quality services for children and their families is felt across the nation. The number of children with one or both parents in the workforce continues to grow, spurred by growth in the economy, changes in public attitudes, and work requirements under welfare reform. This has led to a growing demand for preschool care and education as well as out-of-school time programs for school-age children. Furthermore, public understanding of the importance of quality care and activities to children's healthy development—not only for young children but also for older children in the hours they are not in school—is growing. Finally, there is an increasing sense that many families and communities need an array of supports and services to help them raise children who can succeed in the economy and society, and that these needs can best be met in a comprehensive fashion at the community level.

In response to these concerns, a wide variety of out-of-school time initiatives are being implemented across the country. These range from well-established state programs to community-based demonstration and pilot programs. Among the many challenges these initiatives face is that of developing partnerships with the numerous organizations working toward similar goals for children and youth. Developing a strong and broad base of support is one of several key elements that must be in place to ensure sustainability and the ongoing success of these initiatives.

The Finance Project's mission is to support decision making that produces and sustains good results for children, families, and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. Its current activities include providing technical assistance on financing and sustainability to several networks of state and local leaders who are implementing innovative child and family initiatives. One such technical assistance effort is the Out-of-School Time Project. Under this effort, The Finance Project is working with leaders in 23 communities to develop sustainability plans and financing strategies for out-of-school time and community school initiatives.

This *Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives* is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. It draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels to provide resources for existing and future partnerships.

This guide was prepared by Sharon Deich of The Finance Project and was adapted from *A Guide to Successful Public-Private Child Care Partnerships*, which was developed by The Finance Project, The Families and Work Institute, and The National Governors

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The author would like to express her appreciation to Helene Stebbins of the National Governors Association and Nina Sazer O'Donnell of the Families and Work Institute for their help in conceptualizing and organizing this guide. The author would also like to thank Martin Blank, Theresa Clarke, Adriana DeKanter, Margaret Flynn, Cheryl Hayes, Barbara Langford, and Victoria Wegener for their comments and guidance. Each of the contributors to this guide helped to shape it into a resource that we hope will be useful to our-of-school time and community school leaders across the country.

Cheryl D. Hayes
Executive Director

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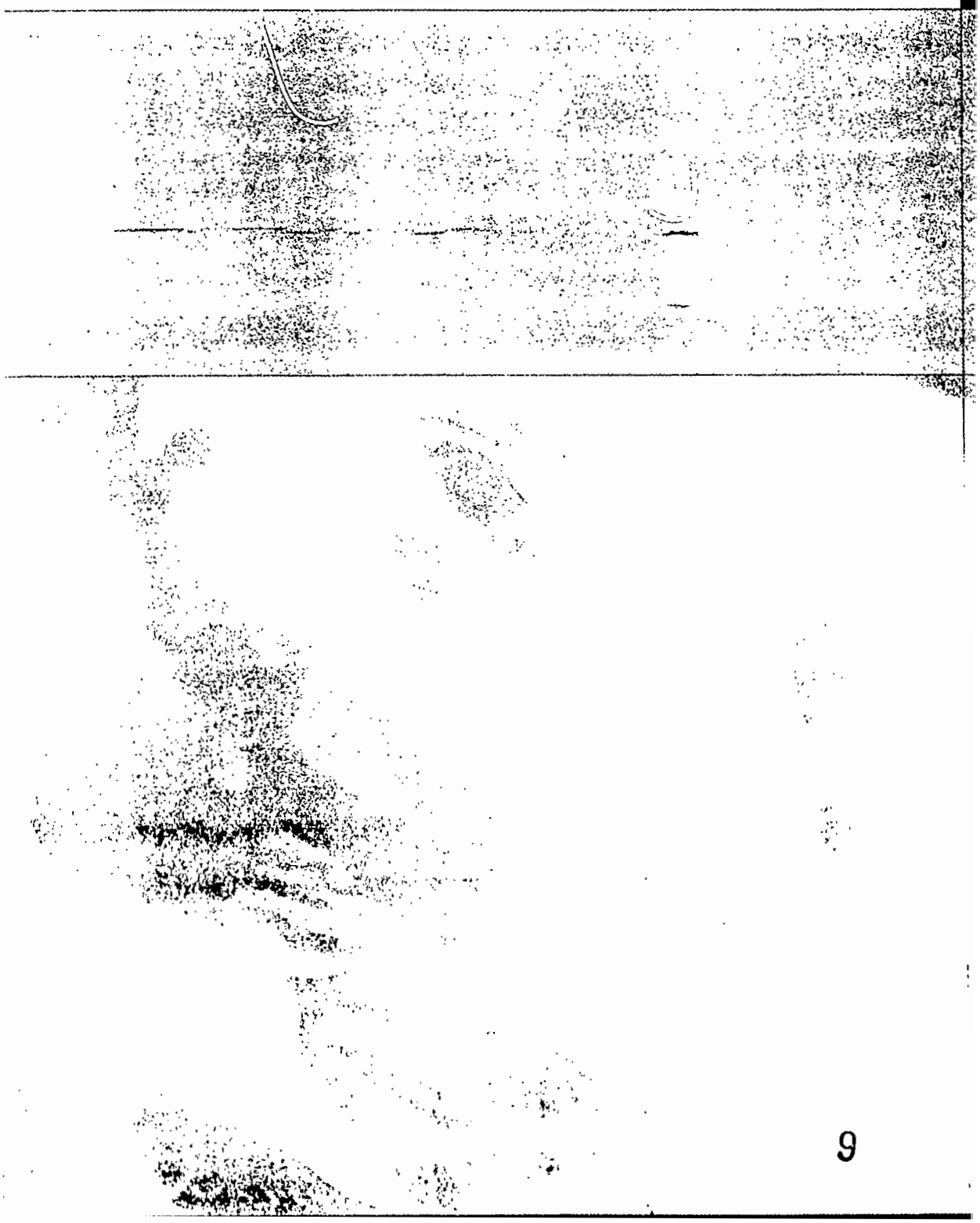

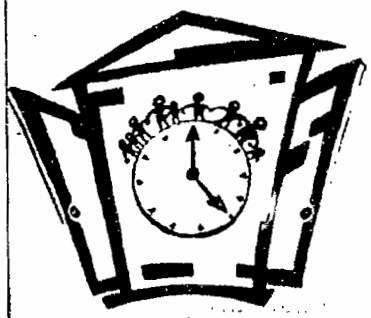

Introduction

During the past decade, rapidly changing political and economic forces created an environment in which many public- and private-sector leaders discovered a strong mutual interest in exploring new ways to form and sustain partnerships. Many states and communities are learning that partnerships can effectively bring together a wide range of contributors, including governments, businesses, philanthropies, families, citizens, and service providers, to expand and improve a variety of supports and services for children, youth, and families. This is particularly true for out-of-school time and community school (OST/CS) initiatives, many of which have long embraced partnerships as a strategy for success.

Nationwide, the demand for affordable, high-quality, out-of-school time and community school programs is growing rapidly. Increases in the number of school-age children who spend time alone during nonschool hours and research studies showing the negative effects of leaving children unsupervised have created a new urgency for improved access to supports and services for school-age children and their families. More than 28 million school-age children have parents who work outside the home, and approximately 20 percent of children ages 6 through 12 are home alone after school.

Because the school day and the regular workday do not coincide, parents and employers see the need for a safe and structured place for children to be after school. Law enforcement seeks solutions to the dramatic rise in juvenile crime that occurs after the end of the school day. State education leaders expect students to meet increasingly higher academic standards. Out-of-school time and community school initiatives help improve the academic performance of participating children, not only by providing direct tutoring or mentoring assistance, but also by connecting learning to enriching recreational and community-service activities.

"The need for after-school care is a need for business and workers, as well as a need for families and children."

—Donna Klein, Vice President, Diversity and Workplace Effectiveness, Marriott Corporation, Marriott International Corporation

Out-of-school time and community school (OST/CS) initiatives are now high on many people's list of solutions to the array of challenges facing children, families, states, and communities. These programs can accomplish a variety of goals, including providing children with safe environments and supervision from caring adults while their parents work; bolstering academic achievement; providing children and youth with enriching activities that prevent risky and self-destructive behaviors; preventing crimes; and supporting positive youth development. However, a shortage of quality out-of-school time and community school opportunities exists—according to parents, the need far exceeds the current supply.

Out-of-School Time and Community School Initiatives

Throughout this guide, the term OST/CS is used to describe the wide range of initiatives that provide children with safe, structured places to spend time when they are not in school. OST programs and CS initiatives are different but related approaches to meeting the needs of children and families.

Out-of-school time programs generally focus on activities for school-age children (ages 5 through 18) during the hours they are not in school. They provide recreational, academic, and developmental opportunities that supplement the education provided in a typical school day. These programs may take place before and after school, on weekends, over holidays, or during the summer. Examples of provided activities include organized sports, dance, or art programs; tutoring or homework help; mentoring; community service; or youth development activities. These activities may take place in the schools or off site at churches, YMCAs or YWCAs, community-based recreational centers, or other private or nonprofit facilities. They may be sponsored by the school system or, as is frequently the case, by a nonprofit or community-based organization such the Y or a city's recreation department.

Community schools are both a set of partnerships and a place where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities. Using public schools as a hub, inventive, enduring relationships among educators, families, community volunteers, business, health and social service agencies, youth development organizations, and others committed to children are changing the educational landscape by transforming traditional schools into partnerships for excellence. Out-of-school time programs are central to the community schools' strategy. In fact, community schools strive to operate before and after school, seven days a week, all year long.[1] Community schools are often referred to by a particular program model (e.g., lighted schoolhouses, Beacons schools, university-assisted schools, and Schools of the 21st Century, to name just a few).

The rapid growth of new initiatives throughout the country demonstrates that policy makers, the public, and the private sector now recognize the need for improved access to high-quality, affordable OST/CS programs and services. Yet, in many places, demand for these services far exceeds supply, and public-private partnerships have emerged as an important strategy for meeting the needs of school-age children and youth.

This guide is designed to provide practical information on creating and maintaining public-private partnerships to increase and improve OST/CS initiatives in states and communities throughout the country. It draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels and offers guidance on existing and future partnerships.

This guide begins with a definition of public-private partnerships, followed by a summary of why they are created and what public-private partnerships can do. The guide then explores challenges for OST/CS partnerships and presents a set of principles and strategies for establishing and maintaining successful partnerships, based on lessons from successful national, state, and local models. Finally, this guide concludes with a section on resources for partnerships.

"[W]e need to view school facilities more and more as community learning centers, as buildings that are open longer, later, and for more members of the community—schools that really become the hub and center of the community."

—Richard Riley, Secretary, U.S. Department of Education

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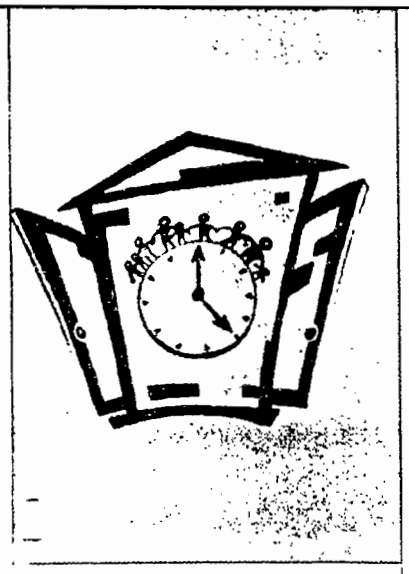
[1] Community schools may offer the same programs as out-of-school time initiatives, but, in addition, they support other efforts and activities for families or the extended community. These additional activities may be housed in the school or at a neighboring community center and may include, for example, early childhood programs, health clinics, job-search and other employment-related activities, adult literacy programs, social service referral or application assistance, parenting classes, substance abuse counseling, group counseling, or housing assistance.



What Is a Public-Private Partnership?

A public-private partnership exists when the public sector (federal, tribal, state, or local officials and agencies) joins with the private sector (employers, philanthropies, media, civic groups, community-based organizations, families, citizens, and service providers) in pursuit of a common goal. Public-private partnerships for out-of-school time and community school initiatives typically focus on new ways to expand and improve the capacity of a school, neighborhood, community, or state to meet the needs of children, youth, and their families.

Although each public-private partnership is unique in its membership and structure, all effective partnerships share the following characteristics.

- Representatives from the public sector (who derive their authority from federal, state, or local governmental entities), and representatives from the private sector (e.g., business, philanthropy, parents, citizens, community organizations) come together around shared goals.
- All partners contribute time, money, expertise, or other resources to the partnership.
- Partners work together toward common goals or objectives.
- Decision-making and management responsibilities are shared among the partners.

While these four ingredients are essential, the structure, organization, and goals of partnerships vary widely. For instance, while all partners contribute resources, the types and amounts vary according to ability. Likewise, the extent of shared decision making might depend on the resources and constraints of various partners, such as legal responsibility for oversight of public funds, fundraising capability, technical expertise, potential conflicts of interest, and other considerations.

Why Are Public-Private Partnerships Created?

To understand how and why partnerships are able to mobilize public and private resources to increase and improve supports and services for school-age children and youth, it is critical to recognize that each prospective partner has a unique set of reasons for participating. Typical motivations of various partners include the following:

- **Families** desire safe places with supervision by caring individuals when the school day ends before the workday does. They want OST/CS services to support their children's educational, physical, social, and emotional development. Families seek opportunities in a variety of settings that reflect diverse family and community cultures, languages, values, and work schedules. They want to be included in designing and evaluating programs in which they have a stake.

- **Government** is expanding investments in OST/CS activities. Because of growing pressure to find new and better ways of doing business, the public sector is looking to the private sector for leadership, technical expertise, and innovative ways to finance vital community services. Partnerships also allow governments to enhance their services and programs by offering complementary services, such as training, technical assistance, and public efforts to foster public support. Finally, governments also look to private-sector initiatives and leadership to provide continuity when elected and appointed public-sector leaders change.

- **Educators** want children to succeed in school. Facing a new wave of high-stakes tests and an emphasis on accountability, educators see OST/CS initiatives as one way to help enhance educational outcomes. In schools that serve students with multiple educational and social service needs, OST/CS programs can also supplement scarce resources. Whether the motivation is remediation or enrichment, many educators are turning to OST/CS initiatives as a way to bolster student achievement and academic success and to support the transition to higher education or the workforce.

- **Employers** have several motivations for participating in OST/CS partnerships. First, addressing the needs of their employees is a way for businesses to attract and retain qualified workers. Second, employees focused on work and not worried about their children are more productive. Third, employers are often unsatisfied with the level of education and training new employees bring to the job; investments in OST/CS services are an investment in the workforce of the future. Finally, employers understand that their long-term well-being depends on the economic viability of their communities, and quality supports and services for children and youth, such as OST/CS, are an important element of economic vitality. Although many employers are enthusiastic partners in efforts to create and improve OST/CS activities, their resources are limited and they, too, seek the benefit of sharing resources (dollars, ideas, and expertise) with other employers and public-sector partners.

- **Philanthropies** seek to leverage their investments by fostering systemic changes that may improve the way that states and communities address the needs of children and their families. For example, the C.S. Mott Foundation provides training and technical assistance to the growing number of 21st Century Community Learning Center grantees that receive program support from the federal government. Seeing the changing dynamic of the American workforce, the shift toward a high-tech economy, and the rise of juvenile crime, philanthropies are expanding and looking for ways to sustain investments in programs for school-age children and youth.

- **School-age care providers, youth development workers, and health and human service professionals** seek to ensure healthy social, emotional, and cognitive development and to meet the health, housing, employment, or other needs of families with children. Service providers are also interested in finding ways to share knowledge and resources that help them improve the quality of the services they provide.

- **Community, youth-serving, and civic organizations** have been pioneers in creating and expanding quality OST/CS initiatives as an important strategy for attracting and retaining businesses; preparing children for a productive future in school and work; reducing future dependence on public assistance; and reducing crime. Their experience, knowledge, and know-how can aid new partners looking to expand or improve OST/CS opportunities.

- **Police and other law enforcement agencies** know that most juvenile crime happens between the hours of 3:00 p.m. and 8:00 p.m. They see OST/CS programs as a way to lower crime rates.

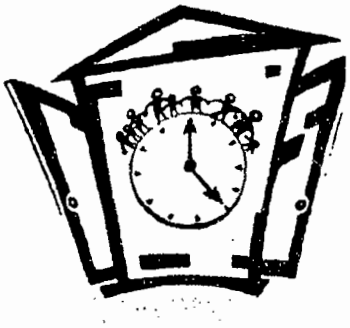
- **Many other state and community partners** also have a stake in seeing OST/CS initiatives succeed. Child welfare authorities, hospitals and clinics, religious institutions, local universities and colleges, libraries, arts and cultural institutions, community development groups, and local business chambers are some of the many potential partners with a vested interest in better outcomes for children and youth.

The most successful partnerships understand and accommodate these motivations and shape partnership goals and activities to benefit all partners.

"The bottom line is that our efforts to support employees' work-family priorities are good business. These are neither 'perks' nor 'giveaways.' These tools will help us attract, motivate, and retain people who are more likely to be more dedicated, more focused, more innovative, and more productive."

—Randall L. Tobias, Chairman of Eli Lilly and Company

What Public-Private Partnerships Do



Across the country, innovative efforts are under way to form productive public-private partnerships to improve opportunities for children and youth when they are not in school. While these partnerships share the overarching goal of improving supports and services, they have been created for the more specific objectives of:

- increasing the supply of OST/CS programs and services;
- increasing the quality of OST/CS programs and services;
- raising additional public and private revenue; and
- building and improving state and community systems for OST/CS programs and services.

In some cases, partnerships are working at a city, county, or neighborhood level to build and coordinate systems of care. In other cases, they are working to establish a program in a particular neighborhood. Whether the agenda is large or small, partnerships can effectively mobilize the resources to get the job done.

While each partnership is unique, many use a consistent set of strategies and innovative approaches to meet these goals.

Increasing the Supply of High-Quality OST/CS Opportunities

Anxieties about how children spend time before and after school, coupled with concerns about educational achievement, are driving an unprecedented demand for OST/CS programs and services. By combining the resources and know-how of the public and private sectors, states and communities are responding with innovative approaches, including:

- reaching out to school districts, youth development and community organizations, parks and recreation departments, employers, and citizen groups to create or expand opportunities for school-age children and youth;
- recruiting providers for programs for school-age children and youth including those for recreation, academic enrichment, and health and mental health services;
- providing startup funding for new programs or to expand existing ones; and
- working with housing authorities, economic development organizations, zoning commissions, employers, and developers to have construction projects include facilities that can house OST/CS programs and services.

Increasing the Quality of OST/CS Programs and Services

For many families, finding quality opportunities for their children when they are not in school is an ongoing challenge. The growing demand for programs often means providers have to make do with little training, run-down facilities that were designed for

"[G]ood programs actually do contribute to healthy development—by preventing negative outcomes and by providing opportunities for positive learning and growth."

—Jane Quinn, Children's Aid Society

some other purpose, and few resources to support quality enhancements. In response, partnerships are improving the quality of OST/CS services by:

- recruiting, training, and licensing staff;
- helping programs become accredited following national or state-developed standards;
- constructing and renovating facilities where children and youth spend time;
- educating parents and families to be careful consumers and eager participants in programs serving their children; and
- conducting public awareness campaigns to build support for OST and CS services.

Raising Additional Public and Private Revenue

Meeting the growing demand for OST/CS programs and services requires additional resources from both the public and private sectors. Public-private partnerships are raising revenue through the use of:

- legislation that creates funding streams for out-of-school time programs and/or a broader package of services for children and youth;
- tax credits, user fees, and other incentives that generate revenues dedicated to a specific purpose such as OST/CS initiatives;
- collecting and providing data and information on the supply of and demand for OST/CS services, to expand current and create new investments; and
- using both public and private funding to leverage additional dollars for out-of-school time activities.

"Students' minds don't close down at 3—and neither should their schools. And it is through these strong local partnerships that we are keeping schools open and giving children better opportunities to succeed."

—Richard Riley, Secretary, U.S. Department of Education

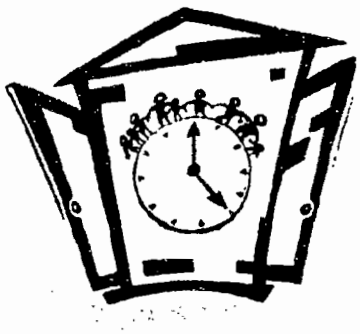
Building State and Community Systems for OST Programs and Community Schools

While some partnerships focus on improving supports and services in a particular program or school, others strive to build systems of services that support expanded OST/CS opportunities in a neighborhood, a city, or statewide. Public-private partnerships are creating or strengthening systems for OST/CS by:

- embedding the creation, expansion, and improvement of OST/CS programs into state or community economic development initiatives and education reform;
- building public support and lobbying for change;
- coordinating financial resources that support OST/CS programs with other community services, such as health, family literacy, and family support services;
- organizing business commissions, roundtables, and blue-ribbon committees to create financing strategies for increasing and improving OST/CS opportunities; and
- providing funding or in-kind support to systems development efforts such as developing facilities funds; securing donated goods or pro bono financial, legal, or media services; and brokering technical assistance to providers in areas such as personnel management, public relations, financing, or strategic planning.

Successful partnerships typically use several of these approaches to achieve their goals.

Challenges for Partnerships Supporting OST/CS



All partnerships face challenges in becoming organized, attracting a broad base of support, and finding the resources needed to carry out their vision. Understanding and anticipating the particular challenges OST/CS partnerships face can help partnerships smooth the course toward success.

The Heterogeneous Nature of OST/CS Initiatives

What takes place in out-of-school time and community school initiatives varies from place to place. In fact, just the words *out-of-school time* and *community schools* mean different things to different people. These programs vary in their schedules, activities, services, clients, sponsors, locations, and goals. Educating the public and convincing policy makers of the value of this diverse range of programs and approaches is a challenge that all OST/CS partnerships face.

Reluctant Partners

A growing trend in funding for OST/CS initiatives is the requirement for a "partnership" that includes a specified list of partners. Reluctant partners end up in partnerships for a variety of reasons—partners feel pressured to sign on to a project that is not really a high priority; a supervisor volunteers their service; they inherit a position; or the concept of partnering is more attractive than the reality of sharing decision-making authority. Once partnerships are established, it is crucial to take the time to engage all the partners, even the most reluctant ones, in a meaningful way.

Funding for Collaboration

For many partnerships, finding the "glue money" or core support to fund their efforts is a continual challenge. Some partnerships are lucky enough to have funding, even if only for a short while, to support the collaborative efforts. Funding for partnerships can come from a variety of sources, including public programs (e.g., the Child Care and Development Fund quality set-aside can be used to support collaborations), foundation grants, member contributions, and in-kind donations. For OST/CS partnerships that are already cobbling together funding from a variety of sources to support direct services, finding funding to support the collaborative process is doubly challenging.

Engaging Business Partners

While many businesses are coming to understand the important effects that quality OST/CS programs and services can have on their corporate bottom line and future productivity, many are still reluctant to join a partnership for fear they will be left with the tab. Partners need to educate the business community about the various roles they can play and contributions they can make. Small businesses may be able to help by providing technical resources for a few hours (perhaps a small computer company can help develop a Web page for the partnership). Larger companies may be able to contribute time (or their paid lobbyist's time) to advocate for improved funding at the state house. Always keep in mind that business partners can contribute more than their financial support.

While the challenges facing partnerships are many, the experiences of successful partnerships can help guide the way for new efforts. The next section provides a range of strategies that public-private partnerships can draw from to help overcome challenges and move forward with their agendas.

Principles for Successful Public-Private Partnerships

While every partnership has unique membership, goals, and approaches, the experiences of existing partnerships and their public- and private-sector leaders point to some key principles for success. These 10 principles provide a useful framework for establishing successful public-private partnerships.

PRINCIPLE 1: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS HAVE CLEAR GOALS.

Successful partnerships engage in a thoughtful process to define a vision or mission and clear goals. They also take time to ensure complete agreement and understanding among all the partners. The objective is to obtain consensus, not compromise, so that all partners are enthusiastic about the work that lies ahead. Collectively defining the goals gives all partners ownership of the partnership. This increases the likelihood that partners will stay committed over the long run.

Part of the growing success of LA's Best after-school program is its ability to demonstrate positive results in ways that satisfy the needs of funders and partners. An evaluation lead by UCLA's Center of Evaluation demonstrates positive academic achievements and fewer absences for LA's Best participants.

Consensus around goals serves as both the glue that holds a partnership together and as a rudder that steers its actions. If all partners are committed to the same goals, they are better equipped to negotiate the inevitable differences of perspective and opinion that arise as they work together. When the goals are held firm, a partnership can be flexible in how they are accomplished. Flexibility is essential to accommodate the inevitable political, economic, leadership, or other changes, and clear goals help guide the partnership as it evolves over time.

PRINCIPLE 2: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS AIM TO ACHIEVE POSITIVE RESULTS AND REGULARLY MEASURE THEIR PROGRESS TOWARD GOALS.

Defining and achieving specific outcomes or results—a criterion of success that the business sector has long held as important and that the public sector is striving to embrace—is an effective way to assess progress. Successful partnerships use indicators

and performance measures to monitor whether their efforts are productive and funds are well spent. Measuring progress toward goals establishes accountability in both the public and the private sectors, showing that limited resources are being used effectively. This bottom-line orientation to results is particularly effective in managing a partnership with shared authority and multiple interests.

As a management tool, the process of regularly measuring progress and results can provide partnerships with critical information about what is and isn't working and what changes can help accomplish the partnership's goals. Stakeholder groups then create strategies to address each indicator, and public and private funders can tie allocations to actual results.

PRINCIPLE 3: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS INVOLVE FAMILIES AND INCLUDE THEM WHEN DEVELOPING PROGRAMS AND SERVICES.

Families are the ultimate consumers of the programs and services supported by OST/CS partnerships. Partnerships are more likely to establish programs and services that achieve their purpose when families are involved in both the planning and evaluation of programs and services. Consumer involvement can also ensure that a partnership's programs and services are culturally and linguistically appropriate for the target populations.

Rather than see their neighborhood school close, parents of the Oyster bilingual school (in Washington, D.C.) successfully shepherded a plan for constructing a new school—including facilities for out-of-school time activities and other community services—through an ever-changing bureaucratic obstacle course. With the help of a knowledgeable intermediary, the 21st Century Schools Fund, dedicated parents made the vision a reality.

Engaging families means more than giving them a seat at the table. It means giving them the information and tools they need to be equal partners. State and local initiatives such as Boston's Parents United for Child Care, California's Parent Voices, and Connecticut's Parent Leadership Training Institutes train and support parents so they can make their voices heard in initiatives designed to meet their needs.[2]

For more information, see The Child Care Partnership Project/The Finance Project. *A Guide to Engaging Parents in Public Private Partnerships*. Washington, D.C., USDHHS/Child Care Bureau, 2000.

PRINCIPLE 4: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS ARE BROAD-BASED AND INCLUDE KEY STAKEHOLDERS FROM THE BEGINNING.

In Mecklenberg County, North Carolina, the local team working on creating a citywide system of after-school care includes members from the school district, local providers, the United Way, a local foundation, the deputy police chief, and a parent, ensuring that the views and resources of each is always part of the ongoing work.

Partnerships are most effective when they draw from a broad range of perspectives, resources, and expertise. By involving diverse stakeholders—such as school districts, youth-serving organizations, law enforcement and faith community leaders, health and mental health providers, or senior citizens—partnerships can gain broader public and private support for their efforts through the constituencies that each partner represents and supports.

Successful partnerships must work to engage business, community groups, parents, citizens, providers, and other stakeholders from the start. When members join the partnership late, they miss out on the process of establishing the partnership's vision and goals and on building the important relationships that result from such shared work. While it is difficult to know who all the stakeholders will be in advance, taking the time early on to engage as many as possible will save time in the long run. Over time, partners will inevitably come and go. As new members come on board, it is important to take the time to orient them to the mission and goals and to bring them up to speed on the history and direction of the partnership.

PRINCIPLE 5: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS INVOLVE POWERFUL CHAMPIONS AND MAKE THEIR INITIATIVES VISIBLE TO THE PUBLIC.

Success requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support. Governors and other elected officials, business, law enforcement, health, education, religious, and philanthropic leaders have all been effective champions by using their own avenues to promote consensus on partnership goals and to build political will for supporting or expanding successful partnership efforts. Families are also effective champions when they mobilize and speak with a unified voice.

San Diego now has the first citywide, universal after-school programs, due in large part to the efforts of the Mayor, who brought together a broad-based group of partners to establish and fund the 6-to-6 program.

Champions bring visibility to the partnership by obtaining media attention through public service announcements, press conferences, letters to the editor, and opinion pieces. They can also share information and influence decision making at public events such as hearings, town meetings, and meetings of related groups or organizations (e.g., local business chambers). Prominent organizations, such as charitable foundations, community service groups, and economic development or planning organizations, are also often respected leaders.

PRINCIPLE 6: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS ESTABLISH CLEAR GOVERNANCE STRUCTURES THAT DEFINE PARTNER ROLES AND RESPONSIBILITIES.

Successfully managing a partnership requires an effective governance structure. Some partnerships build on existing, respected governance structures to avoid creating organizational duplication. Other partnerships create new nonprofit entities or establish temporary blue-ribbon committees, commissions, or advisory boards to guide their work.

Effective governance structures define the various roles that partners will play and ensure that all partners understand and accept these roles. Many partnerships create written plans that include the roles and responsibilities of each partner or use contracts or memoranda of understanding to define roles. The process of defining partner roles and responsibilities usually occurs after the partnership embraces a shared mission and articulates its goals. Once partners share a mission, they are more likely to see ways that they can contribute to the partnership's success. Partners are also more likely to remain actively involved when they feel their role is valuable.

PlusTime New Hampshire, a private, nonprofit organization funded by the state department of health and human services and governed by a set of public and private partners, provides support and technical assistance to community partnerships seeking to organize and develop out-of-school time programs.

These governance structures must include ground rules so that the diverse individuals and organizations working together toward shared goals have a way to reach agreement on difficult issues. Ground rules might include how the partners will define and measure success, conduct meetings, communicate with each other, share information, and make decisions. Such mutually agreed-upon guidelines can prevent miscommunication and establish a process in which all partners participate effectively and are respected for their unique contributions. They also provide a mechanism to resolve the inevitable differences of opinion.

PRINCIPLE 7: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS ARE FLEXIBLE, ADOPT AN ENTREPRENEURIAL MINDSET, AND ADAPT TO CHANGING CONDITIONS AND RESOURCES.

Taking advantage of surplus Temporary Assistance for Needy Families (TANF) funds, Illinois established Teen REACH, which provides healthy and engaging alternatives to high-risk behaviors during out-of-school hours.

Because existing public and private support for OST/CS initiatives is inadequate to meet the demand, partnerships must be flexible enough to take advantage of changing conditions and resources. This entrepreneurial mindset might involve adapting a partnership's scope to take advantage of new state or federal funding; creating or developing services in response to a foundation's specific guidelines; or serving a particular population (such as welfare-to-work clients) that is important to public policy makers. Likewise, entrepreneurial thinking can lead a partnership to leverage new resources. Successful partnership leaders consistently credit their success to serendipity or the convergence of several complementary opportunities. Yet, such opportunities can lead to success only when leaders recognize and take advantage of them.

PRINCIPLE 8: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS ENABLE ALL PARTNERS TO BENEFIT BY DRAWING ON THEIR STRENGTHS AND CONTRIBUTIONS.

Each partner operates in a unique environment, bringing different strengths, knowledge, and resources to the mix. Successful partnerships draw on the strengths of individual members while remaining sensitive to the different corporate, government, or community "cultures." For example, most business leaders operate in an environment that requires rapid decisions and quick action. Public-sector partners often work in environments that require lengthier agency or legislative approval processes. Community and civic groups often prefer inclusive, consensus-building processes that are also time consuming.

Sacramento Start successfully lobbied the state for additional funding by taking advantage of a partnership between the public and private sectors. Elected officials introduced legislation, private partners hired a lobbyist, and all partners worked together to educate stakeholders.

Successful partnerships play to the strengths of the various partners. Private-sector partners, for instance, may be well positioned to lead or convene efforts requiring quick action, such as generating financing commitments or lobbying. Public-sector partners may complement these

activities by providing information, convening meetings, and revamping or establishing rules that support the goals of the partnership. Community and education groups can be tapped to lead visioning and goal-setting processes that require consensus among all partners. While partners may employ different approaches, their focus on the same results can unify their efforts.

Whatever their role, partners must benefit from participating. When all partners perceive that they have something to gain, they remain actively involved, even though each partner's perceived gain may be different. But achieving harmony in a partnership that includes diverse cultures takes work. Successful partnership leaders stress that it is essential to take the time to create common language and understanding and to create a culture that values diverse talent, ideas, and perspectives. The most successful partnerships make room for new partners, even if they lack a background in children and youth programs and policies. These partnerships create effective ways to educate members about the partnership's challenges, mission, and goals, and to use partners' different perspectives, talents, and resources to find new solutions to old problems.

PRINCIPLE 9: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS WORK TO MAINTAIN MOMENTUM AND TO SUSTAIN THEIR WORK OVER TIME.

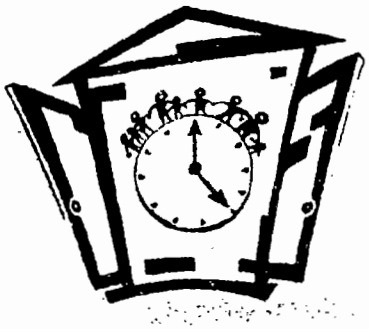
The most successful partnerships take time from the beginning to plan how they will maintain momentum and sustain their efforts. Many celebrate even the small successes and generate media attention whenever possible. Others structure activities so that partners gain a sense of accomplishment from completing interim tasks, even though the partnership's vision and goals may take many years to accomplish. It is also important to plan for financial sustainability and to recognize that dedicated staff may be needed to support the partnership both initially and over time. Partnerships have celebrated successes with awards luncheons and dinners, by presenting special certificates of recognition, and by hosting community events such as picnics and fun runs.

The National School-Age Care Alliance puts out regular e-mail updates on federal public policy issues that affect funding and programs for school-age children. It is easy to join their list serve, keep informed of national debates, and provide support though this system.

PRINCIPLE 10: SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIPS FORM RELATIONSHIPS AND SUPPORT THE WORK OF OTHER ORGANIZATIONS AND EFFORTS FOCUSED ON RELATED GOALS.

Successful children and healthy communities require the resources and support of a broad range of community groups and advocates. Effective partnership leaders introduce partners to others working to improve supports and services for children and youth. They keep other groups up-to-date on the partnership's work and give them support when they need help.

When the partners are aware of what others are doing, the partnership can use resources more efficiently. Sometimes the strategy will be *divide and conquer*—only one group needs to invest the time to track a particular piece of legislation. Other times the strategy will be *all hands on deck*—when it comes time for the crucial vote, all partnerships can lend their support. Regardless of the strategy, children, youth, and families will benefit from coordinated efforts.



Strategies for Creating and Sustaining Partnerships

Successfully convening or establishing a public-private partnership is a complex, challenging, and time-consuming task. Both the public and private sectors must be involved, and all partners must play significant roles for the partnership to succeed. While public or private entities cannot create public-private partnerships by themselves, *all* entities can use some or all of the following strategies to encourage, create, or sustain partnerships.

This section provides a variety of strategies that both newly formed and well-established partnerships can use. They support one or more of the principles outlined in the previous section, as illustrated in the sidebars.

Serving as a Catalyst.

Both the public and private sectors can be catalysts, initiating partnerships among and within sectors. One way to start is to convene forums that raise important issues and attract potential partners. For example, the Indiana Family and Social Services Administration helps organize an annual symposium designed to foster the leadership of private-sector employers on issues related to school-age children and youth. This event also raises awareness of the need to build capacity and improve quality. Many public, private, state, and community groups have held forums to engage new and diverse partners in improving supports and services for children, youth, and their families. The public, private, and philanthropic sectors can also act individually or collectively as catalysts by convening potential partners, providing information, or offering incentives such as small grants, matching funds, or tax breaks for private-sector partners. For instance, the Rose Community Foundation in Denver, Colorado, convened a group of advocates for children and youth to coordinate messages from various public education campaigns and to work together for increased funding to support children and youth initiatives.

→ *Supports Principle 5: Successful Public-Private Partnerships Involve Powerful Champions and Make Their Initiatives Visible to the Public*

Identifying and Recruiting Partners.

One of the most important roles that leaders in all sectors can play is to recruit additional partners. Here the motto is simple: it is always easier to preach to the converted. Robert Wehling, senior vice president of Procter & Gamble, offers the following suggestion: "You have higher odds if you find someone who's already leaning your way and get them to do more. Don't enlist anyone from business to help unless they are personally and genuinely enthusiastic about being involved. They must be willing to take the personal

time to truly understand the problems and issues you are dealing with." This advice holds true for approaching prospective partners in any sector. The methods outlined below rely on a strategic approach for seeking out new partners.

Targeting the Partners Who Are Most Likely to Participate.

The most direct method for recruiting partners is to identify public- or private-sector leaders in the state or community who are already interested in OST/CS services or related issues. These leaders may be concerned with the needs of their own organizations, their employees' needs, funding mandates, organizational missions, public visibility, or the larger communities where they live and work.

→ *Supports Principle 4: Successful Public-Private Partnerships are Broad-based and Include Key Stakeholders from the Beginning*

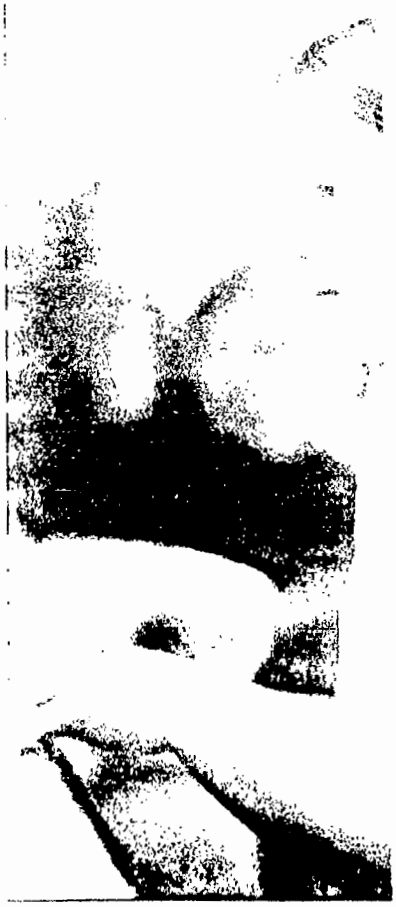
Relying on Personal Contacts When Approaching Potential Partners.

Investing the time to make a personal contact and having that first contact made by someone who knows the prospective partner can ease potential partners into a relationship. "It's a one-person-reaches-one-person thing," says Dee Topol, former president of the Travelers Foundation. A business colleague, a respected elected official, or a community leader may be the best person to make a first contact. Once on board, new champions can promote initiatives and recruit their peers.

Underscoring the Benefits of Involvement.

Prospective partners are more likely to become involved when their own needs will be met. When approaching prospective partners, partnerships should be prepared to describe how they could benefit from the partnership. For example, schools seeking to improve educational outcomes may look to OST/CS initiatives to provide support and opportunities for at-risk students. Employers seeking to attract and retain a qualified workforce during a period of low unemployment may view an investment in OST/CS services as a strategy to enhance their future productivity and economic competitiveness. State agencies seeking to place former welfare recipients in jobs may be willing to fund OST/CS expansion and quality improvements to help support new entrants into the workforce. Chambers of commerce, economic development entities, or local governments may see these initiatives as a strategy for attracting new businesses and creating a vigorous economic climate. Partnership is also an effective approach for small- and medium-sized businesses. Although they have limited resources, they can benefit from the economies of scale that partnerships offer.

→ *Supports Principle 8: Successful Public-Private Partnerships Enable All Partners to Benefit by Drawing on Their Strengths and Contributions*



Expanding the List of Stakeholders.

Traditional child and youth advocates are critical partners, but it is important to seek out and cultivate the leadership of key constituencies that reflect or influence the range of people and institutions that need to be sold on investments in OST/CS programs and services. These may include (but are not limited to) parents; tribal, state, county, and local government; legislators and their staff; the media; local advocates; law enforcement; the education community; faith communities; health care providers and advocates; senior citizens; community residents; and, of course, the business community. The broader the constituency of the partnership, the broader its appeal will be.

→ *Supports Principle 4: Successful Public-Private Partnerships are Broad-based and Include Key Stakeholders from the Beginning*

Offering New Partners a Clear Task.

When looking for new partners, partnerships must always be ready to answer the question "What do you want me to do?" If discussions begin with a clear goal—can the new business partner host a breakfast for other prospective partners? Can the local foundation house the developing initiative?—potential partners will be more likely to take the plunge. Another recent trend in business involvement in community activities and philanthropic causes is called "cause-branding." Businesses may be interested in adopting a cause—OST/CS programs and services—and tying a logo or slogan related to their business to products or advertisements for the cause.

Designing the Partnership's Structure and Guiding Its Activities.

Many Governors, including those in Florida, Georgia, Hawaii, Indiana, Ohio, North Carolina, and Vermont, have created initiatives that support community-based partnerships involving both the public and private sectors. Government and philanthropic partners often set funding guidelines that shape a partnership's organizational structure and policy development. Private-sector initiatives have also provided organizational structure and guidance to successful programs. The Beacon Initiative, for example, provides 80 school-based Beacon Centers in New York City with organizational support that includes structural and policy direction for creating effective systems of programs and services for young children and their families.

→ *Supports Principle 6: Successful Public-Private Partnerships Establish Clear Governance Structures that Define Partner Roles and Responsibilities*

Assigning Meaningful Tasks.

Partnerships often fall apart when members perceive their role to be meaningless. Once partners are committed to the goals of the partnership, it is essential to keep them meaningfully engaged. Active participation goes beyond attending meetings. "You can't just engage people in the issue, tell them to come to a meeting, and then—three months later—tell them to come back to another meeting," says one partnership leader. By asking all partners to assume significant roles, such as solving financing challenges or influencing policy makers, partners can make valuable contributions and feel that the time and energy they invest in the partnership is worthwhile. This will also make them want to stay involved.

Taking Time to Plan and Set a Manageable Agenda.

Creating a shared vision or mission, goals, and strategies that all partners understand and support is a time-consuming process. Successful partnership leaders in all sectors and at the national, state, and local levels stress that developing true partnerships with demonstrable results takes an enormous amount of time. It is important for partners to be patient during this process and to remember that allowing for a collaborative planning process ultimately results in broader and more secure support from partners and the public. At the same time, it is important for partnerships to create steps in this process that lead to early successes. By starting small and doing a few things well, partnerships can build credibility and a reputation that attracts additional partners and support for their efforts. In Rockland County, New York, a coalition working to increase out-of-school opportunities is taking just this approach—starting small, with a few high-quality programs, as a strategy for building support for expanded efforts.

→ *Supports Principle 1: Successful Public-Private Partnerships Have Clear Goals*

Keeping Expectations Clear.

Clear goals and expectations are important when creating, expanding, or sustaining a partnership. Business, government, and community leaders must always be clear about ongoing tasks, responsibilities, and expected results. One way to do this is to agree to a timetable. Procter & Gamble's Robert Wehling says, "Business people . . . move faster than a lot of the public agencies. . . . But both sides need to listen to each other. The business people need to understand why speed may not be in the best interest of the outcome we seek. By the same token, those used to operating at a slower pace may need to find ways to speed up efforts."

Building the Capacity of Partners to Work Together.

The early phase of partnership development requires opportunities for partners to get to know each other. Discovering and building on the mutual interests of partners generates enthusiasm based on those mutual interests, rather than creating the frustration that arises from compromise. Once partnerships are organized, regular opportunities for partners to work together help develop these relationships. A retreat or a series of meetings that brings partners together to develop and apply a common language and a common set of expectations is one way to create bonds. Many partnerships and advocates use site visits as a way to build knowledge about a program and provide a shared experience. The American Youth Policy Forum hosted a site visit of this nature for policy makers, program developers, and government officials, giving them an opportunity to learn more about two community school models in New York City. The experience allowed the visitors to see the current programs for school-age children and youth, and relevant issues, firsthand. They also had an opportunity to work side by side, enhancing interpersonal relationships.

It is also important for partners to have time to meet in person, as well as over the phone, and to create the positive relationships that so many successful partnership leaders consider essential.

Keeping Partners Informed.

Partnerships can fail when partners do not regularly receive the information and support they must have to make informed decisions. Partners need accurate and concise background material well in advance of meetings or other activities. Busy people are unlikely to read long, dense policy analysis, and all partners benefit when materials are clear and succinct. Partners also need periodic updates on the partnership progress. Phone conversations, e-mail, or written correspondence to partners can let them know about partnership progress, results, and challenges, as well as when their help is needed. Partners are more likely to stay involved when they know what is going on.

→ *Supports Principle 6: Successful Public-Private Partnerships Establish Clear Governance Structures that Define Partner Roles and Responsibilities*

Disseminating Briefing or Issue Papers.

Many states, localities, employers, and private-sector community organizations, such as the United Way, League of Women Voters, or professional organizations, use brief issue papers to deliver their messages to stakeholders. These short reports can focus attention on the need to improve OST/CS services and what various community members can do to help. The West Virginia Governor's Office, for instance, used this strategy to bring attention to an education initiative and to make the case for its urgency. These papers successfully drew a broader circle of stakeholders into the discussion about options for change.

Providing Information on Promising Practices and Replicable Models.

Providing information about practices or models that have been successful in other places can help establish a partnership or move one forward in several ways. First, it brings new ideas and approaches to the table. Second, it helps partners buy into the concept of public-private partnerships by highlighting success stories. It can also inspire partnerships to embrace new ideas or approaches that contribute to the partnership's success and vitality. This, in turn, can help to maintain a partnership's momentum. And, finally, identifying promising models leads to a network of peers to call on for support and assistance as partnerships evolve. Both public and private partners have many opportunities to share information about promising practices. The resource section at the end of this guide contains a variety of Web sites with information on best practices and promising approaches.

→ *Supports Principle 7: Successful Public-Private Partnerships are Flexible, Adopt an Entrepreneurial Mindset, and Adapt to Changing Conditions and Resources*

Aligning Public- and Private-Sector Practices.

Government can work to decentralize decision-making and establish results-based accountability systems to better align public- and private-sector practices and to be more "user-friendly" to private-sector partners. Private-sector leaders can help identify policies and practices that are barriers to expanding and improving services for children and youth. In Kansas City, the Local Investment Corporation is acting as an intermediary between the public and private sectors finding ways to make better use of public dollars so that programs can spend less time on bookkeeping and administrative activities and more time delivering high-quality services to children, youth, and families. Public- and private-sector leaders can also learn more about how and when each can or cannot act, and can create goals and strategies that build on the strengths of all partners.

Identifying Indicators and Measuring Progress.

The continued success of public-private partnerships ultimately depends on being able to demonstrate positive results over time. Partners must find ways to show continued progress toward goals in all phases of their work. Ideally, goals should be set and performance measures should be used to track the success and promote the value of public-private partnerships. In reality, change takes time, and partnerships need to find ways to show successes—even small ones—that result in positive change. Sure signs of progress help to keep partners enthusiastic and to engage the general public.

Successful partnerships regularly collect data to measure progress toward their shared goals. Both process and program evaluations are important tools for tracking partnership successes. To inform the actions and effectiveness of a partnership, business and government leaders, advocates, or the partnership itself can begin this process by establishing indicators and collecting and analyzing data about child well-being and services for children. In Long Beach, California, the Stevenson Community School has completed a local evaluation to measure academic progress in students participating in OST activities.

→ *Supports Principle 2: Successful Public-Private Partnerships Aim to Achieve Positive Results and Regularly Measure Their Progress Toward Goals*

Giving Partners Credit and Recognition.

A partnership will benefit from recognizing the efforts of its members. Opportunities that build goodwill through public recognition can help keep partnerships strong and attract new partners. Opportunities to generate media attention for partnerships and celebrate big and small successes are valuable. Some partnerships choose to share the collective credit for success, while others allow partners to take ownership of specific projects. Businesses interested in supporting expanded activities may like to see their company name attached to promotional materials and public engagement campaigns. For example, JCPenney established JCPenney Afterschool to provide affordable, high-quality after-school programs so that millions of kids ages 6 to 18 can reach their full potential. In the first three years, JCPenney has committed $30 million to JCPenney Afterschool. Foundation partners, on the other hand, may prefer to work quietly behind the scenes. Whatever the approach, all partners must be comfortable with the strategy for publicizing the partnership's successes.

→ *Supports Principle 9: Successful Public-Private Partnerships Work to Maintain Momentum and to Sustain Their Work Over Time*

Resources

SELECTED RESOURCES FOR PARTNERSHIPS

Case Studies of Public-Private Partnerships for Child Care, Vol. I and II. The Child Care Partnership Project, December 1998.

The Corporate Imperative: Results and Benefits of Business Involvement in Education. Jennifer Ballen, Judy Casey, and Adriana Decanter. U.S. Department of Education, September 1998.

Engaging Business Partners: An Employer Toolkit Template. The Child Care Partnership Project, 1999.

Expand Learning: Make Every Minute Meaningful Brochure. National Governors Association, 2000.

Expand Learning: Make Every Minute Meaningful, Results of a 1999 Survey. National Governors Association, 2000.

Extra Learning Opportunities That Encourage Healthy Lifestyles. Mark Ouellette. National Governors Association, January 25, 2000.

Fact Sheets of Public-Private Partnerships for Child Care, Vol. I, II, and III. The Child Care Partnership Project, December 1998.

Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives. Nancy D. Reder. The Finance Project, April 2000.

A Guide to Engaging Parents in Public-Private Child Care Partnerships. Elaine Zimmerman and the staff of the Child Care Partnership Project. The Connecticut Commission on Children and The Child Care Partnership Project, June 2000.

A Guide to Successful Public-Private Partnerships for Child Care. The Child Care Partnership Project, Summer 1998.

Learning Together: The Developing Field of School Community Initiatives. Atelia Melaville. Institute for Educational Leadership and National Center for Community Education, September 1998.

Making the Case for Public-Private Child Care Partnerships, A Video. New Screen Concepts, June 2000.

Profiles of Public-Private Partnerships for Child Care, Volume I, II, and III. The Child Care Partnership Project, October 1998.

Strengthening Partnerships: Community School Assessment Checklist. Martin J. Blank and Barbara Hanson Langford. The Finance Project, September 2000.

Using Results to Improve the Lives of Children and Families: A Guide for Public-Private Child Care Partnerships. Sara Watson. The Finance Project, June 2000.

RESOURCE ORGANIZATIONS FOR PARTNERSHIPS

Afterschool Alliance
Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502
(810) 238-5651
www.afterschoolalliance.org

America Reads Challenge
U.S. Department of Education, 7th Floor
400 Maryland Avenue, SW
Washington, DC 20202
(202) 401-8888
(800) USA-LEARN
www.ed.gov/inits/americareads

America's Promise:
The Alliance for Youth
909 North Washington Street, Suite 400
Alexandria, VA 22314-1556
(800) 365-0153
(703) 684-4500
www.americaspromise.org

American Library Association
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
(312) 944-6780
www.ala.org

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(800) 94-ACORPS
www.americorps.org

American Youth Policy Forum
1836 Jefferson Place, NW
Washington, DC 20036
(202) 775-9731
www.aypf.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 487-5700
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000
www.bsa.scouting.org

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
www.campfire.org

Charles Stewart Mott Foundation
Mott Foundation Building
503 S. Saginaw Street, Suite 1200
Flint, MI 48502
(810) 238-5651
www.mott.org

Center for Community Partnerships
University of Pennsylvania
133 S. 36th Street, Suite 519
Philadelphia, PA 19104
(215) 898-5351
www.upenn.edu/ccp

Center for Youth Development and Policy Research
Academy for Educational Development
1825 Connecticut Avenue, NW
Washington, DC 20009
(202) 884-8000
www.aed.org

Child Care Action Campaign
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 239-0138
www.childcareaction.org

Child Care Aware
2116 Campus Drive, SE
Rochester, MN 55904
(800) 424-2246
www.childcareaware.org

Children's Aid Society
105 E. 22nd Street
New York, NY 10010
(212) 949-4800
www.childrensaidsociety.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

Coalition for Community Schools
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405
www.communityschools.org

Coalition of Community Foundations for Youth
P.O. Box 489
Excelsior Springs, MO 64024
(913) 713-6111
www.ccfy.org

Communities in Schools Inc.
2775 Washington Street, Suite 210
Alexandria, VA 22314
(703) 519-8999
www.cisnet.org

The Conference Board
845 Third Avenue
New York, NY 10022-6679
(212) 759-0900
www.conference-board.org

The Congress of National Black Churches Inc.
1225 Eye Street, NW, Suite 750
Washington, DC 20005-3914
(202) 371-1091
www.cnbc.org

Council for Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001
(202) 408-5505
www.ccsso.org

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family Support America
20 North Wacker Drive
Suite 1100
Chicago, IL 60606
(312) 338-0900
www.familysupportamerica.org

Fight Crime: Invest in Kids
2000 P Street, NW, Suite 240
Washington, DC 20036
(800) 245-6476
www.fightcrime.org

The Finance Project
1000 Vermont Ave, NW, Suite 600
Washington, D.C. 20005
(202)628-4200
www.financeproject.org

Food Research Action Center
1875 Connecticut Avenue, NW, Suite 540
Washington, DC 20009
(202) 986-2200
www.frac.org

Foundations Inc.
821 Eastgate Drive
Mount Laurel, NJ 08054
(888) 977-KIDS
www.foundations-inc.org

Fund for the City of New York
121 6th Avenue, 6th Floor
New York, NY 10013
(212) 925-6675
www.fcny.org

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, NY 10018-2702
(800) 478-7248
www.girlscouts.org

Girls Inc. National Headquarters
120 Wall Street
New York, NY 10005
(800) 374-4475
www.girlsinc.org

International Youth Foundation
32 South Street, Suite 500
Baltimore, MD 21202
(410) 347-1500
www.iyfnet.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000
www.learnandserve.org

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2800
www.fourhcouncil.edu

National Alliance for Hispanic Health
1501 16th Street, NW
Washington, DC 20036
(202) 387-5000
www.hispanichealth.org

National Association of Child Care Resources and Referral Agencies
1319 F Street, NW, Suite 500
Washington, DC 20004
(202) 393-5501
www.naccrra.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(800) 386-2377
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
(561) 844-1823
www.nationalpal.org

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191
(703) 860-0200
www.nassp.org

National Center for Child Care Workforce
733 15th Street, NW, Suite 1037
Washington, DC 20005-2112
(202) 737-7700
www.ccw.org

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

National Center for Schools and Communities
Fordham University
33 West 60th Street, 8th Floor
New York, NY 10023
(212) 636-6699

National Child Care Information Center
Child Care Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
243 Church Street, 2nd Floor
Vienna, VA 22180
(800) 616-2242
www.nccic.org

National Clearinghouse on Families and Youth
Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
P.O. Box 13505
Silver Spring, MD 20911
(301) 608-8098
www.ncfy.com

National Community Education Association
3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.com

National Federation of State High School Associations
P.O. Box 690
Indianapolis, IN 46206
(317) 972-6900
www.nfhs.org

National Governors Association
Hall of States
444 North Capitol Street, NW, Suite 267
Washington, DC 20001-1512
(202) 624-5300
www.nga.org

National Institute on Out-of-School Time
The MOST Initiative
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02481
(781) 283-2547
www.wellesley.edu/WCW/CRW/SAC

The National Mentoring Partnership
1600 Duke Street, Suite 300
Alexandria, VA 22314
(202) 224-2200
www.mentoring.org

National Partnership for Reinventing Government
www.npr.gov

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
(312) 670-6782
www.pta.org

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-0784
www.activeparks.org

National School-Age Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Urban League
Time to Beat the Street
Office of Development
120 Wall Street
New York, NY 10005
(888) 326-9688
www.nul.org

Open Society Institute
New York After-School Programs
400 West 59th Street
New York, NY 10019
(212) 548-0600 or (212) 757-2323

Parents United for Child Care
30 Winter Street, 7th Floor
Boston, MA 02108-4720
(617) 426-8288

Partnership for After-School Education
120 Broadway, Suite 3048
New York, NY 10271
(212) 571-2664
www.pacesetter.com/index.html

Partnership for Family Involvement in Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 5E100, FOB-6
Washington, DC 20202
(202) 401-0056
www.pfie.ed.gov

Rural School and Community Trust
808 17th Street, NW, Suite 220
Washington, DC 20006
(202) 955-7177
www.ruraledu.org

Save the Children, U.S. Programs
54 Wilton Road
Westport, CT 06881
(800) 728-3843
www.savethechildren.org

Schools of the 21st Century
Bush Center in Child Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/bushcenter/21C/

United National Indian Tribal Youth Inc.
P.O. Box 25042
Oklahoma City, OK 73125
(405) 236-2800
www.unityinc.org

United States Department of Education
www.ed.gov
Find out the latest news about national education issues; review education-related publications and statistics; and learn about the offices and programs at the U.S. Department of Education. Go to www.ed.gov/21stcclc/ to learn more about the Department's after-school program.

United States Department of Health and Human Services
www.hhs.gov
The many resources available through this federal agency are featured on its Web site.

United States Department of Justice, Justice for Kids and Youth
www.usdoj.gov/kidspage
Children and youth can learn about crime prevention, safety, volunteer and community service opportunities and the criminal justice system on this Web site.

United Way of America
701 North Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

Wallace-Reader's Digest Funds
Two Park Avenue, 23rd Floor
New York, NY 10016
(212) 251-9700
www.wallacefunds.org

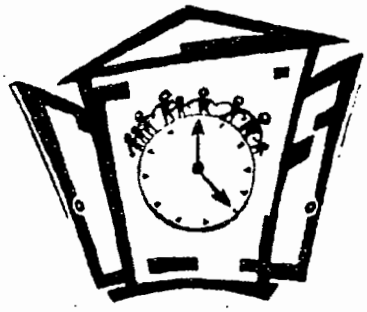
Women's Bureau
U.S. Department of Labor
Work and Family Clearinghouse
200 Constitution Avenue, NW,
Room 3317
Washington, DC 20210-0002
(202) 219-4486
www.dol.gov/dol/wb/

Work/Family Directions
200 Talcott Avenue West
Watertown, MA 02472
(800) 447-0543
www.wfd.com

YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606
(312) 977-0031
www.ymca.net

YWCA of the USA
Empire State Building
350 Fifth Avenue, Suite 301
New York, NY 10118
(212) 273-7800
www.ywca.org

About the Finance Project



The Finance Project is a non-profit policy research, technical assistance and information organization created to help improve outcomes for children, families, and communities nationwide. Its mission is to support decision making that produces and sustains good results by developing and disseminating information, knowledge, tools and technical assistance for improved policies, programs, and financing strategies. The Finance Project's work is concentrated in several areas:

- Financing issues and strategies related to education, family and children's services, and community building and development;
- Results-based planning, budgeting, management, and accountability;
- Community supports and services that reach across categorical boundaries and the public- and private-sectors to effectively link health care, education, family support, income security, and economic development;
- Improved governance and collaborative decision making; and
- Planning and implementation of comprehensive welfare and workforce development reforms.

Established in 1994, The Finance Project offers a valuable intellectual and technical resource to policy makers, program developers and community leaders, including state and local officials, foundation executives, academic researchers, service providers and advocates who:

- Are looking for creative new ideas for policies, programs and systems reforms and effective policy tools to implement them;
- Want information about what is occurring elsewhere, how it is working, and why; and
- Need practical, hands-on assistance to advance their reform agendas.

The Finance Project's products and services respond to decision makers' needs for information, practical tools and hands-on support. They span a broad continuum from general foundation knowledge about issues and strategies to intensive, individualized technical assistance. Products range from generic resources for broad audiences to highly customized resources for specialized audiences. They also entail efforts to cumulate knowledge and build the field over time as well as time-sensitive projects to address immediate challenges and opportunities. They include:

- **Knowledge development**—gathering, assembling and analyzing data from numerous sources to advance theory and practice.
- **Policy tool development**—developing tools and other "how to" materials to support the implementation of promising policies, programs and systems reforms.

- **Information brokering**—organizing and presenting research findings, technical assistance tools and information about the implementation and impact of promising policies, program and practices.
- **Technical assistance**—providing and coordinating direct assistance to state and local decision makers on the design and implementation of policy, program and systems reforms.
- **Program management**—helping foundation executives manage large, multi-site initiatives by providing and brokering technical assistance to the sites, monitoring their progress, and serving as liaison between the sites and the foundations.

This work is supported by national and regional foundations, federal and state agencies, and community-based organizations.

Out-of-School Time Resources Available from The Finance Project

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- ❒ *A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives* (Jan 2001) _____ @ $20.00 _____
- ❒ *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* (Jun 2000) _____ @ $20.00 _____
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- ❒ *Strengthening Partnerships: Community School Assessment Checklist* (Sept 2000) _____ @ $5.00 _____

RESOURCES FROM THE CHILD CARE PARTNERSHIP PROJECT

- ❒ *Using Results to Improve the Lives of Children and Families: A Guide for Public-Private Child Care Partnerships* (Jun 2000) _____ no charge
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- ❒ *Case Studies of Public-Private Partnerships for Child Care* (Dec 1998), Volume I and II _____ no charge
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The FINANCE PROJECT

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THE OUT-OF-SCHOOL TIME TECHNICAL ASSISTANCE PROJECT

This tool is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the Wallace-Reader's Digest Funds and the Charles Stewart Mott Foundation. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time and community school initiatives.

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