

National
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Institute for
Youth, Education,
and Families



the afterschool hours

A NEW FOCUS
FOR AMERICA'S CITIES



A Report on the Municipal Leadership for
Expanded Learning Opportunities Project
funded by the Charles Stewart Mott Foundation

The Institute for Youth, Education, and Families (YEF Institute) is a special entity within the National League of Cities (NLC).

NLC is the oldest and largest national organization representing municipal governments throughout the United States. Its mission is to strengthen and promote cities as centers of opportunity, leadership, and governance.

The YEF Institute helps municipal leaders take action on behalf of the children, youth, and families in their communities. NLC launched the YEF Institute in January 2000 in recognition of the unique and influential roles that mayors, city councilmembers, and other local leaders play in strengthening families and improving outcomes for children and youth.

Through the YEF Institute, municipal officials and other community leaders have direct access to a broad array of strategies and tools, including:

- 1 Action kits that offer a menu of practical steps.
- 1 Technical assistance projects in selected communities.
- 1 The National Summit on Your City's Families and other workshops, training sessions, and cross-site meetings.
- 1 Targeted research and periodic surveys of local officials.
- 1 The YEF Institute's website, audioconferences, and e-mail listservs.

To learn more about these tools and other aspects of the YEF Institute's work, go to www.nlc.org/iyef or leave a message on the YEF Institute's message line at 202/626-3014.

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NLC's Institute for Youth, Education, and Families (YEF Institute) dedicates this report to the memory of G. Hannah Dillard, who passed away unexpectedly in January 2005 at the age of 59.

As the mayor's education advisor in Columbus, Ohio, Hannah was a dedicated leader in her community and the driving force behind the creation of Capital Kids, the city's highly-regarded afterschool program. She also was a great supporter of and friend to the YEF Institute, contributing to the development of the YEF Institute's school improvement and afterschool initiatives in countless ways.

Hannah's diligent and devoted work to improve the quality of life for the children and families of Columbus will be remembered as her legacy, and her leadership and caring spirit will be sorely missed.

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Introduction

During a typical week, as many as 14 million children and youth across the United States lack adult supervision during non-school hours. According to the FBI, the lack of structured and supervised afterschool programs in American communities contributes to a higher incidence of drug and alcohol use and delinquent or criminal behaviors.

As important as the heightened risks are, there are significant missed opportunities involved in leaving so many children on their own for a considerable portion of the day. The afterschool hours provide an ideal time to reinforce children's learning gains, provide enrichment opportunities, and supplement the academic curriculum offered at school. It has been well-documented that children who attend an afterschool program miss fewer days of school and show better rates of homework completion and school behavior, as well as higher test scores, when compared with their peers.¹ With greater emphasis on accountability resulting from the federal No Child Left Behind Act (NCLB), afterschool has become an essential resource for local communities and schools to ensure that all children achieve to high standards.

None of this is news to the nation's municipal leaders. Increasingly, mayors and

city councilmembers recognize the critical link between quality of life, the economic viability of cities, and the availability of high-quality afterschool programs. They want to know that city residents possess the skills needed to succeed in the 21st-century workplace and, ultimately, to contribute to the tax base of their communities. A recent report by Corporate Voices for Working Families shows that afterschool programs play a critical role in preparing young people to develop a range of skills — from reading, writing, and math to teamwork and communication — that will ensure their success as future workers.²

Municipal leaders also view afterschool programs as an important component of their efforts to reduce crime rates in their cities. In fact, the main reason why mayors and city councilmembers are paying increasing attention to afterschool issues is because they see and understand the connection between expanded learning opportunities and other community goals.

The growing attention to afterschool issues among municipal leaders is a reflection of increasing public support for expanded learning opportunities for America's young people.

1 University of California, Irvine, *Evaluation of California's After School Learning and Safe Neighborhood Partnership Program: 1999-2000*.

2 *After School for All: A Policy Statement from the Business Community*. Corporate Voices for Working Families, August 23, 2004. For more information please see <http://www.cvworkingfamilies.org>.

Since 1998, consecutive polls conducted by the Afterschool Alliance consistently have shown that almost 90 percent of Americans see value in afterschool programs. An overwhelming majority of voters are of the opinion that children and teens should have learning opportunities available to them every day after school. These voters also are willing to pay more taxes to ensure that funds exist for these afterschool programs.³

Municipal Leaders Value Afterschool Programs

Recent surveys and interviews conducted by the National League of Cities document that municipal leaders are deeply concerned about the availability of high-quality afterschool programs in their communities. In a 2003 survey of 501 municipal officials, respondents indicated that if they had the resources to do more, they would focus on creating more afterschool and child care opportunities, as well as recreation, enrichment, and mentoring programs. Afterschool programs have remained a constant concern for local elected officials since 1995. Among the other key findings from the 2003 survey:

- Twenty-two percent of local elected officials named afterschool programs as the most critical need for children and families in their communities.
- Sixty-five percent of respondents in large cities (over 100,000) said their municipalities provide direct afterschool services, up from 49 percent in 1996.
- Thirty-five percent of elected officials said their cities' offerings of afterschool programs are *less than adequate* for local children and families.⁴

These findings suggest that mayors and councilmembers have an enormous opportunity to use their leadership role and bully pulpit to increase access and build a coordinated citywide system of high-quality programs. Municipal officials can work in partnership with school districts, community-based organizations, businesses, and other stakeholders to build a strong and effective citywide afterschool infrastructure.

Opportunities for Municipal Leadership

What exactly can mayors and councilmembers do to build awareness of the importance of afterschool programs and to advocate for citywide approaches? They can:

- *Promote partnerships* with key stakeholders and youth that make it possible to forge a shared vision of afterschool challenges and opportunities;
- *Build public will* to sustain strong public and private investment in the development of a local afterschool system over time;
- *Assess local resources and needs* through surveys and analysis of existing program offerings and gaps;
- *Improve quality* so that programs effectively deliver on the promises of safety, academic achievement, and cultural enrichment;
- *Broaden access* to ensure that all children have opportunities to participate; and
- *Finance a citywide system* for afterschool opportunities that supports stability and long-term growth.

3 Afterschool Alliance. *Afterschool Alert Poll Report*. Issues 1-6: 1998-2003. For more information, please see <http://www.afterschoolalliance.org>.

4 National League of Cities. *Strengthening Families in America's Cities: Afterschool Programs*, 2003.

Project Overview

With the establishment of the Institute for Youth, Education, and Families (YEF Institute), the National League of Cities (NLC) has positioned itself to assist municipal officials in their efforts to increase the availability and improve the quality of expanded learning opportunities for children and youth in urban communities. Through the Municipal Leadership for Expanded Learning Opportunities (MLELO) technical assistance project, the YEF Institute has worked to deepen and enhance the role of municipal leaders in ensuring the availability of constructive activities for young people during non-school hours — activities that achieve the dual goals of promoting academic achievement and keeping kids safe.

This 30-month technical assistance effort was launched in June 2001 with the support of the Charles Stewart Mott Foundation. From the outset, the project sought to assist local communities and to illustrate the leadership roles that mayors and city councilmembers can play — and are playing — to improve and expand afterschool programming. The project also set out to identify promising practices in municipal leadership and afterschool programming, and to develop a range of tools and resources for mayors and councilmembers who want to strengthen afterschool programming in their cities.

Cities with populations of at least 50,000 were invited to apply to participate in the project by developing and implementing strategies for improving and expanding afterschool programs. The following eight cities were selected through a competitive process:

- Charlotte, North Carolina
- Fort Worth, Texas
- Fresno, California
- Grand Rapids, Michigan
- Indianapolis, Indiana
- Lincoln, Nebraska
- Spokane, Washington
- Washington, D.C.

Once the eight cities were selected, the YEF Institute staff worked closely with team leaders to assemble a diverse group of key stakeholders representing a broad cross-section of each community — including municipal officials, school board members, school administrators, parents, community-based organizations, and business and civic leaders. YEF staff provided ongoing support to the teams as they developed and implemented action plans designed to meet the individual needs, challenges, and circumstances of their cities.

Cities involved in the initiative focused on a range of issues pertinent to the needs of their communities:⁵

- Addressing access to services in underserved neighborhoods;
- Improving quality by creating standards;
- Raising awareness and building public will;
- Alleviating turf battles and competition through effective partnerships and collaboration;
- Developing governance and finance structures to sustain programs; and
- Engaging youth in program development.

⁵ More information on the six strategies is available in the YEF Institute's "Expanding Afterschool Opportunities" Action Kit, which can be downloaded at: http://www.nlc.org/content/files/afterschool_action_kit.pdf.

In the face of budget deficits, leadership changes, shifting policy priorities brought about by the September 11 attacks, and other challenges, each of the cities was able to expand its afterschool infrastructure, providing valuable lessons for other communities seeking to do the same.

The remainder of this report focuses on the accomplishments of the eight cities, the

lessons they learned, and recommendations for other municipal officials embarking on this work. Each city story ends with “leadership keys” that were instrumental to that city’s success and that other communities can replicate as they seek to improve and expand local afterschool programs.

Project Activities

The YEF Institute provided a range of services and supports to the eight cities participating in the Municipal Leadership for Expanded Learning Opportunities project. These eight cities worked together as part of a national network of local communities dedicated to an agenda to improve quality and increase the availability of afterschool programs.

Cities selected to participate in the project submitted proposals that indicated a high level of commitment from municipal government, including staff time and resources; support from the local school-district administration; and the creation of a team of key community leaders and decision-makers. The YEF Institute also sought significant diversity among the cities selected to participate (e.g., by region, size, and school governance structure) in order to ensure that the lessons learned could be applied to a broad cross-section of cities. Services and supports provided to the cities by the YEF Institute included the following:

- **Regular Communications and Resource Information.** The YEF Institute held regular communications with project leaders through monthly and quarterly conference calls. This enabled the cities to receive updates and feedback from NLC staff and peers; to engage in problem-solving; and to hear from and interact with national experts around critical afterschool issues. In addition, leadership teams benefited from a listserv designed to encourage peer-to-peer exchange.
- **Site Visits.** YEF Institute staff conducted annual site visits to meet with mayors, councilmembers, local team leaders, and community stakeholders. Community stakeholders included, but were not limited to, business leaders, faith-based leaders, parent organizations, and youth-service providers. The YEF Institute staff conducted on-site analysis to determine local needs, assessed progress, facilitated discussion of each city’s mission and vision for afterschool, and garnered media attention for the project.

- **Annual Cross-Site Meetings.** The YEF Institute convened annual cross-site meetings to foster discussions among the city teams about successes and challenges. These meetings also provided an opportunity for city teams to dialogue with national experts about innovative strategies for creating a community-wide afterschool system.
- **Access to National Experts.** From the start, YEF institute staff forged strong partnerships with national and regional experts in the afterschool field who helped the cities implement their action plans. Experts assisted cities in addressing a range of important issues, from building public will to developing neighborhood leaders, financing afterschool programs and developing quality standards. The YEF Institute also convened the Municipal Leadership for Expanded Learning Opportunities Advisory Board, a panel of leaders and experts on afterschool issues who helped to inform the work of the project.
- **National and Local Visibility for City Achievements.** The YEF Institute assisted the eight cities as they sought national and local visibility for their afterschool efforts. Each city was afforded one or more opportunities to highlight its efforts at national conferences. Articles on the cities' work also appeared regularly in *Nation's Cities Weekly*, the newspaper of the National League of Cities, as well in local and national media.
- **Research and Publications.** Drawing on the experiences of the participating cities, the YEF Institute has developed articles, strategy guides, and action kits on the roles that municipal leadership can play in supporting afterschool programs and a broader K-12 school improvement agenda. The YEF Institute published:
 - Two action kits, *Expanding Afterschool Opportunities* and *Improving Public Schools*, that highlight the many roles that mayors and councilmembers can play to enhance the quality of public education in their communities.
 - A lessons learned report, *Stronger Schools, Stronger Cities*, that highlights strategies used by mayors and councilmembers to stimulate and support progress in raising student achievement and improving public schools.
 - A strategy guide, *Assessing Local Afterschool Resources and Needs*, that provides city leaders with examples and strategies for mapping and targeting resources to support local needs.
 - A strategy guide, *Sharing Information and Resources*, that documents strategies that mayors and councilmembers can use to leverage city and school resources.

City Stories



Charlotte, North Carolina – Building Public Will by Empowering Neighborhood Leaders

Citizens are working collaboratively with the Charlotte City Council and the Charlotte–Mecklenburg School District to develop afterschool programs for middle-school students in an underserved area of the city.

The partnership between the city council, community members, and the school district in Charlotte stems from the work of the Beatties Ford Road Corridor Afterschool Initiative Steering Committee and City Councilmember James Mitchell, Jr.

The Beatties Ford Road Corridor initiative was a collaborative effort between the City of Charlotte and interested stakeholders to identify ways to expand and enhance afterschool programs available to middle-school students in the area — an age group that traditionally has had few quality options for filling the hours after school ends.

“The work of the Beatties Ford Road Corridor Afterschool Initiative Steering

Committee is improving the lives of children and youth,” stated Councilmember Mitchell.

The councilmember sponsored the project, which targeted middle-school students in his district, on behalf of the mayor and the entire city council. The Beatties Ford Road Corridor was selected after a study of the education and afterschool needs of four communities in Charlotte by Partners in Out-of-School Time (POST). The corridor community was chosen because of a lack of afterschool opportunities for students in the middle grades, as well as the presence of neighborhood leaders who were concerned about the youth in their community.

Home to more than 1,000 middle-school students, the Beatties Ford Road Corridor



Charlotte, North Carolina

More than 600,000 people reside within Charlotte's city limits, approximately 1.3 million within the metro area, and 6 million within a 100-mile radius. Charlotte is home to 292 Fortune 500 companies and more than 340 foreign firms. The city is the nation's second largest banking center (next to New York City), with more than \$362 billion in banking assets.

Charlotte's public schools are part of the Charlotte-Mecklenburg School District, which has a total student population of 105,007.

School Demographics:

White	48%
African-American.....	42%
Hispanic.....	4%
Asian	4%
Other	2%
Free and Reduced Lunch.....	39%

area includes 22 Charlotte neighborhoods; all but one has a teen pregnancy rate higher than the city average. In addition, more than half of the neighborhoods in the corridor have an above-average dropout rate for the city, and 47 percent have an above-average rate of juvenile arrests.

Getting Started, Addressing Community Concerns

Immediately after the National League of Cities began to engage the community in the MLELO project, several roadblocks emerged. Although the need for afterschool was quite evident, the community did not initially embrace the resources afforded by the YEF Institute because of highly charged turf battles within the Beatties Ford Road Corridor. The community's initial resistance also was fueled by the failure of the city to engage and solicit the input of neighborhood residents at the outset of the project.

Implementation of the project also was complicated by the fact that the City of Charlotte has no direct role in the delivery of education and social services; these services are provided by Mecklenburg County. The absence of any precedent for municipal involvement in afterschool made it very difficult to secure commitments for either funding or city staff time to support new afterschool initiatives.

Afterschool in Charlotte initially had been championed by Susan Burgess, a member of the city council. Councilmember Burgess was defeated in a subsequent mayoral race, but the project survived the transition because of strong support from newly elected councilmember James Mitchell. Through his leadership, and with support from Mayor Pat McCrory, the project achieved an early victory: the city allocated funds to hire a consultant to address the afterschool needs of the Beatties Ford Road Corridor community. Any larger or more permanent city

investment in the operation of afterschool programs, however, remained a point of contention and sharp debate among city leaders.

Using Vision, Mission, and Goals as Focal Point

The afterschool initiative was launched in the face of these and other challenges. Its goal: to engage area residents to create high-quality afterschool programs for middle-school youth in the Beatties Ford Road Corridor.

In the YEF Institute's initial visit to Charlotte, staff met with the mayor, councilmembers, and neighborhood leaders to explain the project. The YEF Institute also shared with the community the role of NLC and the support it could provide to enhance their local efforts. Charlotte's leadership team worked with the Institute to develop a vision and goals for the project. The first meeting with the community placed NLC in the role of mediator because of the lack of trust between the city and residents of the Beatties Ford Road Corridor. NLC heard the

community's views, facilitated discussions, and helped Charlotte move beyond highly charged emotions to develop a plan of action that focused on the needs of middle-school students.

City staff and elected officials decided that additional staffing was essential to achieve the goals of the project and that greater effort would be required to engage the community in the dialogue. As a result, the city formed the Beatties Ford Road Corridor Afterschool Initiative Core Team to direct the project. The team included: Councilmember Mitchell; Saskia Thompson, assistant to the city manager for neighborhood services; Claire Tate, executive director of the Partnership for Out-of-School Time (POST), a nonprofit organization advocating for expanding afterschool options for children and youth in Charlotte; and Deborah Walker, a community development consultant hired by the city to act as project coordinator.

Next, a steering committee of 45 community leaders was formed to carry out the work of the grant. These individuals represented stakeholder groups such as the Charlotte-



“The Beatties Ford Road Corridor is a diamond. It has tremendous strength and character. With the help of local, regional, and national organizations and the resources available for afterschool programs, we will continue to do all we can to ensure that our children have what they need to be successful in life.”

— Councilmember James Mitchell, Jr.

Mecklenburg Schools, Mecklenburg County, and a host of key neighborhood groups and cultural institutions. At its first meeting, the steering committee developed a mission and vision statement that was finalized at subsequent meetings. The mission committed the group to working “to create effective partnerships between the city, county, school system, and community that support the development of options for high-quality afterschool programming for middle-school youth within the Beatties Ford Road Corridor.”

In establishing goals and a plan for the project, the steering committee had to think about the key functions of the city and about appropriate recommendations for city involvement, given that Charlotte does not provide youth and social services. In the end, the committee was successful in moving the afterschool agenda by “asking” the city to consider actions aligned with its mission.

The YEF Institute assisted Charlotte leaders in developing citywide afterschool programming by identifying the key components of a quality system, assessing current investments, and evaluating local needs. YEF Institute staff also provided the leadership team with resources around standards, staffing, needs assessment, and evaluation.

The steering committee met on several occasions to work on the design of a middle-school program, drawing on the resources provided by the team. Once the team drafted its final report on program design, the YEF Institute assisted in the development of recommendations for the Charlotte City Council.

Designing a Model Program

The steering committee quickly divided itself into six action-oriented subcommittees: Assessment, Curriculum, Outcomes, Transportation, Staffing/Volunteers, and Resource/Funding. The charge for each of

the subcommittees was to examine current resources in the Beatties Ford Road Corridor community and to outline a model middle-school afterschool program that could be replicated throughout Charlotte.

Research conducted by each subcommittee concluded that more middle-school afterschool programs were needed and that they would garner community support. In designing model programs, the core team reviewed student surveys to gain perspective about the kind of afterschool programs and activities that were appealing to young people.

When the research and analysis were complete, the Beatties Ford Road Corridor Afterschool Initiative Steering Committee developed a series of recommendations to present to the Charlotte City Council. The recommendations focused on expanding afterschool programs at J. T. Williams Middle School, one of the two middle schools in the targeted neighborhoods, and asked that the city and the school district jointly fund the expanded program for the 2004-2005 school year. The steering committee developed a model for how such an afterschool program should be structured, based on information gathered from national examples and from local surveys of students.

In addition, the steering committee made other recommendations to the city as strategies for improving out-of-school time for children and families. Among the recommendations: identifying revenues to support afterschool programs on an ongoing basis, dedicating city staff time to this effort, and engaging Johnson-Wales University and Johnson C. Smith University in the afterschool initiative.

Moving from Plan to Action

With the model middle-school program in hand, the steering committee presented its recommendations to the Charlotte City

Council on November 10, 2003. The city council thanked the committee for its work, voted unanimously to accept the recommendations, and allocated \$60,000 in city funds to support a model afterschool program at J. T. Williams Middle School. The school district matched the city's \$60,000 allocation. The city council agreed to consider the other recommendations outlined in the report during its budget cycle for fiscal year 2004-2005.

This was the first time the City of Charlotte took a direct role in afterschool funding. The city had made a commitment to the community by engaging residents in a review of afterschool needs and was able to justify funding by connecting the city's core mission of public safety to the issue of out-of-school time.

The Beatties Ford Road Corridor Afterschool Initiative Steering Committee created a great deal of momentum around afterschool during the course of the grant project, and intends to continue its efforts. Steering committee members have determined that

they will act as advocates for the city's expanded role. In addition, the work of the core team has increased citywide awareness of the importance of afterschool programs and the needs of local youth. The project, in short, has convinced many in Charlotte that with vision and commitment, it is possible to unite a community around a single goal.

Additional outcomes resulting from the community's efforts include parent and student representation on the steering committee, an expanded youth leadership council, quarterly updates by the city at PTA meetings, and allocation of \$450,000 in federal Workforce Investment Act funding for afterschool programs focused on entrepreneurship.

"While it took us a little while to get started, there is a focus on children and youth that I have never seen before," said Deborah Williams, executive director of Going the Extra Mile, a program that provides recreational and enrichment opportunities for children and youth in the Beatties Ford Road Corridor community.



Building Public Will in Lincoln

MLELO project participants in Lincoln, Nebraska, used a different strategy to build community leadership and public will.

In each of the city's 15 community learning centers — neighborhood schools that are open until 9 p.m. to provide services and programs to students and parents — a School Neighborhood Advisory Committee (SNAC) was formed. SNACs include broad representation and active participation from parents, youth, neighborhood residents, educators, community-based organizations, and service providers. Each community learning center site has a SNAC, which is responsible for working with the site director in planning, communicating, and overseeing the center and its service activities. For more information on Lincoln, see page 41.

Leadership Keys – Charlotte

- **Highlighted links between afterschool and other city priorities.**

Because city leaders in Charlotte tended to view out-of-school time programs as an education function or social service, they quickly assumed that afterschool was a school board or county responsibility rather than an area for municipal investment and leadership. These attitudes changed only when project leaders succeeded in linking afterschool programming to well-established city roles and priorities, particularly in keeping children safe and reducing juvenile crime. As members of Charlotte's city council focused on evidence that afterschool investments would yield substantial gains in these areas, they became much more willing to support a city appropriation for the Beatties Ford Road Corridor initiative.

- **Recognized the need to engage local residents.**

Charlotte's efforts got off to a rocky start because the advice and input of neighborhood leaders and residents were not sought at the outset of the project. This lack of meaningful resident engagement in these early stages created a climate of suspicion and tensions along lines of both

race and class that threatened to derail any future collaboration. Municipal leaders quickly responded by holding one-on-one conversations with neighborhood leaders, conducting multiple community forums, and developing a structure to allow the community to participate in the development of project plans on an ongoing basis. The sense of trust and partnership between city, project, and neighborhood leaders engendered over time has provided a solid foundation for long-term progress.

- **Forged a vision shared by all key stakeholders.**

While city and neighborhood leaders were developing plans for a new afterschool initiative in the Beatties Ford Road Corridor, local school and county officials were also interested in improving and expanding afterschool opportunities for middle-school students. Members of the city council met with the school superintendent to discuss ways of coordinating city- and school-funded efforts. Their subsequent decision to join together in a common strategy for investing both city and school funds in this traditionally underserved community was a key turning point in Charlotte's afterschool initiative.



≈
CITY STORIES
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Fort Worth, Texas – Improving Program Quality by Creating Standards

Since the summer of 2002, city and school officials in Fort Worth have been working with program providers across the city to create afterschool standards designed to raise the bar on program quality.

The City of Fort Worth has been focusing increased attention on improving conditions and services for children and youth. After local research, evaluation, and community forums provided evidence that afterschool programs improved conditions for children living in the city, local officials decided to make afterschool a priority. Two elected officials, Mayor Kenneth Barr and Gary Manny, president of the Fort Worth Independent School District Board of Education, worked together to secure funding for a new initiative, Fort Worth After School (FWAS). Both the city and the school district allocated matching funds for the effort.

Launched in the fall of 2000, FWAS focused on 52 of the city's most underserved schools, initially providing funds to existing afterschool providers so they could create new programs at school sites.

“The City of Fort Worth understands that the finest investment we can make is an investment in our children — they are number one,” stated Mayor Pro Tem Ralph McCloud. “Through FWAS, we are giving students enrichment opportunities and teaching them conflict resolution skills they can use the rest of their lives.”

Shortly after the FWAS effort got under way, staff became concerned about the quality of existing programs, as well as the ability of afterschool providers to meet program goals. FWAS staff participated in a summer 2002 training where YEF Institute staff and other national experts from the Public Education Network engaged in discussions with afterschool directors, providers, and principals about the elements of a quality afterschool program and how best to align such programs with the in-school curriculum. As a result of these discussions, FWAS decided



Fort Worth, Texas

With a population of 534,694, Fort Worth consistently ranks among the top places in the nation to work, live, and do business. The city is home to major corporations such as Lockheed Martin, American Airlines, Bell Helicopter Textron, Burlington Northern Santa Fe Railroad, Pier 1 Imports, and Radio Shack.

Five school districts overlap within Fort Worth's boundaries. Together, they serve a combined 112,260 students.

School Demographics:

White	37%
African-American	26%
Hispanic.....	34%
Asian	3%
Other	—%
Free and Reduced Lunch.....	60%

to create afterschool standards for providers in Fort Worth.

Bringing People Together

The group started its work by reviewing examples of model standards provided by the YEF Institute from existing programs in Baltimore, Seattle, and San Diego. Additional standards were gathered from the National Association for the Education of Young Children (NAEYC), the National Institute on Out-of-School Time (NIOST), and the National AfterSchool Association (NAA).⁶ Working with the Fort Worth After School Coordinating Board — a panel of school,

city, and community leaders — the FWAS staff created a set of standards that providers could incorporate in their programs.

FWAS began the standards-setting process by creating opportunities for program providers to discuss issues of quality, both among themselves and with school principals. Providers also were encouraged to discuss innovative ideas that were working in their programs to improve quality. After several meetings, the need for a clear set of quality standards became apparent to the providers themselves.

With model standards from other communities as a starting point for local discussions, the FWAS staff convened a committee of coordinating board members, including school district and city staff, as well as representatives from several community agencies and providers. This standards committee, which also included FWAS staff, explored ways to develop after-school standards for the city's programs, devised a monitoring effort using a peer review team to rate programs, and made recommendations to the FWAS Coordinating Board for their approval.

“(The National League of Cities) really helped us make great strides with standards by providing information on standards from other communities, and by recommending that we slow down the process and bring in all those involved to make decisions,” said Kathy Livingston, community services manager with the City of Fort Worth.

With a set of draft standards in hand, the committee held focus group meetings with afterschool providers throughout the area to seek their input and buy-in. Community support and input was essential to assure the community that afterschool standards were

⁶ The National AfterSchool Association was formerly known as the National School-Age Care Alliance. For more information see <http://www.naaweb.org>.

neither duplicating nor superseding existing daycare program standards.

“We addressed our turf issues with traditionally strong daycare programs by holding a series of standards meetings,” explained FWAS Director Miguel Garcia. “Collectively, we implemented standards that everyone agreed upon.”

The FWAS Coordinating Board approved a final set of standards in November 2002 addressing issues including student-to-staff ratios, academic content, enrichment activities, safety, health and nutrition, and facilities.

FWAS encouraged afterschool providers to incorporate standards into their programs and supported their efforts by instituting a system of training and professional development opportunities. NLC convened a cross-section of providers to seek their input on the types of training that would be most beneficial to their programs.

Fort Worth now convenes frontline and managerial afterschool staff on an annual

basis for consultation and twice each year for training activities. Participation has grown from 30 original providers to approximately 350 providers from the city and surrounding counties. “The city is seeing the little kernel that started three years ago grow substantially,” according to Kathy Livingston.

Fort Worth’s commitment to standards is matched by a commitment to rigorous program evaluation. For the past four years, FWAS has worked with Texas A&M University to conduct an outside evaluation to learn more about participants and their parents, service providers and staff, school principals, and FWAS leadership. Both program outcomes and administrative processes have been examined as part of this evaluation effort.

The FWAS staff now has a goal of making the standards completely operational in 2005. In addition, FWAS is working with the United Way and the 21st Century Community Learning Centers to explore ways to tie afterschool funding to standards.



“As a result of the National League of Cities initiative, Fort Worth After School has improved the quality of programs through evaluation and the creation of standards.”

— Assistant City Manager Libby Watson



Setting Standards in Grand Rapids

The City of Grand Rapids developed its own set of afterschool standards as the cornerstone of local efforts to build a model afterschool program. After reviewing examples of standards from other communities, a subcommittee from the Grand Rapids MLELO team developed standards for afterschool programs. The standards were reviewed by a focus group of “grassroots” providers, including churches, to get their input on the content and feasibility of implementation.

The standards were unanimously adopted by the Leadership Council — a group representing the school district, city, and community leaders. Six months later, Grand Rapids Public Schools were successful in securing a \$1.3 million 21st Century Community Learning Center grant from the Michigan Department of Education to operate afterschool programs at five middle schools. The afterschool programs met exemption requirements of licensing standards, saving the district thousands of dollars, in large part because of their standards of quality care. For more information on Grand Rapids, see page 27.

Leadership Keys – Fort Worth

- **Promoted stability through a broad-based governance structure.**

The diverse membership of the FWAS coordinating board, spanning the full range of key stakeholders, enabled all sectors of the community to contribute to the development of Fort Worth's new afterschool standards and other program innovations. In addition, the breadth of the coordinating board added an important measure of stability, particularly in times of transition. For example, the work of FWAS moved forward smoothly even as the city experienced a change in mayoral leadership, continuing to adhere to its established timelines and goals.

- **Engaged providers in the development of quality standards.**

Even the best set of standards for the quality of afterschool programs can be undermined by opposition or resistance from program providers. Fort Worth leaders recognized early in their planning process that the provider community might feel threatened by the city's efforts to develop quality standards. Initial discussions with providers regarding their views on program quality, coupled with

the later use of focus groups so that providers could react to draft standards, were crucial in building a sense of consultation and ownership throughout the community. Training and professional development opportunities for providers reinforced the message that FWAS intended to help all afterschool programs meet these new standards.

- **Used evaluation data to focus on continuous improvement.**

At an early stage in its efforts, FWAS hired an outside evaluator to assess the nature and pace of progress over time. The evaluation data were used to guide program refinements as FWAS initiatives matured; they also provided much-needed evidence of program impact that helped to persuade the school board and city council to maintain funding in tough fiscal times. The evaluator worked with afterschool providers to design tools that would help measure the effectiveness of their programs. Once the tools were created, afterschool providers worked with FWAS staff, municipal leaders, research institutions, and others to develop a professional development system so that the tools could be used to support continuous improvement.



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Fresno, California – Addressing a Lack of Programs in Low-Income Neighborhoods

In the summer of 2003, the City of Fresno unveiled a new ScienceMobile that provides children, youth, and families in underserved communities with access to high-quality afterschool learning opportunities.

Following Mayor Alan Autry's election in January 2001, the City of Fresno made education a high priority.

Among other steps, the mayor created the city's first Office of Education. The goal was to expand collaborative projects between the city, schools, and the community.

Getting to Work

Upon Fresno's selection as a participant in the MLELO project, Mayor Autry convened a broad-based coalition of key afterschool providers, as well as business and community leaders, to develop a strategy to increase the quality and quantity of afterschool programs for Fresno. Coalition partners included: the Fresno Parks and Recreation

Department; the Fresno Unified School District; the Fresno County Office of Education; the Fresno Chamber of Commerce; the Boys and Girls Club; the United Way; and Fresno CORAL (Communities Organizing Resources to Advance Learning), an initiative of the James Irvine Foundation to boost the achievement of children and youth through out-of-school programs.

After several meetings with school district staff and business leaders, who had come together to increase their investment in afterschool programs, the coalition partners decided to focus their energies on two key issues: increasing access to programs in underserved areas and increasing the quality of these programs.



Fresno, California

The City of Fresno (population 420,000) is the hub of Fresno County, which has a population of 764,800, representing more than 90 different nationalities. Fresno has 7,500 farmers harvesting 250 crops on 1 million irrigated acres. Known as the number-one agricultural county in the world, Fresno grows cotton, tomatoes, lettuce, grapes, citrus, and much more. The total annual gross revenue from Fresno County crop production tops \$3 billion.

Fresno Unified School District and the Fresno County Office of Education both operate schools within Fresno, serving 79,461 students.

School Demographics:

White	22%
African-American	12%
Hispanic.....	47%
Asian	19%
Other	—%
Free and Reduced Lunch.....	73%

As an initial step, the coalition set out to conduct a needs assessment identifying where programs currently existed in Fresno, where duplicate programs were located, and where no programs were in place. After gathering assessment instruments prepared by other cities, Fresno developed its own survey and used it to gather information from afterschool providers throughout the community. Survey data showed that some neighborhoods in the Fresno Unified School District were underserved and lacked sufficient afterschool programs. The data also showed that these same neighborhoods included many of the students with the greatest need for academic support.

The YEF Institute helped the coalition develop a plan for action by leading a community discussion around strategies for turning local schools into centers of community. The discussion also focused attention on the need for afterschool standards, as well as other issues that the community should consider in its efforts to raise program quality. The result of the discussion was an increased commitment by Mayor Autry to rethink how afterschool programs could support his larger education agenda, including a focus on literacy by the third grade and a job readiness program for older youth.

Facing Challenges Head-On

Despite the widespread commitment to progress, several issues arose that divided the Fresno MLELO team. A key point of contention was Mayor Autry's attempt to get a bill passed in the California legislature that would have allowed the Fresno mayor to appoint school board members. Another challenge faced by the leadership team stemmed from the split between city, county, and school governance. While the city has responsibility for traditional services such as police, fire, and parks and recreation, the county has jurisdiction over human services,



“The Municipal Leadership for Expanded Learning Opportunities project solidified the credibility of the mayor’s Office of Education and helped to bring key stakeholders to the table. We began a process to focus on children and not our agencies.”

– Alita Warner, mayor’s education advocate

including 21st Century Community Learning Centers. In addition, while the schools have their own governing board in charge of district policy, the county superintendent can assume fiscal oversight of the schools during serious budget crises.

These challenges resulted in strained relations between the City of Fresno and the Fresno Unified School District. Relationships between the city and the county also experienced similar tensions due to control issues. Clearly, these entities would have to come together and work collaboratively for progress to happen. The staff of the mayor’s Office of Education had to work hard to keep the coalition focused on the issue at hand: meeting the afterschool needs of children and youth.

Building on Strengths

Following an initial round of meetings and community discussions, the Fresno team decided to build its efforts to strengthen local afterschool programs on the nationally recognized Community Science Workshop. The idea was to expand an existing commu-

nity-based afterschool science program that provided children and youth with project-based activities to enhance the in-school science curriculum. This approach dovetailed with the goals of a business-led afterschool effort in the community that focused on providing immediate, direct services to underserved areas. The team’s strategy also promised to enhance the quality of afterschool programming throughout the city.

The MLELO team in Fresno had a vision for a mobile science program. Unveiled in the summer of 2003, the program consisted of a vehicle equipped with a 42-inch, flat-screen television that can be connected with other science workshops for live interaction nationwide. The vehicle also has five laptop computers with wireless Internet access, as well as power tool stations with table saws, a drill press, and other items students can use to create science projects.

The mobile workshop offers informal, hands-on science instruction for youth around topics from sound and magnetism to electricity and chemical reactions. In the first

year of the mobile program, the ScienceMobile played host to more than 27,000 Fresno students. Offerings included week-long afterschool programs at elementary schools; supplemental science programs at local junior high schools; and opportunities for parent/child learning at city and county-wide events.

The ScienceMobile, which is administered by the city's parks and recreation department, also provided adult mentors through its staff of parent and student volunteers. By creating a mobile science workshop, the coalition aimed to build on the success of the existing program while taking its offerings to new neighborhoods.

To demonstrate the city's commitment to the effort, the mayor's Office of Education, in partnership with the Fresno Department of Parks, Recreation, and Community Services and the Fresno Unified School District, submitted a joint application to the U.S. Department of Education to obtain funding for the ScienceMobile.

Jerry Valdez, science coordinator with the Fresno Unified School District, said the main reason the ScienceMobile project has been a success is the strong collaboration that exists between the mayor's office and parks and recreation and school district staff.

"Given the changing politics in Fresno, the mayor and his staff worked very hard to bring key stakeholders together and focus their attention on the needs of children and youth," said Valdez.

Now, Valdez added, the city is seen as a partner in helping to support the academic success of students and a key contributor to education in Fresno.

Maintaining the City's Commitment

The involvement of the mayor in the MLELO project has solidified his commitment to afterschool programs. Mayor Autry regularly speaks about afterschool in public arenas and keeps the issue in the spotlight despite competing priorities. The mayor's push for collaboration also continues, according to the mayor's education advocate, Alita Warner.

"A new community commitment continues today, with additional involvement from the business community in meeting the needs of our children after school," she said.

Mayor Autry added: "We (the city, school district, and community leaders) will continue to work together to give the young people of Fresno equal access to opportunity, education, and quality of life in our city."

Fresno's participation in the MLELO initiative yielded an added benefit: afterschool providers in the community became more aware of the city's longstanding commitment to meeting the needs of children and youth. The City of Fresno itself is the community's largest afterschool provider. Many community-based providers did not recognize the city's leadership in this area until Fresno became involved in NLC's technical assistance project.

The City of Fresno is now engaged in a strategic planning process and has selected five priorities for the future, one of which is education. Alita Warner stressed that the lessons learned as part of the National League of Cities initiative have been integrated into the new citywide effort. She said the focus of the effort is on "actively partnering with our community to promote

educational opportunities that maximize literacy, youth development, employment readiness, and lifelong learning, making Fresno a world-class city.”

“Through the municipal leadership initiative, the City of Fresno, Fresno school districts,

and the community at large have been able to jointly focus our attention and commitment on making sure all students have access to quality programming during the non-school hours,” said Mayor Autry.



Indianapolis Works with Business to Help Underserved Communities

Like the Fresno team, the Afterschool Coalition of Indianapolis set out to identify gaps in local afterschool programs. As a result of the coalition’s analysis, the City of Indianapolis worked with a local Ford plant to create an afterschool program in one school serving Ford plant employees and other parents in the community. For more information on Indianapolis, see page 35.

Leadership Keys – Fresno

● **Assessed local resources and needs.**

A remarkably diverse set of institutions and organizations sponsor afterschool programs, including city and county agencies, schools, libraries, museums, faith-based and community-based organizations, police departments, and local businesses. Identifying and mapping existing programs is an essential step in targeting resources and moving toward a citywide afterschool system. At the outset of the project, the City of Fresno surveyed afterschool providers to identify where programs were located, which neighborhoods were not being served, and where there might be duplication of efforts. This inventory of afterschool programs provided the team with data necessary to inform its decision-making and to allocate new resources in ways that fostered the creation or expansion of programs in underserved neighborhoods.⁷

● **Sought the support of business leaders.**

At the same time that city officials were developing strategies for improving afterschool programs in Fresno, business leaders were exploring ways that local companies could assist children and youth during non-school hours. Mayor Autry and his staff, recognizing the possibilities for collaboration, met with members of

the Fresno Business Council and identified a shared interest in the concept of schools as centers of community. The partnership that grew out of these discussions brought new resources — including funding, expertise, and youth mentorship opportunities — and enabled both the city and the business community to use their resources more efficiently and effectively.

● **Designed afterschool initiatives to bolster academic achievement.**

The quality of public schools and the need to bolster academic achievement are key concerns for municipal leaders. In Fresno, city officials quickly recognized that their efforts to expand and improve afterschool programs, if carefully designed, could reinforce children's learning gains and supplement the academic curriculum offered during the school day. The decision to develop the ScienceMobile, with its emphasis on exposing children to new learning opportunities and stimulating interest in scientific exploration, represented an explicit strategy to link education and afterschool programming. City and community leaders continue to seek creative ways to extend and support learning during out-of-school time.

⁷ For more information on conducting a gap analysis review the National League of Cities' strategy guide, "Assessing Local Needs and Resources," available at: <http://www.nlc.org/content/files/IYEF-AS-City Strategies Paper.pdf>.



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Grand Rapids, Michigan – Identifying Local Resources and Afterschool Needs

Mapping, standards development, and sustainability have been the cornerstones of a citywide effort to strengthen afterschool programs in Grand Rapids.

In October 2001, Mayor John Logie and the president of the school board launched the MLELO project by bringing community stakeholders together to discuss the out-of-school-time needs of the city's youth. The Office of Children, Youth, and Families played a central role in the project, providing oversight and building connections between the city, schools, and afterschool providers.

Prior to the initiative, Grand Rapids leaders had not focused their collective attention on how to strengthen local afterschool programs. The city had many programs, but coordination and cohesion were lacking.

Creating a New Focus on Afterschool

To carry out its work, the MLELO team created a two-tier governance structure for the project:

- *The Leadership Council* included key community leaders, such as the mayor, superintendent of schools, and representatives from businesses, city agencies, nonprofits, and the university community. The council was charged with making policy to guide the project, promoting broad-based community support, and overseeing the project's work.



Grand Rapids, Michigan

Grand Rapids (population 197,800) is Michigan's second-largest city and its fastest-growing visitor destination. Economically diverse, Grand Rapids produces office furniture, industrial machinery, metal, food, paper, plastics, printing products, and information technology. In 1998, Grand Rapids was listed by Fortune magazine as one of the top 10 cities for business in the U.S.

Grand Rapids Public Schools is the only school district in Grand Rapids; it serves 26,294 students.

School Demographics:

White	31%
African-American	44%
Hispanic.....	22%
Asian	2%
Other	1%
Free and Reduced Lunch.....	72%

- *The Action Team* included afterschool providers and other stakeholders. This group was charged with making recommendations to the Leadership Council on policy and practice, developing standards of care, identifying gaps in services for children, conducting surveys to identify where programs are located, and evaluating outcome measures for programs.

The Leadership Council jump-started work on the project by adopting a vision intended to organize participants around a specific focus.

Vision: Every child in Grand Rapids has access to high-quality afterschool programs that enhance their academic and personal success and are well-coordinated with efficient use of dollars.

Grand Rapids focused on three broad strategies to support this vision: needs assessment; standards for afterschool programs; and an analysis of funding streams. The Action Team created two subcommittees — one to design a survey to map afterschool programs in the city, and a second to develop standards — in order to move the work forward.

Mapping Programs to Identify Gaps

Community leaders decided that the first step in improving local afterschool programs in Grand Rapids was to develop a database of programs available in the community.

“It’s important that key community leaders discuss the need for afterschool structured activities at every opportunity,” said Mayor Logie. “To do this, we needed to first know what was being offered for kids in the city’s neighborhoods.”

According to Mayor Logie, the database was made possible by close cooperation between the City of Grand Rapids and Grand Rapids Public Schools, which jointly fund the city’s Office of Children, Youth, and Families.

The mapping subcommittee surveyed more than 700 afterschool providers, airing public service announcements and engaging in telephone outreach to encourage providers to respond. Survey results were used to conduct a gap analysis of afterschool programming in Grand Rapids. For this analysis, the city collaborated with Grand Valley State University to have the data integrated within GIS maps by neighborhood to visually display where children live and where afterschool programs are located.



“The ELO initiative has been a strong voice to our local and state leaders, reminding them of the importance of afterschool. I think we have really made an impact over the past three years.”

— Brian K. Craig, ELO co-chair and former Grand Rapids Public School Board President

In the spring of 2003, the city expanded its efforts by bringing in staff from the Academy for Educational Development to “youthmap” the community. Now, the city has a detailed understanding of where young people live, where programs are located, where gaps exist, and how youth spend time during the non-school hours.

The mapping subcommittee used the information it had gathered to develop a comprehensive database of afterschool programs in the city. Next, the group set out to make sure parents and children had access to information about programs in their neighborhoods through an array of outreach strategies. For example:

- A local nonprofit organization produced both a printed and an on-line version of a new family resource guide.⁸
- The subcommittee created a city website, called YouthNet, which displays afterschool information by neighborhood (www.grand-rapids.mi.us).
- The Heart of West Michigan United Way launched a “first call for helpline,” which provides information about resources for

children and youth, including afterschool programs, and can be accessed by dialing 2-1-1.

Grand Rapids’ emphasis on communications and outreach to the community continued throughout the project. Local television, print, and radio networks were invited to the annual goal-setting meeting for the MLELO team. Ongoing media coverage ensured visibility for project partners, while helping the citizens of Grand Rapids see how municipal and school leaders were working together to increase and improve afterschool programming for children and youth.

Creating Standards

Once the city had a clearer understanding of where programs were located and what services were being offered, the standards subcommittee set out to develop standards for high-quality afterschool that had the full buy-in, ownership, and support of providers and the community. The YEF Institute provided resources and information to support the work of the standards subcommittee, including arranging phone

⁸ The family resource guide is a community reference for Kent County, Michigan, that includes afterschool programs in Grand Rapids and surrounding cities. For more information, see: www.familyresourceguide.info.

consultations with other communities that had developed quality standards. Institute staff also provided feedback on draft standards and community questionnaires developed by the subcommittee.

The subcommittee pursued a variety of activities as it worked to develop community-wide afterschool standards, including:

- Reviewing model standards nationwide, including the National Afterschool Association standards.
- Holding focus groups with afterschool providers to seek input and buy-in to help reach consensus on the final set of standards.
- Bringing community stakeholders together to seek their support for the standards.
- Working with providers to develop a standard self-assessment tool to determine whether they were meeting afterschool standards.
- Piloting the self-assessment tool in 18 agencies to ensure its effectiveness before deploying the strategy citywide.

- Working with Michigan officials to identify areas of overlap and consensus with state standards.

In the end, the group agreed on 32 standards of care for afterschool programs in Grand Rapids.

“Quality standards of care are critical in bringing about systemic change in the delivery of outcome-focused afterschool programs,” stated Lynn Heemstra, director of the Office of Children, Youth, and Families.

Seeking New Investments

Now, Grand Rapids is working to ensure that the standards are infused in all school and community-based afterschool programs through the creation of a new initiative called The LOOP. A partnership between the city and Grand Rapids Public Schools, The LOOP is a direct outgrowth of the MLELO initiative.

The LOOP is run by three main afterschool providers: the YMCA of Greater Grand Rapids, Camp Fire USA West Michigan Council, and Grand Rapids Parks and Recreation-Recreation Reaps Rewards Program. These providers contract with



“City government has a key role in advocating for afterschool programs. It’s a win-win for the city, schools, parents, and kids.”

— former Mayor John Logie

Grand Rapids Public Schools (GRPS) to provide youth development, enrichment, arts and crafts, athletics, health and character education, homework assistance, Lego curriculum, and the SuperLOOPER program. They are required to meet afterschool standards, have certified teachers and curriculum, and involve parents in the program. The providers also must partner with a minimum of eight other community organizations or institutions to help ensure that children receive high-quality afterschool services.

Currently operating in 20 elementary and middle schools, The LOOP serves about 20 percent of the population at each school. Early results have shown that students who attended these programs at least three days per week had better school attendance and improved their reading scores. Project leaders hope to expand The LOOP to the 27 other GRPS elementary and middle schools, although it is not clear when the resources will be available to reach this goal.

“The LOOP afterschool program is one of those good decisions. It gives our children a place to go that is safe, offers enriching experiences, helps them learn, and it’s fun. Afterschool is a good investment for our community to make,” said Mayor George Heartwell.

Planning for Fiscal Sustainability

As part of the MLELO grant, the city commission of Grand Rapids agreed to the following resolutions:

- To partner with other public and private entities to ensure that all of the city’s children and youth have access to quality afterschool programs to enhance their academic and personal growth and success and, in the process, to strengthen their families and the community.

- To help ensure that such afterschool programs adhere to community standards of quality care and are well-coordinated, making efficient use of existing and new dollars committed to them.
- To commit appropriate city resources to help achieve the goals and purposes of the Expanded Learning Opportunities Initiative of the National League of Cities.

Now, with the assistance of the National League of Cities, the city is working with The Finance Project to create a long-term plan of fiscal sustainability for afterschool. Current efforts in the city have three major funders — the city, Grand Rapids Public Schools, and the Heart of West Michigan United Way. Currently, the city is streamlining funds to ensure that federal, state, and local resources are spent in the best way to serve the needs of the children.

“The accomplishments made in a short amount of time have been amazing — surveys, a database of resources, youthmapping, standards of quality, national linkages and relationships, and much, much more,” said Lynn Heemstra. “It has been an awe-inspiring process and one in which all who have been involved can be most proud.”





Identifying Local Needs in Charlotte

Instead of developing a database and engaging in mapping efforts like Grand Rapids, the Beatties Ford Road Corridor After School Initiative in Charlotte took a different approach to identifying local needs. The project surveyed 700 middle-school students to determine the kinds of programs and activities they want in an afterschool program. Among the findings:

- The majority of students wanted programs in physical education/sports, enrichment activities, academic support, and life skills.
- Approximately 37 percent showed an interest in programs that incorporated parent involvement and team-building.
- The hours from 3:00 to 7:00 p.m. were the time consistently identified as the best for scheduled programs.

Currently, municipal, school district, and community leaders are acting on these findings to design afterschool programs that address the real needs and interests of local youth. For more information on Charlotte, see page 9.

Leadership Keys — Grand Rapids

- **Used multiple strategies to reach parents and other residents.**

Following extensive efforts to identify and “map” existing afterschool programs in the community, city and school officials worked hard to ensure that parents and other residents had access to the information that had been gathered. The approaches used in Grand Rapids included: a booklet on local afterschool providers published and distributed by a local newspaper; a website that catalogs programs by neighborhood; and a “2-1-1” telephone information service to give community members immediate access to current information about afterschool offerings. Frequent media events and activities organized by the city drew additional attention to local afterschool efforts and further strengthened community outreach.

- **Developed steps to promote adoption of quality standards.**

Grand Rapids leaders understood that creating standards was only “half the battle” in attempting to improve the quality of afterschool programs. After convening community stakeholders to build support for the final standards, city officials worked with providers to develop and test a tool that would help them

determine whether they were meeting the standards. Through the creation of LOOP, city and school leaders also created powerful incentives for providers to adhere to the standards. This combination of support and encouragement offers an innovative model for other cities to consider as they seek to ensure that new standards translate into improved programming for children and youth during non-school hours.

- **Forged partnership between the mayor and school board president.**

At the outset of the project, Mayor Logie and the school board president joined forces — as equal partners rather than competitors — to build community support for implementing quality standards, mapping community resources and needs, and developing a financial sustainability plan. This alliance was formalized through a memorandum of understanding that created a city-school liaison committee, and it was maintained by Mayor George Heartwell when he took office. The committee’s work improved communications and trust between city and school officials, while also enhancing their ability to enlist the support of other community partners and diffusing tensions, resistance, and turf battles.



Indianapolis, Indiana – Finding Funds through Partnership and Collaboration

Indianapolis has been working to expand afterschool slots for children by creating a strong collaborative, leveraging leadership to make change, and unlocking federal and state grants.

Over the last three years, the number of afterschool slots in Indianapolis has expanded by at least 70 percent. Mayor Bart Peterson laid the groundwork for the city's success by designating staff members to develop an agenda to enable the City of Indianapolis to be more supportive of the various school districts in Marion County. The mayor appointed a cabinet-level afterschool programs coordinator, as well as a school liaison officer at the Department of Parks and Recreation.

Explaining his commitment to strengthening Indianapolis's afterschool programs, Mayor Peterson said, "Children and teens who lack afterschool supervision are more likely to use alcohol, drugs, and tobacco, to engage in criminal and other high-risk behaviors, to get poor grades, and to drop out of school than children who participate in supervised afterschool programs."

The job of the mayor's afterschool programs coordinator was to find resources to expand and improve afterschool in Indianapolis. One of the coordinator's major initial duties was to establish the Afterschool Coalition of Indianapolis (ACI), a collaborative representing more than 25 diverse organizations, including the city and school district, that are contributing to youth development in Indianapolis. ACI's major emphasis has been to unite the various afterschool providers in Indianapolis into a collaborative to develop a citywide afterschool system.

In forming ACI, the mayor and his afterschool programs coordinator were aware that they could not lead the initiative on their own; if they did, the coalition might cease to exist when the mayor leaves office. The afterschool programs coordinator therefore co-chaired the initiative with a representative from the United Way. In



Indianapolis, Indiana

With a population just over 860,000, Indianapolis is the nation's twelfth largest city. Between 1990 and 2000, the city experienced the highest-percentage population growth of any major Midwest metropolitan area. Major employers include Anthem Inc., Eli Lilly & Co., and American United Life Insurance Co.

Eleven school districts overlap within Indianapolis's boundaries; Indianapolis Public Schools is the largest. The 11 school districts combined serve 496,662 students.

School Demographics:

White	71%
African-American	23%
Hispanic.....	4%
Asian	1%
Other	1%
Free and Reduced Lunch.....	55%

addition, there was a concerted effort to include representatives of key afterschool providers, such as the Urban YMCA of Indianapolis and the Boys and Girls Club, as subcommittee chairs. The end goal was to create a structure that could last longer than any one administration and that could withstand turnover in any of the organizations involved.

Early in Mayor Peterson's administration, he met with the afterschool programs coordinator and offered clear direction regarding his vision for afterschool programs and the role of the city in the initiative. The mayor also worked with the coalition's leaders to develop a vision and mission:

- **Vision:** All children and youth in Indianapolis have access to quality, affordable afterschool programs.
- **Mission:** The Afterschool Coalition of Indianapolis initiates the creation, development, and expansion of afterschool programs for Indianapolis youth and their families.

With a guiding vision and mission, ACI organized its agenda into several broad areas:

- Leveraging resources for afterschool programs through collaborative efforts;
- Marketing and promoting afterschool programs by using the media;
- Developing standards, training service providers, and building in ongoing professional development opportunities to infuse quality and adherence to standards;
- Providing a forum to develop new ideas and initiatives for afterschool programs;
- Developing a strategic plan to focus resources in underserved communities; and
- Growing membership.

The YEF Institute assisted the coalition by providing resources around standards,

“Because of the strong leadership brought by the mayor’s staff, over the past two years we have leveraged multiple 21st Century Community Learning Center grants, developed program standards, collaborated in designing training for youth workers, and are in the process of developing a website to locate programs.”

— Jorge Perez, Director, Urban YMCA of Indianapolis

evaluation, and financing of afterschool programs. Institute staff also acted as a catalyst for ideas about how the afterschool coalition should design its afterschool system, and facilitated a daylong meeting to develop a five-year strategic plan for the coalition. As part of its long-term plan, the ACI made a commitment to ensure afterschool for all by 2010 in accordance with a campaign organized by the Afterschool Alliance.

Securing New Resources

From the start, the coalition sought to secure a 21st Century Community Learning Center grant from the U.S. Department of Education. The Indianapolis Public Schools had applied unsuccessfully for such a grant several times. By working collaboratively, however, the ACI, which has since grown to 30 providers, was able to secure \$5.4 million from the federal government to create tutoring and mentoring afterschool programs for middle-school students.

The Indianapolis community succeeded in securing these new funds in part because they had built significant partnerships between the city, school district, and the

largest community-based organizations, such as the United Way and the YMCA, that traditionally deliver afterschool services. Once the new 21st Century Community Learning Centers were in place, ACI conducted a survey to identify which schools were being served by afterschool programs.

When the survey’s findings demonstrated that specific communities lacked sufficient afterschool opportunities, ACI approached a local Ford plant to fund afterschool programs in neighborhoods where Ford employees live. Ford responded by working with the United Way of Indianapolis to create an afterschool program serving elementary-school students. The Ford plant also worked with ACI to purchase equipment for afterschool programs in other schools.

Building a New Partnership

In 2002, the 21st Century Community Learning Center program was transferred to the Indiana Department of Education as part of the No Child Left Behind Act. With the transfer of authority, ACI feared that Indianapolis Public Schools would be overlooked for a state grant because the city had been successful in obtaining federal

government funds. As a result, ACI instigated a broad partnership between Indianapolis Public Schools and two new school districts in the county, which jointly applied for the 21st Century grant, with the Indianapolis YMCA serving as the fiscal agent. The application was successful, opening the door to three years of continued funding to expand the number of afterschool offerings in Marion County.

According to David Klinkose, the mayor's afterschool programs coordinator, Indianapolis's experience proves the value of always working to build and strengthen partnerships. "Governance is not static, coalitions are built and rebuilt, and there is a continuing need to seek out new partners," he said.

Indianapolis's experience also is a reflection of the fact that federal, state, and local governments cannot single-handedly finance afterschool programs in any one community. Similarly, given the number of children and youth that live in a city, no one organization can meet all afterschool needs. City agencies, school districts, and community-based and faith-based organizations all can and must play a part.

"In Indianapolis, we now have multiple collaborations among organizations to run programs at individual schools," said Debbie Zipes, director of Bridges-to-Success, a before- and afterschool program designed and implemented by the United Way of Indianapolis. "We've been successful at overcoming turf issues and have small and large agencies working together, and that's made all the difference."

Fort Worth's Crime Tax Goes to Afterschool Programs

Cities can find funding for afterschool programs from a variety of sources. In 1998, for example, the citizens of Fort Worth, Texas, passed the city's first-ever "crime tax," with \$1.4 million of the \$14 million in annual revenue going to afterschool. With this initial seed money, the city has been able to leverage matching support from the Fort Worth Independent School District. This partnership led to the creation of Fort Worth After School, which operates 52 afterschool programs in elementary and middle schools. For more information on Fort Worth, see page 15.

Leadership Keys – Indianapolis

- **Established afterschool as a top priority for the city.**

Mayor Peterson's appointment of an afterschool coordinator in a cabinet-level position ensured that afterschool would have a prominent place on the city's agenda. The position placed the issue on a par with traditional city functions such as economic development, police, fire, and emergency services. It also gave community and school leaders who were involved in afterschool programs more direct access to the mayor, and signaled that their concerns would be taken seriously. As a mayoral appointee, the afterschool coordinator was able to drive policy discussions regarding future strategy, convene disparate stakeholders, and advocate for new resources.

- **Created a structure for public-private collaboration.**

The Afterschool Coalition of Indianapolis (ACI), with its broad-based representation of public and private interests, provided a crucial mechanism for collaborative planning and decision-making. ACI's formation reflected recognition by city officials that afterschool funders and providers in the nonprofit and private

sectors had to be strong partners in any effort to build a citywide afterschool system. This commitment to public-private collaboration strengthened the community's ability to compete for federal and state funding under the 21st Century Community Learning Center grant program. ACI's structure also enhanced the prospects for long-term sustainability, providing a framework for continued partnership that could remain in place beyond the term of any individual city or school leader.

- **Reached out to state policymakers.**

When the Indiana Department of Education assumed responsibility for the allocation of federal afterschool funds within the state, city and community leaders understood that new relationships with state policymakers would be needed to sustain Indianapolis's efforts. ACI worked to open lines of communication with state education officials responsible for the 21st Century Community Learning Center program. The coalition also forged a new partnership with area school districts as part of a strategy for ensuring that the community received afterschool funds through the state.



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CITY STORIES
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Lincoln, Nebraska – Promoting Partnerships by Engaging the Entire Community

Through a focused program of public engagement and outreach to business and other groups, Lincoln is working to ensure that afterschool programs achieve broader community goals.

Mayor Don Wesley made Community Learning Centers (CLC), including high-quality afterschool programs, a priority for the City of Lincoln.⁹ The mayor wanted to expand access to and improve the quality of city social services. At the same time, there was growing concern about the achievement gap, as well as low math and reading scores in several city schools.

Getting Going

The Lincoln Public Schools Foundation, a local education fund, worked in collaboration with Gallup to conduct a “community interest assessment.” The goal of the assessment was to determine needs for afterschool programming and whether or not Community Learning Centers would address those needs. The survey also sought

⁹ Lincoln’s Community Learning Centers initiative serves children, families, and neighborhoods through collaborative partnerships across community and city agencies that provide support services and opportunities to improve student learning and development, build strong families, and create healthier neighborhoods. Currently targeting 15 schools, the Lincoln CLC initiative uses the local school as the hub of service to provide safe, supervised before- and afterschool programs, weekend and summer enrichment programs, and many other supportive services for citizens of all ages. The CLC initiative utilizes five community-based partners (YMCA of Lincoln, City of Lincoln Parks and Recreation, Cedars Youth Services, Lincoln Public Schools Title I, and Family Service) as lead agencies to mobilize and support the day-to-day activities at the neighborhood-based community learning centers.



Lincoln, Nebraska

As the capital of Nebraska, Lincoln (population 225,000) is home to state, county, and city governments. The major public employers are state government and the University of Nebraska, while the major private employers are Goodyear and Kawasaki.

Lincoln Public Schools is the sole school district and serves 31,000 students.

School Demographics:

White	86%
African-American	6%
Hispanic.....	3%
Asian	4%
Other	1%
Free and Reduced Lunch	26%

to gauge the community’s perceptions about CLCs and to identify potential obstacles in implementing them. Based on personal interviews and focus groups involving more than 130 Lincoln residents, the assessment showed strong support for Community Learning Centers throughout the city. Participants agreed that CLCs can contribute to: better use of school buildings; expanded learning beyond the school day; partnerships between community and school; and schools becoming central neighborhood hubs.

Eighty-eight percent of those interviewed felt there was a need for community-based school learning centers.

Armed with the results of the assessment, the Lincoln Public Schools Foundation convened key community leaders and chartered a trip to Kansas City to observe the Kansas City LINC (Local Investment Commission) program. LINC is a citizen-driven community collaborative working to improve the lives of children and families in the Kansas City area. Lincoln business, government, and school leaders returned from the trip determined to move ahead and support a community school initiative for their hometown.

Establishing a Governance Structure

To jump-start the process, the group developed a CLC management team that included two co-coordinators and representatives from the University of Nebraska-Lincoln and the City of Lincoln. The team is committed to strong partnerships between the school and community and is responsible for developing core operating principles and promoting leadership, evaluation, and sustainability. To ensure strong community input, the work of the CLC initiative also is guided by a Leadership Council and a group of School Neighborhood Advisory Councils.



“CLCs in Lincoln are effectively providing a positive, proactive platform for the success of our students. With Lincoln’s unique vision of CLCs also providing vital community services in neighborhoods, CLCs are also promoting the health, well-being, and success of our families and our community. This is an important effort, well worth the investment of changing paradigms and shifting resources.”

— Mayor Coleen J. Seng

The Leadership Council is a group of diverse community stakeholders charged with guiding the development and long-term financing of the CLC initiative. Chaired by the publisher of the *Lincoln Journal Star*, the council has lobbied federal, state, and local elected leaders for more funds for CLCs and afterschool.

School Neighborhood Advisory Councils (SNACs), on the other hand, include broad representation and active participation from parents, youth, neighborhood residents, educators, community-based organizations, and service providers. Their role is to work at the neighborhood level to design and oversee the efforts of individual community learning centers. Each CLC site has a SNAC whose composition reflects the uniqueness and diversity of the surrounding neighborhood.

Creating a Process for Community Leadership and Buy-In

The CLC initiative identified specific roles for everyone from the mayor and school superintendent to business leaders, parent-teacher association presidents, and parents based on the idea that the entire community should be responsible for supporting learning and youth development. The YEF Institute, the Public Education Network, and the Coalition for Community Schools worked with the CLC management team to assess the strengths that each stakeholder brought to the initiative and to assign roles and responsibilities.

Throughout the 30-month project, YEF staff provided examples of CLC best practices, as well as other school reform and school improvement resources and tools. The Coalition for Community Schools met with the Leadership Council to discuss its governance structure and to encourage

councilmembers to develop a set of guiding principals.

The success of the CLC initiative was driven in part by the team's efforts to ensure buy-in and support among area afterschool providers. Among other activities, the CLC management team consulted with the community to develop a one-page capacity assessment, which allowed stakeholders to review the goals of the initiative and to examine their ability to support its efforts. The worksheet served to align the municipality's goals with those of the providers, and to reduce the number of turf issues that could have arisen. The Leadership Council also took the time to develop trust and strong relationships by assuring providers that they would be able to continue their services and maintain their funding in the new central location of the school.

In order to grow local leadership, the Leadership Council convened its first SNAC

summit in the spring of 2003. The summit offered workshops, leadership training seminars, as well as ample opportunities for participants to work with their CLC directors to develop activities at their local schools.

As a result of these activities, Lincoln neighborhoods are restructuring their afterschool offerings and community learning classes to meet the needs of students and the entire community.

"It was a rocky beginning in getting agencies to support the initiative, but the team was lucky that they had such a strong municipal leader with a background and passion in this area," said Bonnie Coffey, director of the Lincoln-Lancaster Women's Commission. "The mayor helped by stating that all relevant departments should or would participate, and that helped with creating options for involving everyone who could help make a difference."



Engaging the Public in Fresno

The Fresno Business Council, in partnership with the mayor's Office of Education, also identified engaging the public as a key element of local efforts to strengthen afterschool programs. The two partners are working together to educate local residents about the importance of afterschool as a strategy for increasing the community's quality of life. In addition, like the Lincoln team, Fresno partners are examining strategies for making schools the center of community life. For more information on Fresno, see page 21.



“As a result of the CLC initiative, we have a better relationship with our parks and recreation department. They have been open to changing program delivery at CLC sites to include a balance of academics, enrichment, and recreation.”

— Lea Ann Johnson, co-director of the CLC initiative.

Growing a Citywide Program

The Lincoln initiative began as a small pilot program. The strong partnerships between the city and school and community leaders kept lines of communication open, allowed for effective use of funds (including 21st Century Learning Communities grants), and capitalized on the talents of local leadership. The success of the effort is evident in the fact that CLCs are in 15 schools today. These centers are designed to be a safe, drug-free, supervised, and cost-effective enrichment opportunity for children and others during non-school hours. Local afterschool providers, such as the Lincoln Parks and Recreation Department and the YMCA, partner with the schools to operate the CLCs.

“Lincoln is looking at education differently and sees that you cannot turn kids loose in the schools and expect teachers to do it all. It takes the entire community in a climate of declining resources. CLCs change the perceptions of what is expected of schools and what is expected of the community,” said Bonnie Coffey.

Former Mayor Don Wesley added: “We have a great school system, but every system has students who need more help and support than others. There is a need for a coordinated, community effort to address this achievement gap. By supporting and sustaining community learning centers, we are supporting and sustaining our neighborhoods and families, while giving students greater opportunities to succeed in school.”

Leadership Keys – Lincoln

- **Focused on long-term sustainability.**

Because so many afterschool programs are financed by federal, state, or local foundation grants, city-level afterschool initiatives invariably face questions of long-term sustainability. The core leadership group in Lincoln addressed these questions through a two-tiered strategy to secure funding for key initiative staff as well as direct services to children and youth. This strategy has focused on the identification of dedicated revenue sources that would ensure ongoing funding for specified staff positions that support citywide afterschool efforts. While afterschool programs throughout the community are still likely to depend upon time-limited grants, the two-tiered approach has helped to build the stable infrastructure necessary for long-term progress.

- **Addressed the concerns of afterschool providers early.**

The launch of the Community Learning Center initiative in Lincoln evoked concerns among some afterschool providers that their programs would be dramatically restructured or replaced. The leadership group sought to allay these fears by holding a series of meetings and forums with providers, and by encouraging providers already involved in the initiative to talk about its benefits for their programs. These early actions played an important role in establishing trust and building relationships in the provider community. Over time, these steps provided the basis for broad participation and greater consensus as the initiative moved forward.



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Spokane, Washington – Empowering Youth

In Spokane, the city is working with local youth to identify and strengthen programs for students during non-school hours.

The focus of the MLELO team in Spokane was to build a system centered on Spokane Public Schools' afterschool program for middle-grade students. The program is the result of a 21st Century Community Learning Center grant of \$2.2 million, which the schools used to create five afterschool programs called HUBS. The HUBS are community learning centers that offer learning, enrichment, and recreation opportunities to students, families, and the community. These programs are open in the evenings, on weekends, and during school breaks.

The Spokane team started its work by conducting a survey on the general public's attitude toward out-of-school time. The results revealed strong public support for afterschool, as well as a belief among residents that afterschool opportunities support learning and keep children and the

public safe. To augment the survey findings, the YEF Institute conducted a series of focus groups with business leaders, afterschool providers, youth, elected officials, and city and county department heads. The focus group findings echoed three key survey results: afterschool programs are important to youth and neighborhoods; local efforts need to be better coordinated; and city and community leaders need to listen to the voices of youth.

Results from the survey and focus groups were used to convince the new city councilmembers and the mayor that afterschool plays a key role in supporting their broader vision of building the city's economic base. The mayor, city council, and school district subsequently created a joint agenda to work together to improve afterschool services for youth. With the support of the city's government and school leaders,



Spokane, Washington

Spokane has a population 195,000; 418,000 people live in the metropolitan area. The city is located in the heart of the inland Northwest and serves as a shopping, entertainment, and medical hub for an area that includes eastern Washington, eastern Oregon, northern Idaho, western Montana, and southern portions of Alberta and British Columbia.

Spokane School District 81 serves 32,227 students who live in the city.

School Demographics:

White	87%
African-American	4%
Hispanic.....	2%
Asian	3%
Other	4%
Free and Reduced Lunch.....	47%

the MLELO team’s vision grew from an exclusive focus on afterschool programs to ensuring that young people have the “developmental assets” they need to grow into productive and caring adults.

Using the Search Institute’s framework of 40 developmental assets for youth as the basis for action, the YEF Institute assisted the Spokane team in developing a vision that every child can participate in constructive activities during non-school hours — activities that empower them to learn and develop their talents.¹⁰ The YEF Institute also helped to identify best practices on governance, financing, program mapping, sustainability, and evaluation, and assisted

the leadership team in establishing subcommittees geared towards addressing these key issues in order to ensure that every youth in the city and county was “asset-rich.”

“Through the municipal leadership team project, our city has a vision of what is possible,” said Fred Schrupf, director of the 21st Century Community Learning Center in Spokane District 81. “We have made a strong connection to the Search Institute’s 40 developmental assets and are developing programs that not only support students academically, but are also building assets within them.”

Building on a Strong Foundation

An important focus of the city’s efforts has been youth participation in community decisions. As mayor of Spokane, Jim Chase was a vocal supporter of youth involvement in community affairs, establishing the Office of Youth and the Youth Commission by city ordinance in late 1985.

The Youth Commission has evolved into a joint city-county agency that provides a forum for youth to participate with the school board and city officials on policy issues. The Youth Commission’s work is guided, in part, by a 130-member Teen Advisory Council that allows high school students to advocate for services, events, and projects that they feel are most needed by local youth. In addition, the nonprofit Chase Youth Foundation develops partnerships with businesses and community-based organizations to create a resource base that supports the teens and their projects.

Building on the longstanding tradition of youth leadership and involvement in municipal affairs, the MLELO team felt it had a strong partner in the youth of the city.

10 The Search Institute is a nonprofit dedicated to promoting healthy children, youth, and communities. The focus of the Search Institute’s work is its 40 developmental assets for youth. For more information on the Search Institute, see <http://www.search-institute.org/>.

Mapping Local Resources for Youth

In the spring of 2002, the youth commission identified two neighborhoods — one within the city and another in the surrounding county — as “youth empowerment zones.” As part of a Youth Empowerment Project, students from a local high school were charged with mapping resources for youth within the targeted city neighborhood.

Students from Rogers High School conducted 260 phone interviews and surveyed 300 high school freshmen in an effort to better understand how teens are served by the community. Among the key findings from the survey: only 17 percent of youths felt supported in their neighborhoods; and 63 percent said they did not feel safe in their neighborhoods.

The students developed several recommendations for the community based on the survey findings, including new ideas for afterschool programming, and the MLELO team aligned its resources accordingly. One of the student recommendations endorsed by the team was to create a database of adults who will provide “job-shadowing” opportunities for youth. A second recommendation was to develop mentoring

opportunities that connect upperclassmen and incoming freshmen as a strategy for providing role models and creating a more positive school climate.

The city’s commitment to youth empowerment resulted in national recognition. VISTA volunteers were recruited to work in neighborhoods to help build public will for out-of-school time and to strengthen partnerships between youth and adults. Spokane also was selected as a demonstration site for America’s Promise and received the designation of “All-American City.”

Because of the recognition Spokane received for its work, youth programs were not eliminated during a time of fiscal crisis, and the new mayor continues to support out-of-school-time and other youth programs.

“As a result of our efforts to involve youth in community research, policy-making, and creating change, youth feel more empowered to make a difference,” said Joanne Benham, director of the Chase Youth Commission. “Now, students are taking greater initiative and responsibility for improving their own environment, while receiving greater support from caring adult mentors.”



“Being part of the National League of Cities project helped our municipal leaders better understand each other’s goals for young people. Although we came to the table with different perspectives and organizational mandates, we are committed to improving collaboration and finding ways for youth to have safe places and adequate opportunities to learn and explore their talents during non-school time.”

— Spokane City Council President Rob Higgins

Leadership Keys – Spokane

- **Listened to the voices of youth.**

When Spokane's leaders decided to focus their efforts on out-of-school time programs for high school students, they knew that the success of their work would depend in part on their ability to obtain meaningful input from youth. Project leaders pursued several strategies to elicit the insights and opinions of young people, including individual surveys and focus groups. Spokane has also taken seriously the challenge of approaching youth as equal partners, creating a number of venues in which youth are invited "to the table" for substantive discussion: teen advisory councils, school district committees, a youth commission, and a youth development network. In these diverse settings, young people help identify issues, clarify their needs, and strategize solutions.

- **Improved communication between city and school officials.**

The selection of Spokane to participate in NLC's project provided the impetus for new discussions between city and school leaders about their respective priorities. In a pivotal meeting arranged by the after-

school initiative's leadership team, the mayor and school superintendent talked about the intersection of their respective interests in poverty reduction and student achievement. These early conversations also modeled, for city and school district staff, the importance of coordinating efforts and bringing city and school resources together to respond to the needs of children and youth during non-school hours.

- **Adopted a broad youth development perspective.**

Spokane's work on afterschool programs quickly led city and community leaders to consider potential linkages to broader youth development issues. The Search Institute's surveys of young people's developmental assets represented an important starting point for this effort. As the project unfolded, this focus on youth development created a strong foundation for new youth empowerment and youth mapping initiatives. Support from project leaders helped to raise the visibility of these efforts and paved the way for eventual implementation of many of the recommendations advanced by participating high school students.

YouthMapping in Washington, D.C.

Washington, D.C., was one of the first communities to undertake a YouthMapping initiative designed to mobilize youth and adults to find resources and opportunities that exist in a community. (See www.communityyouthmapping.org/youth.) An important outcome of the YouthMapping effort in Washington: the community was able to meet its initial goals for expanding afterschool opportunities to all youth. For more information on Washington, D.C., see page 51.



Washington, D.C. — Building Partnerships to Raise Academic Achievement

Children and youth in Washington, D.C., have access to a greater array of enrichment opportunities during non-school hours, including summer school, because of a partnership between the city, local schools, and other partners.

The District of Columbia, like many urban areas across the nation, faces major challenges, including low-performing public schools and a municipal tax structure that is often inadequate to meet pressing city needs.

When the MLELO project began, the District's leadership team decided to target afterschool resources to nine schools that were designated Transformation Schools (T-9 schools) — schools that had fallen far short in meeting goals for student academic achievement. Within a matter of months, however, the District and D.C. Public Schools were confronted with major budget shortfalls that threatened plans to expand or even sustain afterschool and summer school programs.

To address these major challenges, Mayor Anthony Williams and then-superintendent Paul Vance agreed to leverage resources from the city and nonprofit organizations in an effort to determine what academic support they could provide to these T-9 schools, as well as to address the crisis facing summer and afterschool programs in the District.

Building Trust Through a Trust

The District already had a local intermediary in place — The Children and Youth Investment Trust Corporation (CYITC) — to coordinate resources to ensure that they were being used effectively. CYITC is a nonprofit entity funded jointly by the city and local philanthropists whose mission is to increase the quality, quantity, and



Washington, D.C.

Washington has a population of 570,000. The city's primary industry after the federal government is tourism. Other important industries include: trade associations; law; higher education; medicine/medical research; government-related research and publishing. The Washington metropolitan area is also world headquarters for corporations such as US Airways, Marriott, Amtrak, Gannett News, Mobil Oil, MCI Telecommunications, and the International Monetary Fund.

The District of Columbia Public Schools serve all public school students in Washington, D.C.; the total student population is about 62,000.

School Demographics:

White	4%
African-American	85%
Hispanic.....	9%
Asian	2%
Other	—%
Free and Reduced Lunch.....	75%

accessibility of services for children, youth, and families in the District of Columbia.

The need for CYITC, which was formed in 1997, grew out of a study commissioned by the Urban Institute reporting that 45,000 children and youth in the city lacked access to enrichment opportunities during non-school hours (including summer, weekends, and holidays).¹¹ Upon completion of the study, the District's leaders and youth service providers made a commitment to serve all 45,000 children and youth.

“When our city’s young people said, ‘We want more opportunities to learn and grow outside of school,’ it was critical as elected officials and citizens of the District that we respond as a community to our children and youth by providing as many opportunities as possible to engage in positive structured activities,” explained Mayor Williams.

Mayor Williams’ support for CYITC enabled it to play a central role in marshaling funds for afterschool programs and forging strategies for sustainability of the District’s efforts. The corporation acted as an intermediary to engage education stakeholders, develop and implement new programs, document best practices, leverage foundation resources, and engage the broader public.

Responding to a Crisis Situation

The importance of CYITC’s role as an intermediary — and, more broadly, the value and effectiveness of the District’s out-of-school time partnership — became clear in 2002. That year, DCPS was forced to cut back its funding for out-of-school-time from \$22 million to \$6 million, which reduced academic slots for students by more than half and entirely eliminated the schools’ afternoon enrichment program.

In an effort to mitigate the impact of these deep budget cuts, a meeting was convened with key stakeholders — including DCPS, the District’s Office of Early Childhood, and the nonprofit group DC Agenda, among others — to discuss ways each partner could contribute.

The worst aspects of the crisis were finally averted when the District government dedicated an additional \$6 million to provide daylong summer programs for 9,000 children and youth between the ages of 5 and 13. With this new funding, partners

11 Keegan, Sinead and Duncan Chaplin. *Creating a Seamless Web of Services for Youth: The DC Children and Youth Investment Partnership*. Urban Institute: January 29, 2002.

agreed that half of these children would receive services at D.C. public school sites, and the other half would be served at community locations. Some of these resources were targeted to the T-9 schools. Building on the city's commitment, a local entrepreneur also pledged \$3 million to provide meals and groceries for program participants and their families.

“While our collaborations had been in existence for some time, the summer of 2002 really indicated how much the collective organizations in the District of Columbia depend upon each other,” said CYITC executive director Greg Roberts. “If it weren't for the mayor, we would not have had funding for programs, and if it were not for the relationship between CYITC and D.C. Public Schools, we would not have had out-of-school-time providers ready to operate on school grounds during the summer.”

Averting Future Problems

In an attempt to avoid a similar crisis in 2003, the CYITC held a two-day strategy session with representatives from city agencies and community-based organizations to assess resources and challenges. The result of the meetings was an action plan to facilitate the implementation of the larger strategy to provide a safe, enriching, and caring place for all children who need it during the summer. Team members also capitalized on the

expertise in and around the city, including the child development staff from the University of the District of Columbia, in creating a summer school plan.

Over the course of the MLELO project, the YEF Institute recruited key national organizations and experts to assist the District in its efforts to achieve its goal of providing high-quality afterschool and summer programs for 45,000 children and youth. The Institute's assistance focused on several areas, including program quality, support for in-school learning, and fundraising.

The District's overall budget problems have eased somewhat during the past year. In addition, despite the 2002 reductions in funding for afterschool and summer programs, the number of children and youth served by these programs has remained well above enrollment levels from the late 1990's.

“All of the out-of-school-time programming in which the city has been engaged since 1999 was organized with a recognition that much more needed to be done to provide children and youth with access to a wide variety of enrichment opportunities during the non-school hours,” said Mayor Williams. The mayor added that the city remains committed to achieving its goal of creating constructive afterschool programs for all young people in the District of Columbia.



“A major step forward has been taken in making the well-being of children and youth a priority for the District. With continued collaboration and investment over the next few years, we can make serious inroads toward creating safe passages to adulthood for all of our children and youth.”

— Carolyn Graham, former Deputy Mayor for Children, Youth, Families, and Elders

Leadership Keys – District of Columbia

- **Relied on a local intermediary to build capacity and coalitions.**

Assuming roles similar to those played by many local education funds across the nation, the DC Children and Youth Investment Trust Corporation convened municipal and school officials as well as providers on a regular basis. CYITC frequently coordinated collaborative efforts among these key stakeholders and served as a key resource to community groups, providing information and technical assistance on the development of information systems and quality standards. Public engagement activities led by CYITC also broadened the base of public support for the city's afterschool initiatives.

- **Persisted in the face of a budget crisis.**

The convergence of several factors, including a sharp drop in city revenues following September 11, 2001, placed the District's afterschool initiative in great jeopardy. Despite a bleak budget outlook, however, city and community leaders did not abandon their vision of an expanded system of high-quality programs serving children during out-of-school time. Mayor Williams' commitment of District funds for the summer of 2002, coupled with CYITC's planning efforts to avert a similar crisis in 2003, were essential in getting the initiative back on track.

Coalition-Building in Spokane

In Spokane, the municipal leadership team wanted its project to have implications for the county as well as the city. Thus, in building a local coalition, the team invited county representatives to the table. As a result of these efforts, Spokane's youth empowerment zone concept is being expanded to areas outside of the city, and the county is looking to create municipal leadership teams throughout the area. For more information on Spokane, see page 47.

Lessons Learned

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LESSONS LEARNED
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In the course of working with the eight cities participating in the Municipal Leadership for Expanded Learning Opportunities project, the YEF Institute gained a wealth of new evidence that municipal leaders can play essential roles in unifying their cities around an afterschool agenda and in increasing the accessibility and the quality of local programs. We also learned a great deal about what works — and what does not — as local officials set out to strengthen and support afterschool. Based on those experiences, we offer the following lessons learned for other municipal leaders.

Municipal leaders have an array of opportunities to advance the afterschool agenda.

Mayors and councilmembers seeking to strengthen afterschool programs can get involved by facilitating collaboration and by working with others to address systemwide issues such as access, quality, staffing, funding, and transportation.

Municipal leaders have a unique opportunity to establish a community-wide vision about the need for and the importance of afterschool and its connection to the overall well-being of their cities. They can use their bully pulpit to bring media attention to the issue, to launch public awareness campaigns in support of afterschool, to hold commu-

nity conversations and forums, and to develop a framework for community-wide action.

When it comes to building effective afterschool systems, municipal officials are well-positioned to direct relevant city agencies to think strategically about how they can leverage public resources to support and strengthen afterschool programs. Mayors and councilmembers also can convene representatives from businesses, school districts, community-based organizations, and civil and neighborhood groups to focus their collective attention on key issues and to help set an agenda for citywide progress.

Last but not least, municipal leaders can do a lot to ensure that their cities are engaged in a variety of “on-the-ground” activities to strengthen the quality and accessibility of

local programs. Among the many avenues for city involvement: providing training and technical assistance to providers; arranging for transportation among afterschool sites, neighborhoods, and schools; allowing city staff to volunteer at programs and engage in the planning process; and working with the social services department to get senior citizens connected to afterschool programs.

EXAMPLE: Mayor Bart Peterson of Indianapolis created a cabinet-level position, the afterschool programs coordinator, to provide direction, build cohesion, and establish policy. The coordinator works with area providers to secure federal and state funding, map current afterschool programs by neighborhood, develop standards for afterschool, create marketing and media tools for the afterschool network, and improve the quality of programs by linking program providers. The result of this city-wide effort has been an increase in the number of students served by afterschool programs, as well as an improvement in the quality of these programs.

Engaging residents and key stakeholders takes time, as well as a commitment to developing a community-wide vision and goals.

Building support for afterschool starts with engaging the public and other audiences about the role of these programs in keeping children safe, supporting working families, improving academic attainment, and achieving other community goals. Mayors and councilmembers must be able to articulate messages that resonate and connect with diverse audiences. For example, business leaders may respond to concerns about declines in worker productivity in the late afternoon when parents are worried about children returning to empty homes without

supervision. Law enforcement officials are likely to focus on the potential value of afterschool programs in keeping children safe and reducing crime by or against youth. Many parents will see the academic and social benefits associated with enriching out-of-school-time activities. Framing the issue for different stakeholders, and then using these messages to engage the media and bring people together around a shared vision and goals, are essential steps.

All eight cities in the MLELO project participated in the national campaign, Lights on Afterschool! This public awareness celebration sponsored by the Afterschool Alliance builds awareness about the benefits of afterschool programs and the need for more resources. In Lincoln, Nebraska, for example, more than 700 students and their families attended the Carnival of Lights: A Celebration of Life Afterschool, an event where Mayor Coleen J. Seng presented a proclamation recognizing the positive impact of afterschool programs in the community. In other cities, officials have hosed Lights On! rallies, community forums, youth events, and more.

But simply raising awareness is not enough. Municipal officials also need to take the lead in convening diverse segments of the community to promote a lasting focus on expanded afterschool opportunities for all children. While there will always be differences of opinion and conflicting interests among community partners, mayors and councilmembers in particular can create a climate for progress by clearly articulating their hopes and expectations for cooperation among key agencies and organizations.

Municipal officials can foster collaboration by convening forums and involving community stakeholders in the planning of any citywide effort. Municipal leaders also can establish communication mechanisms to keep key stakeholders informed about after-

school needs in the city, to update partners on recent developments, and to share best practices and successes. This focus on regular communication helps to maintain a crucial sense of momentum and common focus across the city.

Last but not least, mayors and councilmembers can play a key role in ensuring that their cities' afterschool efforts incorporate the voices of those with the biggest stake in their success: young people. Youth involvement in needs assessment, mapping and planning efforts, and other activities builds buy-in and helps to ensure that afterschool programs reflect participants' interests and goals. For example, a YouthMapping initiative in the District of Columbia documented that summer youth employment opportunities were a top priority for D.C. youth and bolstered the case for increased city investment in these programs.

EXAMPLE: Initially, the City of Charlotte did not engage the community in the development of an afterschool program for the Beatties Ford Road Corridor. Tensions in the community were only overcome after the city invited more than 40 community members to play a leading role in designing a model middle-school afterschool program, with plans for expansion citywide.

EXAMPLE: In Spokane, students from the local high school were charged with mapping all of the resources for youth within a targeted city neighborhood. High school students conducted phone interviews and surveys of high school freshmen, discovering that many youth did not feel safe in their neighborhood and less than one in five felt supported by adults. These findings became the basis for student recommendations that had a significant influence upon the work of Spokane's project leaders and the broader community.

Municipal officials are well-positioned to build trust and support among schools and afterschool providers.

Mayors and councilmembers should not expect providers and schools to automatically welcome the city's involvement. Providers may see the city as a threat to existing programs because of issues of takeover and funding. Some might view the city as an "800-pound gorilla" intent on launching a new program to compete with those that already exist. Schools, for their part, may not see how afterschool can be a resource to support teaching and learning.

Mayors and councilmembers can build understanding and trust with providers by clearly articulating the city's goals, as well as the role they see the city playing in supporting afterschool programs in the community. The key is to define the value-added contributions that the city plans to make to support, and not supplant, current efforts. Municipal officials also need to identify and articulate the incentives that might encourage partnership among afterschool providers, particularly in instances when a municipality is not providing financial resources.

To build trust and support among school officials, municipal leaders can help ensure that afterschool programs include academic and enrichment activities that are tied to the school curriculum, reinforcing and expanding on the learning that takes place during the school day. City-school partnerships can take many shapes, including jointly funded afterschool programs.

Elected officials also can build trust and encourage closer ties between afterschool providers and schools — chiefly by serving as neutral parties to convene the groups and by helping them see the shared benefits of

working together to develop young people's intellectual, social, and emotional competencies. Toward this end, mayors and councilmembers can hold regular meetings, secure federal and state grants, and encourage the sharing of facilities. Moreover, to help make schools a hub for afterschool and other activities, city leaders can persuade community-based organizations and parks and recreation officials to contract with school districts to provide a range of activities including tutoring, sports, and other enrichment programs.

EXAMPLE: As Lincoln, Nebraska, launched its community learning centers (CLC) initiative, many afterschool providers were concerned that the new initiative would require them to change how their programs operate. To dispel these fears, a meeting was held between providers and CLC leadership — including a school principal, a school community site director, and parents. The goal of the meeting was to address provider concerns, and to demonstrate how the new structure would improve the quality of programs.

EXAMPLE: In Fort Worth, the city and school district are working closely together to support afterschool programs. As part of Fort Worth After School (FWAS), the city asked the school district to match its financial contribution to the program. A coordinating board was created to oversee the funding; it was co-chaired by an assistant city manager and an associate school superintendent. The coordinating board agreed to operate programs on school grounds and to evaluate the program on its ability to improve safety (the city's chief concern) and to support academics (the school district's priority).

Developing standards has to be a collaborative enterprise involving providers and the broader community.

A critical component in creating any citywide afterschool system is the development and implementation of quality standards. Mayors and councilmembers can help make the case for standards, emphasizing their role in ensuring that children are safe and that programs support their academic success and intellectual and social development. Municipal officials also can help build buy-in and a sense of ownership for standards by creating structures to give the community and afterschool providers a voice in their development.

High-quality standards have become increasingly important in the afterschool field. Funders are focusing more intently than ever on the quality issue, and they are allocating resources accordingly. Before investing city resources, municipal officials must address the quality of afterschool programs and consider standards as an essential strategy for improvement. In Grand Rapids and Indianapolis, the creation and implementation of standards had the immediate benefit of helping the cities secure 21st Century Community Learning Center grants from their states.

While other cities in the NLC project did not see these types of immediate financial returns, the creation of standards has helped to unify the programs. Standards development provided an opportunity for participants to come together around a set of shared goals for afterschool. In Fort Worth, for example, the MLELO team organized up-front discussions with providers, as well as focus groups so they could react to draft standards. Meanwhile, Grand Rapids leaders convened community stakeholders to build

support for the final standards and worked with providers to develop and test a tool for evaluating whether programs were meeting them.

Developing standards takes time, but the cities in the MLELO project discovered they did not have to reinvent the wheel. Instead, each of the cities reviewed existing standards researched by the National AfterSchool Association (formerly the National School-Age Care Alliance), as well as standards developed by other cities. Using these examples as starting points, the communities held focus groups and provider conversations to determine if the standards would work and what changes would have to be made. The cities then piloted draft standards with a few providers and made adjustments to fit local conditions and needs.

EXAMPLE: In Fort Worth, Mayor Kenneth Barr and Gary Manny, president of the Fort Worth Independent School District Board of Education, initiated the standards conversation by securing funding for Fort Worth Afterschool (FWAS). After reviewing standards created by several other cities, FWAS took the lead in developing standards for school-based out-of-school-time programs within the city. Once a standards framework was drafted, FWAS held meetings open to all providers. Buy-in from providers has enabled programs to adhere to these standards. While funding is not tied to the use of standards, afterschool providers receive training and professional development to ensure effective implementation of these standards.

Ensuring coverage in underserved communities requires both new investments and effective outreach to parents.

Equity and access issues are crucial considerations when building a city-wide afterschool system. Cities and their partners need to assess afterschool programs in light of where children and youth reside. Only by mapping community needs alongside existing resources can municipalities make sound decisions about future investments — and where quality programs are needed most.

Based on their survey and mapping efforts, municipal officials can raise awareness about program location and focus the city's energies on neighborhoods that are underserved. In several instances, cities in the MLELO project used GIS mapping to determine where programs are located in relation to where school-age children live.¹² Other teams mapped their communities on a school-by-school basis to identify afterschool programs for each school's students. Either way, communities used these techniques to first find the areas of greatest need and, next, to target funding to those areas in an effort to improve equity and access.

Expanding access in underserved areas is not only about the number of programs; it is also about the kind of support they receive. With most afterschool programs operating in isolation, cities can offer valuable support by helping to build networks and by teaming up with providers and community partners to focus on issues such as marketing, improving program quality, and increasing resources.

¹² GIS Mapping uses multiple layers of information to present where details are located. Often, GIS Maps are linked with a database to display information on a map depending on what the audience is interested in observing. GIS Maps in afterschool tend to show where afterschool programs are located and what they offer.

Local elected officials also can improve afterschool access in underserved communities by making parents aware of their options. From newsletters and websites to printed guides and telephone (2-1-1) information lines, cities can inform parents about the afterschool resources available to them and their children, while offering providers new pathways to boosting their enrollments. Other municipal leaders have held afterschool fairs where parents can register for programs in their area, and where providers can market their programs.

EXAMPLE: The Fresno MLELO team invested early on to survey afterschool program locations, identifying several communities that lacked afterschool. As a result, the city held a brainstorming session with other stakeholders to address the need for more academic enrichment programs in underserved neighborhoods. These discussions resulted in the development of the ScienceMobile. By placing a science academic enrichment center on wheels, Fresno was able to extend its services to a larger number of communities, spreading the wealth of learning to children and families in need.

City leadership is essential to ensure funding and develop plans for long-term sustainability.

Municipal leaders and their school and community partners need to make sustainability a priority from day one. That means learning everything you can about diverse funding streams and designing an infrastructure that will outlast the term of any municipal leader.

Funding is frequently discussed as the major challenge that communities face when attempting to develop a citywide afterschool system. Even with the growing support and

demand for afterschool, no community has sufficient funds to reach all young people with quality programs. However, with a strong infrastructure in place, cities can build a foundation for steady progress.

One key to sustainability is to be intentional and creative in seeking funds. That means researching various federal, state, local foundation, and corporate resources, as well as funds that tap into different components of afterschool, including youth development, crime prevention, obesity, child care, health and human services, family support, and nutrition. After the city and its partners have identified appropriate funding opportunities, municipal leaders can support the fund-raising effort by educating state and federal representatives, foundation and corporate leaders, and others about the needs of families in their communities.

Mayors and councilmembers also can take the lead in developing a long-term financing plan for afterschool. Cities must ensure that funds are used to support programs, while working with others to create an infrastructure that will help build the capacity of programs over time. This infrastructure should include collaborative representation from the school district, the city, and key partners in the community, such as neighborhood groups, the United Way, and the Boys and Girls Club.

Data collection is essential to long-term sustainability. Systems need to be in place to monitor the effective use of funds, to identify areas and neighborhoods in need of additional programs, and to evaluate the effectiveness of the program. A citywide sustainability plan also must consider how to build the capacity of providers through technical assistance, training and professional development, and pooling of resources to minimize duplication and address facility needs.

EXAMPLE: Since 2001, the mayor, city manager, and city council have made afterschool a citywide priority in Grand Rapids. Starting at the state level, the city worked closely with its state representative to pass a resolution requiring the state to review its current investment in afterschool, and to make recommendations to ensure that all children and youth in Michigan have access to programs. In 2003, when the Bush administration considered reducing support for the 21st Century Community Learning Center program, the city council, as part of this collaborative, passed a resolution opposing the recommendation. In addition, the city partnered with the United Way to develop a set of standards for afterschool providers and to apply for grants.

Good data is invaluable in making the case for community support.

Data brings credibility and urgency to the afterschool issue, supplying the facts that can undergird a compelling public message about the need for and the importance of afterschool. People

will support new investments and new approaches if they understand the challenges facing children and their families in the community — and data can help.

Data provides clarity about gaps in services and about how to target resources effectively based on need. Moreover, with an increasing emphasis on accountability in education, mayors and councilmembers can use data to help the public see the benefits of afterschool as a tool to support children's academic and social development.

EXAMPLE: In Charlotte, the Beatties Ford Road Corridor community used data to set an agenda for high-quality afterschool programs. The MLELO team used both qualitative and quantitative data sources, including student and community surveys, industry literature reviews, interviews with community leaders and stakeholders, focus groups, and site visits to local programs. Use of multiple data sources was effective in organizing community and city support, enabling municipal leaders and other advocates to make the case for afterschool based on the facts rather than emotion.

Appendices

Municipal Leadership for Expanded Learning Opportunities

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Collaborating Organizations

The following organizations were partners with NLC's Institute for Youth, Education, and Families in providing information, resources, and, in some cases, on-site technical assistance to the cities participating in the Municipal Leadership for Expanded Learning Opportunities project.

Academy for Educational Development, Center for Youth Development and Policy Research

1825 Connecticut Avenue, NW
Washington, DC 20009
Ph: (202) 884-8000
Website: www.aed.org

Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis, and innovative program design and management.

Afterschool Alliance

1616 H Street
Washington, DC 20006
Ph: (202) 347-1002
Website: www.afterschoolalliance.org

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private, and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010.

The After-School Institute

2 East Read Street, 3rd Floor
Baltimore, MD 21202
Ph: (410) 332-7467
Website: www.afterschoolinstitute.org

The After-School Institute is a Baltimore-based capacity-building organization whose mission is to provide afterschool programs with the training and support they need to offer children and youth quality afterschool and out-of-school opportunities.

Coalition for Community Schools

1001 Connecticut Avenue, NW
Washington, DC 20036
Ph: (202) 822-8405
Website: <http://www.communityschools.org>

The Coalition for Community Schools mobilizes the resources and capacities of multiple sectors and institutions to create a united movement for community schools.

Fight Crime: Invest in Kids

2000 P Street
Suite 240
Washington, DC 200036
Ph: (202) 776-0027
Website: www.fightcrime.org

Founded in 1996, Fight Crime: Invest in Kids is a bipartisan, nonprofit anti-crime organization led by more than 2,000 police chiefs, sheriffs, prosecutors, victims of violence, and leaders of police officer associations. The mission is to take a hard-nosed, skeptical look at the research about what really works — and what does not work — to keep kids from becoming criminals.

The Finance Project

1401 New York Avenue
Suite 800

Washington, DC 20005

Ph: (202) 587-1000

Website: www.financeproject.org

To support decision-making that produces and sustains good results for children, families and communities, The Finance Project develops and disseminates information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies.

Forum for Youth Investment

The Cady-Lee House

7064 Eastern Avenue, NW

Washington, DC 20012

Ph: (202) 207-3333

Website: www.forumforyouthinvestment.org

The Forum for Youth Investment (the Forum) is dedicated to increasing the quality and quantity of youth investment and youth involvement by promoting a “big-picture” approach to planning, research, advocacy, and policy development among the broad range of organizations that help constituents and communities invest in children, youth, and families.

Harvard Family Research Project

3 Garden Street

Cambridge, MA 02138

Ph: (617) 495-9108

Website: www.gse.harvard.edu/~hfrp/

HFRP strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. In its relationships with national, state, and local partners, HFRP fosters a sustainable learning process — one

that relies on the collection, analysis, synthesis, and application of information to guide problem-solving and decision-making.

National Institute on Out-of-School Time

106 Central Street

Wellesley, MA 02481

Ph: (781) 283-2547

Website: www.niost.org

NIOST's mission is to ensure that all children, youth, and families have access to high-quality programs, activities, and opportunities during non-school hours.

Public Education Network

601 13th Street, NW

Washington, DC 20005

Ph: (202) 628-7460

Website: <http://www.publiceducation.org>

PEN is the nation's largest network of independent, community-based school reform organizations. Dedicated to increasing student achievement in public schools and building broad-based support for quality public education, PEN works to educate the nation about the relationship between school quality and the quality of community and public life.

U.S. Department of Education

Office of 21st Century Community Learning Centers

400 Maryland Avenue, SW, Washington, DC 20202-0498

Ph: (800) 872-5327

Website: <http://www.ed.gov>

The mission of the U.S. Department of Education is to ensure equal access to education and to promote educational excellence throughout the nation. The Department annually produces hundreds of publications on education topics.

Resources

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Andria Fletcher, *Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs*, Center for Collaborative Solutions, available at: http://www.nccenet.org/funding/balanced_funding_paper.htm

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The Finance Project, *Sustaining Comprehensive Community Initiatives: Key Elements for Success*, available at: <http://www.financeproject.org/Sustaining.pdf>

The Finance Project, *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community Schools Initiatives*, available at: <http://www.afterschool.gov/feddollar.html>





**Institute for
Youth, Education,
and Families**



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