

Municipal Leadership to Build Citywide Afterschool Systems

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National League of Cities (NLC) & Institute for Youth, Education and Families (IYEF)

IYEF program areas:

Afterschool/Expanded Learning Opportunities

Early childhood

Education (K-12 and postsecondary access)

Family economic success

Disconnected youth

Youth participation/leadership

Combating child and youth obesity

Gang prevention

- IYEF connects cities with state-level efforts to build partnerships, impact policy and funding through the C.S. Mott Foundation's Statewide Afterschool Network efforts... **i.e. New York Statewide Afterschool Network**

Education not an “official” Mayoral responsibility, but ... it’s all connected.

- 1) Education/skills = workforce and college preparedness & readiness = jobs = income = economic stability = home ownership = tax revenue for city \$\$\$
- 2) Education = healthier lifestyles & positive behaviors (less city resources for services) = job stability = tax revenue
- 3) Afterschool is the best place for cities to impact educational and youth development outcomes

Involvement in Afterschool Makes Sense for City Leaders

- Park and Recreation Departments
- Police Departments/Juvenile Courts
- Libraries
- Mayor's Youth Councils
- Arts Commissions
- Museums
- Community Policing/ Police Athletic Leagues
- Fire, Public Works, Health and Environment Departments
- Workforce Investment Boards

Afterschool Aligned with City Priorities

- Build Workforce/ Economic development
- Help working families
- Strengthen public safety/Crime prevention
- Reduce time for risky behaviors
- Ensure the health and well-being of communities
- Support academic achievement
- Increase youth civic participation, pride and service
- Develops character, talents, life skills, interests of young people

The Four C's of the Municipal Official

- Champion
- Catalyst
- Convener
- Connector

Overview – System-building elements

Six elements of a coordinated afterschool system identified by The Wallace Foundation:

1. Committed leadership
2. A public or private coordinating entity
3. Multi-year planning
4. Reliable information
5. Expanding participation
6. A commitment to quality

27 Cities highlighted in new NLC Report “Municipal Leadership for Afterschool: Citywide Approaches Spreading across the Country”

Alexandria, Va.

Fort Worth, Texas

Philadelphia, Pa.

Atlanta, Ga.

Grand Rapids, Mich.

Portland, Ore.

Baltimore, Md.

Jacksonville, Fla.

Rochester, N.Y.

Boise, Idaho

Louisville, Ky.

San Francisco, Calif.

Bridgeport, Conn.

Nashville, Tenn.

Spokane, Wash.

Charlotte, N.C.

New Orleans, La.

St. Louis, Mo.

Charleston, S.C.

Newark, N.J.

St. Paul, Minn.

Cleveland, Ohio

Oakland, Calif.

Seattle, Wash.

Denver, Colo.

Omaha, Neb.

Tampa, Fla.

Silos

Cities Oversee Individual Programs

Lack of Coordination

Gaps in Participation

Impact Unknown

Gaps in Access

Variation in Quality

Key Findings: Coordination improves quality and access



After-school: from fragmentation to integration

Four Keys to Ongoing City-wide Coordination

BEFORE...

- Waste of city resources
- Uneven program quality
- Fewer children participate
- Public skepticism
- Children lose



LEADERSHIP: Mayor tasks coordinating group to set priorities, involve after-school programs, and collect data.

DATA: A complete city after-school picture – service gaps, children’s participation, program quality – emerges.

QUALITY: Coordinators set standards, then use assessment and training to lift program quality.

PARTICIPATION: With carrots and sticks, coordinators nudge programs to meet attendance goals.

AFTER...

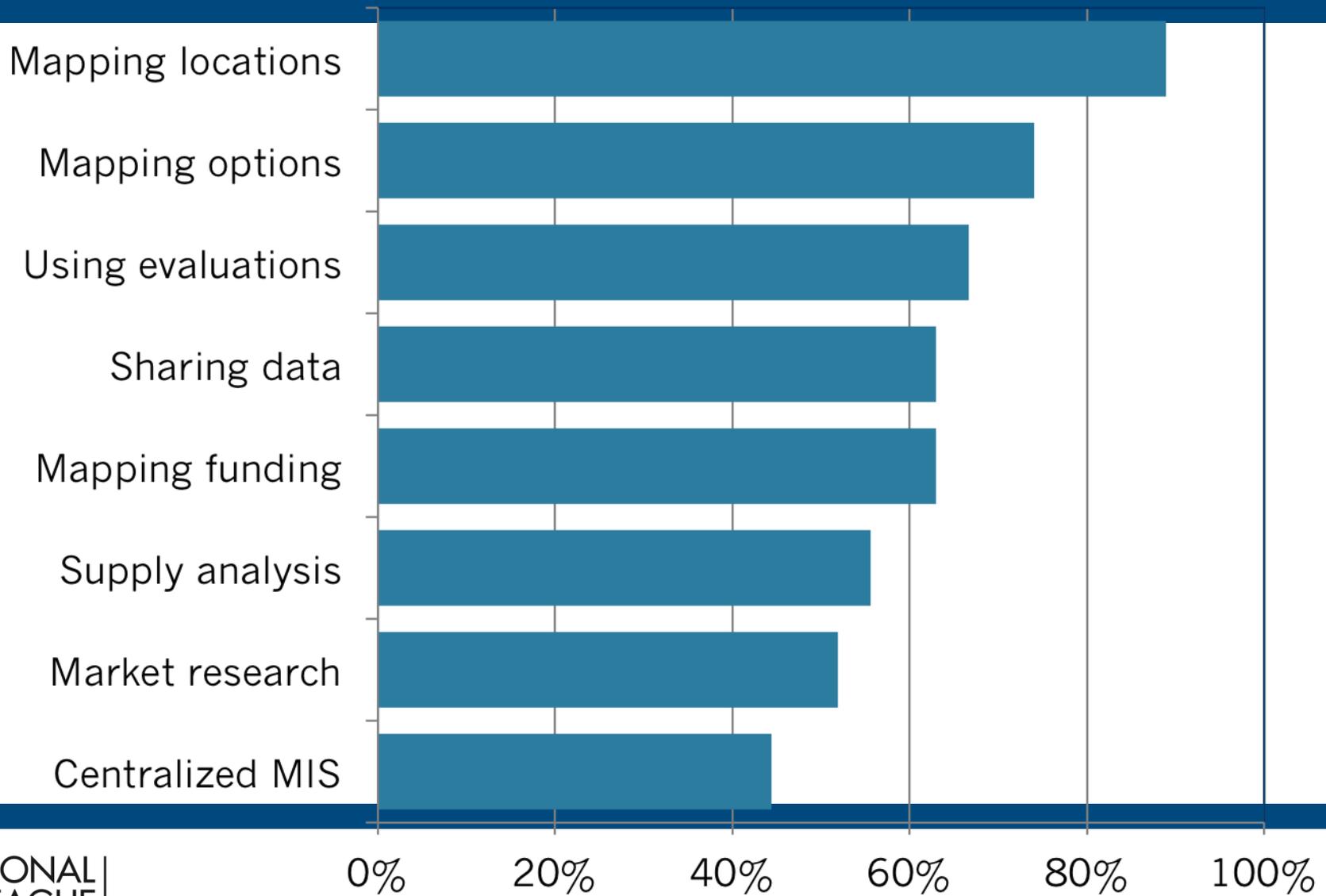
- Smarter use of city resources
- Program quality improves
- More children participate
- Public support
- Children gain



Citywide approaches are spreading



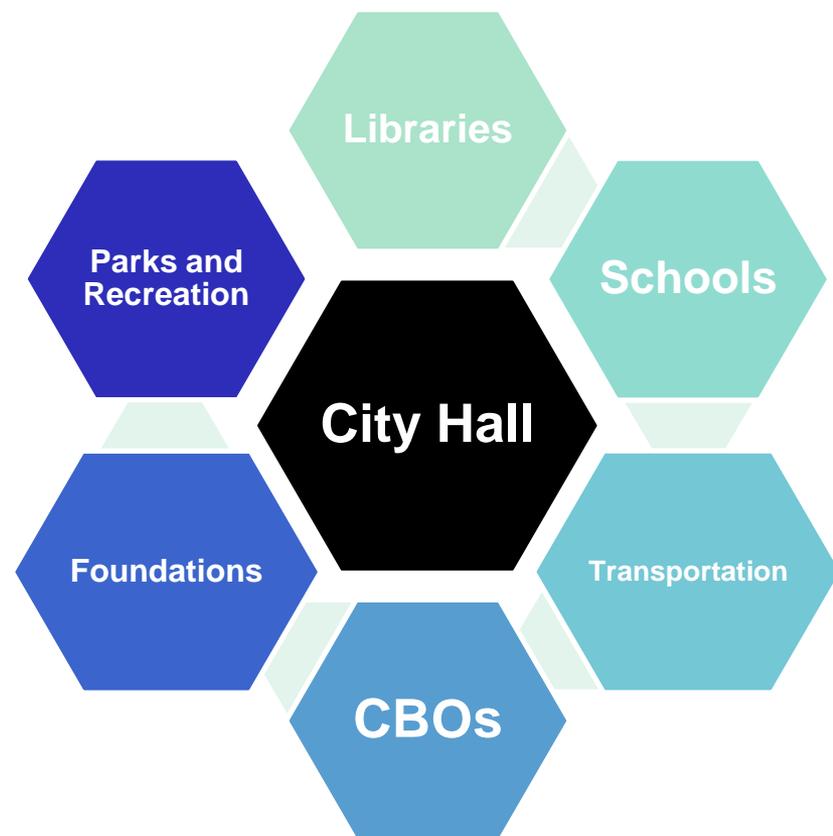
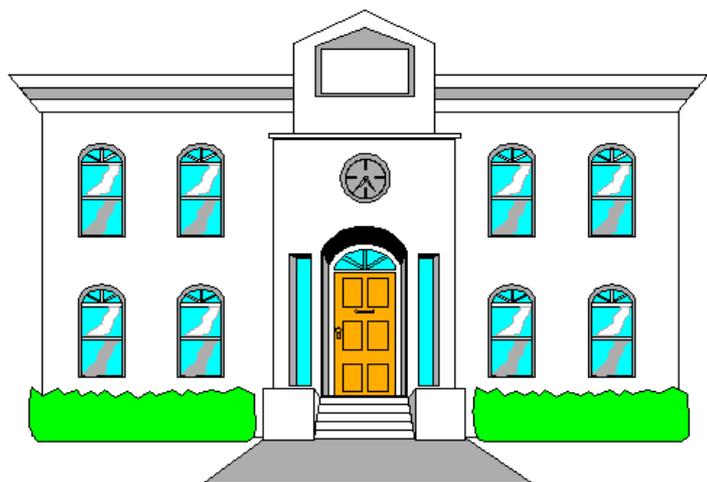
Findings: Ways cities and partners use data



Key Findings: Quality Matters

- Quality Standards
- Quality Assessment Tools
- Professional Development Training

Key Findings: Municipal Financial Investment



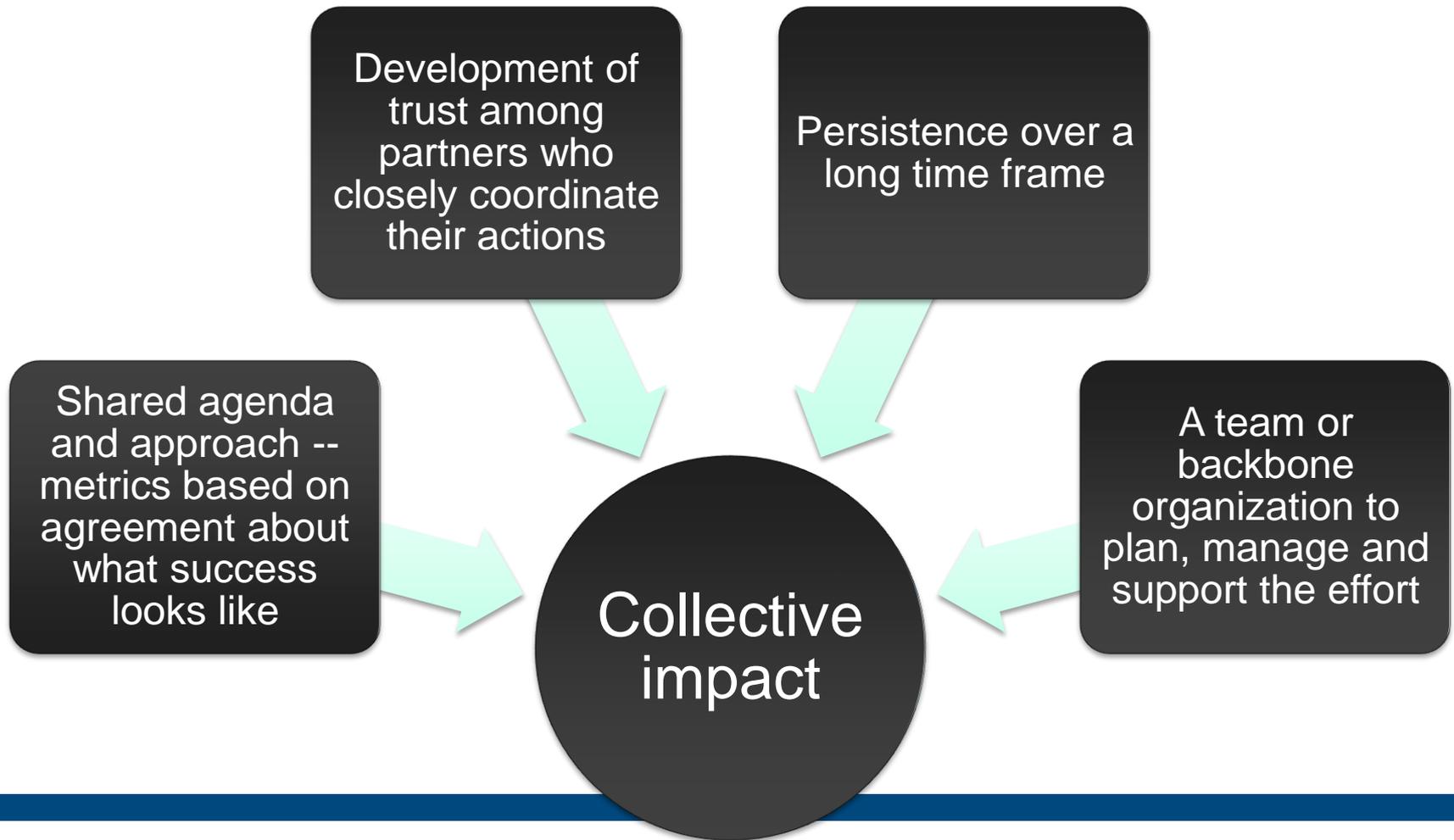
Key Findings: Change in how cities do business

The transition to a citywide approach alters perspectives, deepens local partnerships, improves sustainability and generates momentum for continuous improvement.

System Benefits for Individual Programs

- Joint professional development
- Part of community effort to reach common goals
- Potentially able to access more funds
- Marketing of program
- Targeted programs to youth who need it – create more programs/reduce duplication
- Connection to greater partnerships/resources
- Support with quality improvement efforts
- Joint data effort can give real time info to better address student needs (i.e. school data) and determine impact
- Efficiencies of scale
- Sustainability

Key ingredients for success



City Examples

Charlotte, NC – Increased public will and partnerships led to new financial resources and new afterschool programs.

- ❑ **Councilmember led effort to survey middle school students to determine need.**
- ❑ **Engaged neighborhood leaders to build public will.**
- ❑ **Used crime prevention slant to explain importance to city leaders.**
- ❑ **\$60,000 from city council & school board match developed middle school afterschool program**
- ❑ **Brought in \$450,000 in WIA funds for entrepreneurship programs in AS settings.**
- ❑ **Ongoing with support from Police Chief to expand to 3 middle schools.**

Fort Worth, TX – Formed intermediary organization and generated new dollars to sustain program from sales tax. Improved program quality by creating standards

- ❑ **Crime prevention \$.01 sales tax passed, 10% of funds raised directed to afterschool (\$1.4 million). Joined with \$1.1 million from school district to create Fort Worth After School (FWAS). Ongoing.**
- ❑ **FWAS Coordinating Board consists of top city/school leaders.**
- ❑ **Created local afterschool standards. FWAS conducts trainings/professional development opportunities for providers.**

City Examples continued..

Grand Rapids, MI – Identified local resources and gaps in services and afterschool needs

- ❑ **Mayor and school board president lead effort and formalized their alliance through a MOU that created a city-school committee.**
- ❑ **Surveyed providers more than 700 providers, conducted gap analysis, and GIS mapped neighborhoods.**
- ❑ **The committee's work improved communication, developed high quality standards, created an online family resource guide, a 211 number, and the ELO network of providers.**

Denver, CO – Conducted a community assessment & mapping resulting from the development of a citywide vision

- ❑ **Mayor's Office of Education and Children convened community to develop a citywide vision for afterschool.**
- ❑ **Surveyed over 600 providers to find out about programming and needs.**
- ❑ **Created searchable online program locator tool hosted by city's website.**

City examples continued...

Boise, ID – Mayor established Mayor’s Council on Children & Youth. Completed a youth mapping process and developed neighborhood-based programming.

- ❑ **New Council evaluated afterschool need. Determined disinvestment areas of city through GIS mapping. City agencies formed team to compile all youth services.**
- ❑ **Developed the Boise After3 website (www.after3.org) launched to help parents access age-specific programs.**
- ❑ **Public engagement campaign brought neighborhood-based services via Mobile Recreation program. Opened three branch libraries. Partnership with the Boise School District for two new school-based community centers.**

Florence, SC – Mayor’s Coalition to Prevent Juvenile Crime focused on afterschool strategy

- ❑ **Former Mayor Willis created broad-based high-level stakeholder group committed to afterschool. Put organizational resources on the table, but no dollars.**
- ❑ **Opened four teen centers with 3 basketball centers open until 10:30pm. Created summer camp for alternative school students. Job skills training for 230 high school students, secured jobs for 177. Credit Recovery at 3 high schools (365 students enrolled 437 credits earned).**

Impact: Cities use systems to improve services to kids

- Grand Rapids, Mich. - Program participants less likely to participate in risky or criminal behaviors. 25% drop in juvenile offenses from 2006-09 as afterschool programming expanded
- Bridgeport, Conn. - Lighthouse program participants outperformed district average on standardized test scores
- Louisville, Ky. - better school attendance, behavior, and academic performance for regular program attendees
- Portland, Ore. - improvement in reading and math scores
- St. Louis, Mo. - Better attendance and behavior; 3,200 new program slots added
- Denver, Colo. - better school attendance, lower dropout rates
- San Francisco, Calif. - slots available for 94% of youth in 2009-10

More Information

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