



**NATIONAL LEAGUE OF CITIES**  
**Institute for Youth, Education, and Families**

*City Leaders Engaged in Afterschool Reform: Lessons from Across America*  
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*Moderator:* **Audrey Hutchinson**, Program Director for Education and Afterschool  
Institute for Youth, Education, and Families  
National League of Cities (NLC)

*Speakers:*

**Tammy Papa**, director, The Lighthouse Program, Bridgeport, Conn.  
**James Shaw**, project director, Mayor's Coalition to Prevent Juvenile Crime, Florence, S.C.  
**Janet Wolf**, director, Youth and Family Programs Division, Salt Lake City, Utah

*HUTCHINSON:* Good afternoon. My name is Audrey Hutchinson, the Program Director for Education and Afterschool Initiatives at the National League of Cities' Institute for Youth, Education and Families. I am delighted to moderate this session today, "City Leaders Engaged in Afterschool Reform." Today's audioconference will help municipal officials explore why the mayors and councilmembers are concerned about the availability and quality of afterschool in their cities, and how municipal officials can take a leadership role in the creation, expansion and improvement of afterschool programs. It will also explore strategies and challenges in creating such systems and helping make the case to build public will for afterschool. We're also interested in exploring how cities can connect to statewide efforts to impact state afterschool policies.

We're fortunate to have local experts who will highlight practical steps and strategies when building a citywide afterschool system or expanding learning opportunities to address the needs of young people during the afterschool hours. If you have questions during the course of this audioconference, please e-mail [karpman@nlc.org](mailto:karpman@nlc.org).

Before I introduce the panelists, I would like to provide context for this meeting. I want to start out by saying that through the work that the National League of Cities has been doing in 14 cities previously, and currently 12 cities, across the country, we have learned that cities are taking a leadership role in afterschool, and in our National League of Cities surveys, many cities are making afterschool a top priority, and they're seeing the connection between afterschool and other city priorities such as public safety, economic development, how active schools support working families, and how it is working to improve academic outcomes for kids.

Through the work of our 14 cities, we have learned that municipal leaders can advance an afterschool agenda by working with their community partners to develop a community-wide vision for afterschool. Municipal officials are well-positioned to build trust and support among school and afterschool providers. They are in a position to collaborate with providers and the broader community about improving standards. And they're well positioned to

work on long-term sustainability to make sure that these programs remain in place.

There are many, many lessons learned, and I would like to direct you to some of our resources. I have only given you a few highlights. For additional ways, you can go to our website, which is [www.nlc.org/iyef](http://www.nlc.org/iyef), and you can download reports, "The Afterschool Hours," our action kids and our strategy guides, as well as the framework for quality afterschool program, which is a document put out by the Mott Foundation at [www.mott.org](http://www.mott.org). I want to also use this opportunity to say that our work is being sponsored by the Charles Stewart Mott Foundation, for which we are very grateful.

Before I turn it over to the panelists, I'd also like to announce that the National League of Cities will be sponsoring a National City Afterschool Summit, May 22-24 in Washington, DC. And I encourage all of you to sign up for that summit by contacting Bela Shah. Her e-mail address is [shah@nlc.org](mailto:shah@nlc.org).

Now we are lucky to have three speakers who are part of the National League of Cities' newly created technical assistance project, "City Leaders Engaged in Afterschool Reform," which we affectionately call CLEAR. We are working in 12 cities now, and the three cities that are represented on today's call are the City of Bridgeport -- we have Tammy Papa. She is the Director of the Lighthouse Program and the city lead for the CLEAR project. We also have Jim Shaw, who is the Project Director for the Mayor's Coalition for the Prevention of Juvenile Crime from the City of Florence, South Carolina. And from Salt Lake City, Utah, we have Janet Wolf. She is the Director for the Youth and Family Programs division for the City of Salt Lake City.

I'd like to turn this over to my panelists. And I will start by asking some general questions, and each of the panelists should feel free to answer. My first question is what data or trends drove your cities to address the afterschool needs facing youth and families in your city? Tammy?

**PAPA:** Sure, I'll start. I know that in Bridgeport we had looked at quite a few things. First of all, I should say that afterschool has been operational in Bridgeport since 1993. However we have expanded over the past five or six years to include all of our public schools offering afterschool programs. In addition to that, we have numerous non-profits that are out there and community centers and faith-based agencies that are also providing afterschool programs. However, what we found, especially through our work with CLEAR, is that a lot of these agencies have waiting lists. A lot of the schools have waiting lists. So we've been looking at school record data on testing, the waiting lists, crime statistics in specific areas, and of course, decreasing funding to figure out how we're going to not only sustain the programs that we have and keep serving the number of children that we have in them, but also how are we going to get these kids off the waiting list and into programs.

**HUTCHINSON:** Jim and Janet, can you share with us your data or trends that drove your city to address afterschool needs?

**WOLF:** Sure. In Salt Lake City, there were a number of factors that I think we could say coalesced in the late '90s. In 2000, our current mayor was elected for his first term, having campaigned on the issue of providing afterschool programs in Salt Lake City at that time. And since then, the following factors have been alive and well -- first, we have an increasingly minority and low-income population moving into the city. About 64% of our families are

working families, whether they're dual-headed or single-headed households. We have had for these same years long waiting lists and not enough program slots in the city for afterschool.

More recently, in the last, I'd say, year, our United Way of Greater Salt Lake named inadequate child supervision as one of a few serious and major contributing factors to poverty in Salt Lake City. And so I'd say given the changing demographic, afterschool has really become much more front and center here in Utah.

*HUTCHINSON:* Jim?

*SHAW:* Yes, in Florence, South Carolina, we have been having a lot of problems with crime in certain areas. And what we did was we enlisted the help of someone with a Ph.D. in Psychology from the University of South Carolina. And we conducted a needs assessment, and collected all the data from our sheriff, our police, Department of Juvenile Justice, probation and parole, on juvenile crime, what happened and also on the location of the crime and the location of the homes of the juveniles that did it. And after seeing the data, which was a little scary, that drove us to say, what are the times? The needs assessment also took into consideration what time were the crimes committed? And they mirrored the national data, which says that it happens after school. So there was a definite need for more afterschool programming and more things for the youth to do. And we also have a growing trend of organized gangs coming into certain sections, and that also has prompted us to move to give the children a choice as to what they do after school.

*HUTCHINSON:* So it sounds like good data is invaluable for making the case for afterschool, just having listened to the three stories. And let me go to the second question -- what has been the main motivator for your city government to take a sustained role in leading collaborations on afterschool?

*WOLF:* Well, in Salt Lake City, we really had a big paradigm shift to make. The city really had, prior to Mayor Anderson's election, focused much of its effort on physical infrastructure issues. And it wasn't really until we coined the term "human infrastructure" and started talking about the real needs and positive effects of considering afterschool as an essential service that we got somewhere. And Audrey, you had mentioned earlier that afterschool clearly has an impact on public safety and economic development. That's really an important tack, and one that we've used more and more and seems to really get through. So there were always champions for our programs, and luckily they were always in the majority, even just by one. But we had other people we really did need to convince, and that's largely the way we did it.

*HUTCHINSON:* Talk a little bit, any of the panelists, about the collaborations and the partners that you have engaged and what it took to engage the partners, and what role the city played in doing so, as you think about your citywide afterschool system-building work.

*SHAW:* Audrey, what Florence did was we engaged the entire city. We had different committees in our coalition that all worked towards this. We have a faith-based group and faith-based coalitions that are working with us. We have business -- the Chamber of Commerce and other interested business individuals; education and the schools around it. Law enforcement also is involved. And another committee called Human Services, which is things like Department of

Health and Environmental Control, mental health, nursing programs of different universities that are around us and the hospital systems -- all of them are members of the coalition. And they're all working with how can you address the needs of not just afterschool, because to take care of children after school, you might also have to address the needs sometimes of the parent. So you're addressing a family issue, too.

So when you're looking at afterschool, how I keep the child occupied, you may have to provide transportation and different things along those lines, and also do some things for the parent. So we try to attack it from every area. And how can we collaborate with the churches and the schools providing transportation back and forth? And what we did was we actually are going, instead of taking it to sites where we actually have it, the great need areas are some of the public housing complexes that we have in communities. We're taking our afterschool programs and putting them right on that site. That way transportation is not a problem. And we also marry in the Human Services and bring in health education, health screenings and everything else, not just for the children, but also for the parents, too. And then we have youth jobs that we use in the same way. So we collaborate, trying to help the whole child, because if he's got a job also, that's also a valuable tool to learn.

*HUTCHINSON:* Absolutely. And tell me, how is Bridgeport approaching this collaboration? Who are some of the partners, and how did you get them to become engaged?

*PAPA:* Well, the city itself is the largest provider of afterschool programs through the Lighthouse Program. So we're in about 28 schools and we deal with 14 different providers right off the bat. So of course, they're always engaged. We're in constant contact with them. But you know, we have had the opportunity to pull other folks into the mix. And some of those partners include our public libraries. We've got the police department in there. Of course, a wide range of folks from the Board of Education. We've got our local community agencies now coming to the table that may or may not be a part already of the Lighthouse Program. We've got the Bridgeport Housing Authority, which of course handles a lot of our low-income and Section 8 housing. We've got our advocacy groups and museums and higher education all at the table. We've got the Girl Scouts -- you know, some of the same ones that everybody I'm sure has. And we have two of our area foundations as well that have come to the table. And essentially the Mayor sent out a letter inviting everybody to the table.

Seeing as how we're the largest provider, he thought that it would be a good start for us to at least get the ball rolling, come up with a comprehensive plan that somehow everyone could live by -- you know, it would need to be tweaked, whatever -- but let's get everybody around the table. So we've had a good 30 to 40 people come to the table for every meeting thus far. So we're hoping we can sustain that over the long run.

*HUTCHINSON:* And this is a good segue into my next question, which is, you touch on the role of leadership that your mayor has provided in terms of sending letters out to participants. What are some additional roles of city government in addressing the afterschool needs and in building afterschool assistance that you have experienced in your cities? And this question is for all the panelists.

*PAPA:* I know in Bridgeport that the Mayor is taking an active role in fundraising. And he's really reaching out to the private foundations and corporations in and around the city to try

and spread the word. We recently got a nice match from one of our local companies. And then he is soliciting other corporations to kind of meet that match. And that will go to help support afterschool in Bridgeport.

But the city itself does a lot of training and technical assistance, and all of the invites go out to every agency, whether they're currently offering programs under the city's Lighthouse Program or not. They get an invitation, and many do participate in those training and technical assistance -- you know, things that they can do to better their programs within their own sites.

*HUTCHINSON:* Janet?

*WOLF:* Yes, in Salt Lake City, I would echo a lot of what Tammy has already mentioned, and add that in Salt Lake, accessing federal funding that goes to municipalities, for instance, has been a key way for us to bring partners to the table as well as finance programs. We are also indirect service. We are heavy into partnerships.

But one of the more rewarding things, I'd say, that we've been able to accomplish through our leadership role is in our city parks. Our youth city afterschool and summer programs have located, among other places, in three buildings in three city parks. And each of these parks have other entities present. The city's largest park, Liberty Park, is a great example, where a county swimming pool, privately run tennis courts, our Tracy Aviary and the Utah State Folk Arts Museum all inhabit this park. And it really wasn't until we arrived on the scene and started looking around and realizing that we had remarkable amenities for kids right there if we brought people together, and have I think created some really wonderful synergy that now goes on for kids in terms of programming and opportunities there in these parks.

*HUTCHINSON:* Jim?

*SHAW:* Well, the greatest benefit really is when you sit around the table and you pull everyone together, each person has their own ideas and agenda. And the advantage of putting them all together and looking at one thing -- children afterschool -- is then you see what resources can you bring to the table that are sustainable -- not just grants that tend to run for a couple of years and go out. But what do you have right now in your agency that you can provide to help youth? Things that we found like, the Department of Mental Health saying, "You know, we can put some counselors in some of these housing projects right now to help some of the youth in afterschool that are struggling with that. Domestic Violence Coalition came on board and said, "You know, we can do stuff for not only the parents, but for youth that are having problems with this." So I think there are a lot of things you can do just because you're sitting at the table talking that you can share and that the different agencies and organizations can give to you.

*PAPA:* That you might not have thought of beforehand -- I totally agree with that.

*HUTCHINSON:* Each of your cities is interested in creating a citywide system for afterschool. I know we're working with you in the CLEAR initiative. What do you think will be the benefit of such a system and what does your city hope to achieve? And the second part of my question is, what do you see as some of the key elements or components of building a

citywide afterschool system?

*SHAW:* Well, I can say what Florence basically hopes to achieve is your afterschool program, one, if it's a quality program, you're keeping children off the street during high crime hours. But the residuals of that are if and you have a quality program and there is also a strong academic component to it, you're giving a child a chance to stay on task and on standard with their work in school. Because one of the things you're battling is the child dropping out. And if the afterschool program can not only provide activities, resources for the child after school, but also provide an academic component where they can get help in homework centers and stay on task and on target in school, your dropout rate, which nationally is very high -- and since 70% of your people in prison are high school dropouts, it will tell you that as you work on this, you're going to reduce crime overall. It takes time, but it's something that you have to work on. Now that's a residual that we'll see.

*WOLF:* I couldn't agree with you more, Jim. I think that's really well said. In addition, in Salt Lake I think we have stayed very focused as well on what we call positive youth development, which includes character and citizenship development. We really believe that one of the most important roles of the city in the life of a child is to build their notion that they are their city and they need to feel connected to their city and help improve the city and be proud of the city so they can take over for us when they grow up. And we really focus on community service in this regard in our program -- it's not our only focus, but it's important to us and we haven't lost sight of that fact that we're building good citizens.

*HUTCHINSON:* What are some of the other components of system building that you're looking at in your city? Tammy, do you have anything to add?

*PAPA:* I was just going to say that I think in reference to your last question, Bridgeport certainly has some of the same things that have already been mentioned. But we also looked at it a little bit more comprehensively in the respect that -- I don't know, maybe we're trying to do a little bit too much. But we're looking first of all at integrating what we do afterschool with what we do during the day. A lot of our programs are doing a really good job at it. But then some of the local community centers are struggling. You know, it's very difficult to find the money to pay the kind of staff that you want to pay or do the training that you want to do to make sure that people can really get in there and help support what kids are doing during the day. We are focusing a lot of our efforts, as Jim has said, in higher crime areas and really trying to get the kids the support that they need right there within the school. But we're also, as Janet has mentioned, really looking to focus on where we want to go with these youths and what type of activities can we do that are going to help support them not only now, but in the future, making them more productive citizens.

So we're looking at not only integration, but quality and accountability tools. How are we going to sustain these programs over the long run, as Jim mentioned before? Looking at some of the partnerships that you can develop -- that may not mean just going after all the grants that you can find that are eventually going to expire. But what other resources exist out there? And letting folks know the importance of afterschool -- really making afterschool a household name is one of the main goals of what we're trying to do with this.

*WOLF:* Audrey, I'd like to add one more thing, which I'm sure is going on in other cities today with the erosion of arts education in school, and actually physical activity -- physical education -- those are two critical pieces of quality afterschool program. And we're so lucky in some ways to be able to offer these outside-the-box -- or at least outside the core academic classes and programs that really feed positive development in core subjects as well. So we've really capitalized on those opportunities because we're not in school.

*HUTCHINSON:* Absolutely. I want to pick up on something Tammy just said in terms of sustainability. I'm curious to know how you are working in your cities. Are you making the case to your public in terms of building public will for afterschool? We know that any system building efforts requires the buy-in of the larger public, the public who has kids or don't have kids. So I wondered how you are making the case. How are you selling this to them? What are some of the strategies you're using to sell afterschool to the broad public?

*SHAW:* We use data. All the students in the afterschool program, we follow their attendance in school, their grades, behavior, refer to discipline referrals from the year before. And if you show that grades are increasing, attendance is increasing and discipline referrals and administrative hearings are decreasing, you're showing a positive impact. That's one way that the education committee can show. Naturally your business partners, the ones we have anyway, are very much data driven and saying they're outcomes driven. They want to see what success is your program having -- not so much how many students are involved, but what success are you having with reducing crime in that section? What success are you having in reducing dropouts in that section? How many of the kids are progressing academically and staying on grade level and doing well? They ask all those questions because those people tend to be very much driven by outcomes. So that's what we give them.

*WOLF:* I agree, and would only add that we, through public opinion polling, have had the fortune of assessing public opinion about afterschool in Salt Lake City. And it really does reflect national statistics. We have overwhelming support among Salt Lake City voters for out-of-school time programming. So in that sense to the broader public, we don't have to sell too much, luckily.

*PAPA:* I would say the only thing that might be -- and I'm sure other cities are doing it that are listening, and I'm sure both Jim and Janet are doing it in their respective cities -- but we invite as many people in as possible on a regular basis. Any type of event that goes on, we make it a special event. And whether it's the local businesses that are invited in, whether it's parents, teachers from the school day, we make it a big deal. Everything that the kids do in the afterschool program, we try to have a special event at least monthly where folks can come in and take a look at what's going on. We give special tours. We make a huge deal, of course, out of the afterschool day that happens in October.

And sustainability is an issue. I don't think that any of us is going to say that it's really easy to do that, to sustain programs, especially when you've gone to scale, as some people probably have. But there are ways that you can reach out to the community, let your voice be heard. We've had a couple of independent studies done on us, studies that we haven't paid for, which of course hold a lot of weight in the business community and with legislators. Because they need to know that whatever is going on after school is making a difference. So we've been

able to show that, and I think that's helped us, and will continue to help us. But data is very, very important. I couldn't agree more with Jim's comments.

*HUTCHINSON:* You touched upon sustainability as an issue or a challenge. And this flows nicely into my next question, which is what are the greatest challenges that your cities have faced so far in trying to create a system for afterschool. And has the size or the character of your city been an advantage or disadvantage as you seek to overcome these challenges?

*PAPA:* I can only speak for Bridgeport, of course. It's a city with about 140,000 people. I think trust is always a factor. It is one of our challenges. Not everybody that comes to the table is going to trust everyone else. So it takes a lot of effort, and sometimes the best person to do that isn't always the mayor because that brings with it its own challenges. But it's deciding who is going to take on a leadership role. How are we going to share in the leadership role? Those are some of the challenges that we're facing right now. And wherever you are, politics plays a role in the character of your city.

And in our particular case, we've got a mayor that's really, really supportive of afterschool. He's an educator. Before he became mayor, he was an educator for over 20 years. So he's supportive. And for us, that's been a huge help. And I really think that for the most part, the folks in the city, the character of our city is one in which people come together when they need to. I'm not going to say that people aren't going to look out for themselves when they need to in their organizations. But when you're talking about kids, the long and the short of it is you may not trust one another up front, but you're all trying to accomplish the same thing. So one way or another, it'll get done. It's just kind of getting past the trust issues and the leadership issues and who is taking charge or control, whatever kind of word you want to use. But those have been some of our greatest challenges.

*HUTCHINSON:* I'm curious to know the city size of the other cities and to hear your perspectives on the challenges.

*SHAW:* We're a little over 40,000. We're not that large. We have the same issues though. It's turf.

*HUTCHINSON:* That's Florence, South Carolina.

*SHAW:* Yes, Ma'am. I'm the only one who says "Yes, Ma'am," so you're sure -- (laughter)

*HUTCHINSON:* You know you're from the South. (laughter)

*SHAW:* You know I'm from South Carolina. (laughter) The thing that -- you know, Tammy said it. Each person comes with their own agenda and their own thing. And they're so afraid of their turf being infringed upon. Instead of saying, "How can we all share to get at the problem?" The business people -- some of them were our toughest challenges. And we went to them and said, look, with the economy the way it is -- you know, jobs are going overseas and so forth -- you're competing with all cities for jobs, and even overseas. If you have a high crime rate and you're not addressing the needs of your kids, what business is going to want to relocate

where you are? Who is going to want to come there? So that's the best hook we've got for business to come in, is that this is impacting you. This is impacting your pocketbook.

And the other one is if you don't take a stake in afterschool and helping the kids, we also know that there's an act that passed in South Carolina called the Education and Economic Development Act, which means you're trying to get them moving towards careers, career exploration and different clusters of jobs. And we're also touching on that in our afterschool, which means you're trying to also make that child a healthy citizen, but a step farther than that is a healthy citizen that's prepared to go into the workforce. And this is something that business people really embrace. They jump right up and go, "Hey, that's what I'm looking for."

*WOLF:* Salt Lake City, Audrey, is 180,000. And again, I echo my colleagues comments. If I might throw in maybe some different things more relevant perhaps to our environment in the West, the State of Utah has a very low per pupil spending ratio for education. And so one of our great challenges, I think, is to bring this afterschool or out-of-school time issue front and center when in-school is such a problem, and terribly under-funded here. We also have the highest birth rate in the nation here in Utah, and so we've got a lot of kids. And that really does create enormous challenges for education. So we really are committed to a collaborative voice because it isn't one or the other. It needs to be support for both in-school and out-of-school.

The other thing that I might throw out because it might be relevant to some of our listeners is that confronting the need for afterschool really entails confronting changing families - in our case, the urbanization of it. And so I think we've had to find ways to talk about working parents and be supportive of that notion instead of living with this more old-fashioned notion here about moms particularly belong at home after school with kids. And the economic realities here are the same as everywhere. And I can't imagine we're the only ones who have had to confront that changing idea about what do our families look like and where are parents, not necessarily because they don't want to be home, but because they can't be.

*PAPA:* Yeah, sure, I agree with that. And I think Jim has touched upon it, and now Janet has a little bit, too. I think one of the biggest selling factors to our business community and getting them involved where they had presented challenges up front was the simple fact that this affects their workforce. And if moms and dads are constantly calling home to see how their children are doing after school to make sure that they're okay, it's going to affect work productivity. So we've always tried to have it have some type of an economic impact, and I think Jim touched upon that as well, on what we do after school, how it impacts the city economically and the local businesses.

And then in reference to character -- and I'm sure a lot of folks on the line can probably relate to this -- Bridgeport is extremely diverse. We have over 60-some-odd languages being spoken in our public schools. But we try and look at that, and everything that we do is a positive because with that diversity, we know we're going to get so much back from people. Some of the things that one culture may do or a certain group of folks may do that others may not -- in the end for us, it really adds and strengthens the types of programs that we're able to provide. So we look at the character of our city as being a positive influence on what we do.

*HUTCHINSON:* That's great. I'm going to throw out one more question, and we have a couple from the audience. In order to sustain afterschool programs, we know that sometimes it

requires policy changes at different levels. And the Mott Foundation has funded 31 states to create statewide afterschool networks to improve the quality of afterschool and impact state policy. And I know that Connecticut and South Carolina are two of the states, and I wondered if Tammy or Jim, can you please speak to how your city's effort is connected to the state work?

*SHAW:* Ladies are always first. Tammy, please.

*PAPA:* Oh, thanks, Jim. Yeah, actually Bridgeport, and in particular through the Mayor's office, we were asked to be part of the state Department of Education's committee that really took a look at the proposals that came in to see what organization would in fact actually become this statewide afterschool network and who would run the statewide afterschool network. So we've been involved since the beginning in Bridgeport. And of course, information has always trickled down to the community. But in addition to that, we are constantly meeting with our statewide network folks, and they are very active in all of our communities. They not only hold meetings at the state level, but they actually come into the communities. We've used some of their folks for training and technical assistance purposes. We've been participating with them on all of their subcommittees, and it's not just the Lighthouse Program, but others within the City of Bridgeport have gotten involved.

And we do a lot of lobbying with them. So for instance, just the other day we were all up in Hartford, which is our capital. And we were lobbying for a \$5 million increase to state afterschool. And we are lobbying the Education Committee. So those are some of the ways that we stay connected with them, providing testimony, doing the lobbying that you need to do. And with training and technical assistance, we've been able to do that. And they've also looked to some of the other programs -- not just Bridgeport, but other programs within the state that have been in the business for a while to actually do some of their trainings as we looked to move the entire state forward.

*SHAW:* We have the same thing, Audrey. The lady that's in charge of the South Carolina Afterschool Alliance, Miss Zelda Waymer, she has been a very good partners of ours, and she has come down and helped mentor us on a number of different issues, including what standards are you going to use, what's going to work, what has failed. She's been pretty good at this.

The other advantage of having her in the State of South Carolina instead of in another region is she knows our demographics and our population. So she understands the population real well and we don't have to go through that barrier. She already knows the problems. She has been all through the state and knows the makeup of our communities.

Also from the Department of Education, we have Dr. Sabrina Moore. Dr. Moore works with South Carolina Afterschool Alliance through the state Department of Education, and she has come down and helped us with a number of different issues also. All of those address the coalition with the same technical support. And we have our South Carolina Afterschool Alliance conference coming up here in about a week.

*HUTCHINSON:* That's great.

*WOLF:* Well, Audrey, as a city and a state without a network, let me just say for our listener's sake, this is something we're working on with a real concerted effort at this point. And I would just say to those states not yet established with a network, it's a critical piece. And

without it, everything is harder.

*HUTCHINSON:* Absolutely.

*WOLF:* Yes, I would highly recommend to those states who don't have it, get to work if they aren't already.

*SHAW:* But even without an afterschool alliance that's statewide, they have the resource of Audrey and Bela, of being able to ask them about other cities that have similar demographics so you can look at what they've done. It's kind of tough to take Florence, South Carolina and Chicago, Illinois and put the two together. We're going to have similar problems, but on different scales. But they can hook you up with people that have similar demographics, and you can read about it, and it helps. So I'd use those resources. The "Afterschool Hours" report that they gave us was really a good thing to read. Then you can call those folks and ask what they did. It all helps.

*HUTCHINSON:* And that's one of the resources I mentioned. If the audience goes on our website, [www.nlc.org/iyef](http://www.nlc.org/iyef), those resources are available.

I have two questions from the audience, which I'd like to pose to the panelists. One is how involved are your respective cities' school districts and schools in collaborating with your afterschool programs. What obstacles, if any, have you overcome in working with them, and how?

*PAPA:* I can talk a little bit about Bridgeport. I think we've got somewhat of a unique partnership in the Lighthouse Program, which is again the largest program in the city providing afterschool, and is truly a partnership between the city and the board of education. It's a city department, but for all intents and purposes, I really report to both the Superintendent and the Mayor. So it's critical. It really is critical to have your school board support what you're doing. Without them, data is going to be really difficult to get. Without them, the support of the daytime staff and the principals in the schools, whether you're providing programs in school or out of school, you need to know what kids are doing and what kind of an impact you're having on them. And if you're the community center next door to a school or down the street, you still need to have that relationship.

So it's really critical that at some point if you're not already working with your local board of education, that you really get some folks on the stand up there and support what it is that you're doing on a regular basis. It's challenging. Not everybody is going to be on the same page. I know our district was probably not unlike a lot of other districts. The board of education is always looking for more funding. But they also realize the importance of putting in or at least sharing the responsibility somehow, some way to make afterschool work. And they really are starting to see -- and again, this is after 15 years of programs -- it's taken this much time to really get the buy in to the point where they're saying, okay, afterschool really can help what we do with children during the day.

*HUTCHINSON:* I have two other questions that I'd like to pose from the audience -- the second one is, "Aside from the obvious, what are the distinctive differences between city-led and school-led afterschool programs? Compare and contrast, please."

*SHAW:* Audrey, I just want to tell you that I'm kind of in a unique situation, too, sort of like Tammy is. I'm the Project Director for the Mayor's Coalition. I work for the school district. I'm in the district office.

*PAPA:* Yeah, that's very similar.

*SHAW:* Therefore we collaborate hand-in-glove. The city and the school district -- when I'm talking about standards being taught afterschool, I'm talking about the state standards for education that are taught in the classroom over the same standards as the afterschool program. So we work very closely. I meet with the Mayor and the Superintendent and the Chief -- we all meet together as one. So it's good that way.

*HUTCHINSON:* That's an excellent example of collaboration.

*WOLF:* In Salt Lake City, there is no question it's a critical relationship between school districts, and even our city council will meet jointly with them from time to time. Without the support of the school district, I just can't imagine -- you're just going to not be able to go as far. So bottom line, it's got to be there.

We're in a bit of a different situation in Salt Lake because we really did build programs outside of school first. We are also currently running a program in collaboration in a middle school in the city. So we've got sort of life in both worlds. Along with the park building sites we run, we also housed one of our other programs in a county recreation facility. So what I would say in general about those three contexts is, it's always easiest to operate in your own home. So in the city buildings, everything is within our control and consequently a lot smoother. It's also more expensive because there aren't shared costs. In schools and in recreation facilities that are perhaps county run, there is just a whole other level of collaboration and communications that's necessary for things to be smooth. And I would say the benefits are all terrific actually in all of those contexts, but more complicated.

*HUTCHINSON:* Any other thoughts about the differences city-led and afterschool programs?

*SHAW:* Well, ours are together. The one is, think outside the box. Don't just think inside of a county facility, or school. Because in our area, 57% of our children qualify for free or reduced lunch. So transportation is a critical thing. So take it to the areas that really need it and share city and schools to actually get off of their own turf, which is what we've done, and conduct it right there. Take it to a different level. Sometimes what we found in our needs assessment is transportation is a big problem for a number of people.

*WOLF:* We absolutely in Salt Lake have transportation issues as well.

*PAPA:* I would just add too that we are partners with the board of education. We have over 14 agencies that come into the schools to provide the services. But we also have a number of community agencies that are providing services out there. And you know, with this whole current project, all we're trying to really do is not tell other folks how to do it, but let's all sit

down at the table and figure out what are some of the things that we can all agree upon as to how afterschool should work. And having the board of education at the table to do that is going to be critical, whether it's a program in a school or out of a school.

*HUTCHINSON:* Absolutely. I just want to pose the third question we have from our audience. And the question is, to what extent are the speakers using developmental assets in their formation and continuation of their out-of-school network?

*SHAW:* You're going to laugh.

*HUTCHINSON:* And this question is from the City of Boise.

*SHAW:* The person that is the Ph.D. that helps us write Getting to Outcomes, Search Institute's Forty Developmental Assets (<http://www.search-institute.org/>), you can get her book that she just wrote. It's a combination of Getting to Outcomes and Search Institute's Forty Developmental Assets -- it's a combination.

*HUTCHINSON:* Do you know the name of the book, Jim, we can share with our audience?

*SHAW:* I don't. She just finished writing it last week, and she's been going up there. I'll get it and give it to you. But she just finished it last week. So she's naturally tied to Search's Forty Developmental Assets. And so we've had trainings in developmental assets as well as her Getting to Outcomes model.

*WOLF:* We use the same thing here in Salt Lake. We work with developmental assets from the Search Institute as well. The only other thing I would add is in the literature of youth development, there is just a plethora of opportunities and items to focus on. And this is actually a word of caution to people listening -- you can't do it all. And so honing in on a few critical pieces that matter the most to your program is really essential, I'd say.

*PAPA:* Yes. And that brings up the point that I was going to make. I mean, there are so many things that we know for a fact can help children succeed. But really, not every program is going to be able to tackle them all. So figuring out what it is that you do best and what it is that's going to make the biggest impact, and go from there. When we look in terms of quality, we're looking at those developmental assets. And there may not be all forty of them, but we're certainly touching on quite a few, and it's starting to show. So just don't get overwhelmed -- that's the one bit of advice I can give. Because I know that there are a lot of folks out there that do try and do it all, and we were probably guilty of that ourselves at one point. But you know, we just finally said, let's do what we do best. We keep kids safe. We keep them in good programs. We've got good curriculum going on in the afterschool programs. We've got some of the arts programs that, as Janet said, really are needed and are getting cut right and left out of the school day. So we'll give them as much of a different type of flavor to programming after school as we can, but just within our means.

*SHAW:* There is one other area that we look at. We don't look just at afterschool. We're also looking at summer, because that's after school literally, when school is finished.

*PAPA:* Right.

*WOLF:* Absolutely.

*PAPA:* And when they lose most.

*SHAW:* Yeah, and it's the problem when kids can get no positive influences. They're not tied to anything. Getting them connected and staying connected there to programming that does have all the good qualities you can possibly get into them -- that's critical, because it's a long period of time when they can be influenced by a lot of negative things.

*HUTCHINSON:* Well, we're running out of time, and I just want to mention that our next audioconference will be Thursday, April 20 at 4 p.m. EST, and it will be on using your parks and recreation department to combat youth obesity. And I just want to thank the panelists. I think you have raised many issues around system building. I've heard partnerships, data, public will, funding, quality and sustainability. And the last question that I'd like to throw out to our audioconference today is what are some lessons that listeners can take away to engage other municipal leaders to help create, improve or expand afterschool programs in their own communities?

*WOLF:* Well, I would just want to reiterate two obvious areas. In Salt Lake, quality comes first in our programs. We really don't compromise on that. And sometimes our programs are small, and you can play the numbers game any way you want. It seems to me the smaller the ratio of students to caregivers/teachers, the better, and the more room for quality there is.

The other thing is to maintain a clear vision, as we were saying earlier, just focusing on what's important and not all of it is critical. And lastly, I think bringing everyone together and letting go of the turf stuff -- saying yes instead of no. We have had tremendous success with bringing partners in by letting go of territoriality, and I think it's just critical.

*PAPA:* The only other thing I'd add to that is the data that you do collect, get it out there. If you're doing afterschool programs and you're doing them the right way, it's going to be positive data. So get that data, share it with as many people as possible. Share it with your council, whatever your government setup -- share it with everybody and anybody you possibly can. And make a difference. It doesn't happen overnight, but eventually it starts to happen.

*HUTCHINSON:* Jim, any last thoughts or lessons for listeners?

*SHAW:* The same thing -- you're going to have to really work with people. And a lot of people, you might have to come back to a second or third time to get their buy-in 100%. Don't give up, because their conception of afterschool programming -- you may have to actually educate them. They might not really understand it. So don't think that they all have the same level of understanding as you when they go into it, and be real patient with them.

*HUTCHINSON:* Well, this concludes our audioconference on city leaders engaged in afterschool. I'd like to take this opportunity to thank our panelists and for the cities that are

represented on our call. I want to remind you, if you have not already signed up for our Afterschool Policy Advisors Network, it's a national peer learning network that was launched by NLC's YEF Institute to ensure that cities have an opportunity to receive state-of-the-art information, resources, tools and strategies, as well as best practices. We would love for your cities -- right now we have 140 cities over 39 states that are part of this national network -- we encourage you to sign up by sending an e-mail to Bela Shah -- it's shah@nlc.org -- so that we can get you connected to the latest information in afterschool around the country.

Thank you all so much for being a part of this, and we look forward to continuing to work with you.