



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

*Promoting Afterschool Programs*  
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*Moderator:* **John E. Kyle**, Program Director, Outreach and Strategic Planning  
Institute for Youth, Education, and Families

*Speakers:*

**Michael Canty**- Director of Resource Development In-Sync, Hampton, Virginia  
**David Klinkose**- After-School Programs Coordinator, Mayor's Office, Indianapolis

*KYLE:* Good morning and good afternoon, depending on where in the country you're listening from. My name is John Kyle. I'm the Program Director for Strategic Planning at the National League of Cities' Institute for Youth, Education and Families.

We welcome you to this call on how municipal governments can be helpful in assisting and promoting good quality in afterschool programs. We have experts from two different locations around the country helping us.

First, we have Michael Canty, who is with In-Sync in Hampton, Virginia.

*CANTY:* Hi. Thanks, John. Glad to be here.

*KYLE:* And from Indianapolis -- helping the Mayor of Indianapolis work on these kinds of issues, David Klinkose.

*KLINKOSE:* Yes, glad to be here, too. Thank you.

*KYLE:* I think that, if I can speak for these folks, that we've got two different examples of how municipal governments are involved. One, in Indianapolis, where the Mayor's office is involved directly and has a staff person who is an afterschool coordinator. In Hampton, Virginia, it's a partnership. In-Sync is a partnership between the local school district and the city government, and the partnership is housed within local government.

David, what's the realm of your responsibility about afterschool programs?

*KLINKOSE:* Well, the realm was very much mapped out by Mayor Peterson a number of years back now. Of course, it's to promote financial resources for afterschool programs and try to get more and more schools open after 3 p.m. and link up their particular learning standards with their afterschool programs. So those are a few of the areas in which we are a part. And that's part of my responsibility, to help that grow.

*KYLE:* What's the scope in Hampton, Michael?

*CANTY:* Well, we actually operate in all of our elementary schools. There are 25 of those. We're in a couple of our middle schools as well as a number of other community sites for a total of just over 30 sites. We're serving -- from our last survey, we're serving about a third of the kids who would be interested in using afterschool care, and that represents somewhere around 1,500. We're a small city. We have about 140,000 people. We've got about 20,000 kids in our school division.

*KYLE:* Talk about how each of you have helped to promote higher quality, better outcomes in terms of afterschool programs. You both are trying to promote quantity and more availability. What have you done about the quality of content and how to make sure that it is achieving the kind of outcomes you're desiring. David, can you start us off?

*KLINKOSE:* Yes, I certainly can. We have formed a coalition in Indianapolis called The Afterschool Coalition of Indianapolis. One of the committees that we have is responsible for that. We work in terms of developing a set of standards, and we have done that. Then we're working on some evaluation tools that people can use. Those are basic areas we've tried to upgrade and to show the importance of standards within the afterschool movement.

*CANTY:* We've taken a very similar way of looking at improving programs and ensuring program quality. But the genesis of it might have been from someplace a little different. Our project actually grew out of a shared strategic planning effort between the school division and the city. Then it was very much a staff-driven effort that created this partnership. In-Sync is a partnership between the city and the schools.

Because we had these shared strategic outcomes, almost in many ways like a compact between the city and the schools, around things that looked at students being successful. Well, obviously that has an academic component. The academic component is important for schools. We were also concerned about neighborhood stability and youth development and young people growing up to be strong, positive, contributing citizens. That has a real spin-off for neighborhoods in the community.

Looking at those shared outcomes, we were really able to design a program where we work together. That influences the sorts of evaluation techniques that we used in afterschool programs, the kinds of programs that we were developing that were specific to neighborhoods. So it comes from a little different place, but it's looking at the same kind of standards of quality.

*KLINKOSE:* We just keep promoting what I call a core within the afterschool movement, and that's an education core, a recreational core, what I call the "no-no core" in terms of drugs and smoking, etc. Then, of course, health and nutrition come about in that. So, we try to put a core through all of those to do that, done in various ways.

*CANTY:* That core approach-- where you're looking at these different sets of outcomes that maybe are not just completely owned by schools or not completely owned by non-profits in the community—that's when you find those junctures where there are shared outcomes, and you build some relationships that really allow you to leverage some resources. You know, we're always struggling to find enough resources to go around. But when you go to the no-no group --

which is a great name for them, David -- they often have money and want to do programming for young people, but they may not have the place to do it.

*KLINKOSE:* Exactly.

*CANTY:* Afterschool can provide that, and suddenly you get a nice win/win for everyone.

*KLINKOSE:* There is another piece of that that might be for funding. There seems to be quite a movement toward the obesity and health movement, which really fits into the afterschool movement. It's not foreign to it.

*CANTY:* No, and so often, so many folks -- back when the original 21<sup>st</sup> Century grant was out -- and that was one of the big kicks for a lot of this. As it moved more to the academic realm and a lot of the youth development folks were like, "Where is the other part of a child's life in out of school time?" So it's nice to see that obesity piece coming in, because it will reinforce and reinvigorate some of the recreational opportunities and enrichment opportunities we have for kids.

The 21st Century Community Learning Centers program is designed to provide opportunities for academic enrichment, offer students a broad array of additional services, programs, and activities, such as youth development activities and does so during nonschool hours or periods when school is not in session (such as before and afterschool or during summer recess). For more information visit the website <http://www.ed.gov/programs/21stccclc> or email [21stCCLC@ed.gov](mailto:21stCCLC@ed.gov).

*KLINKOSE:* That's true. There has been a definite tension there between that and academics. Some of it is a good tension, but others, sometimes they feel overwhelmed, I think, trying to meet that.

*CANTY:* Let me ask, David, do you guys use the model of working with a variety of non-profits in the community?

*KLINKOSE:* Oh, we have -- our coalition has probably 40 members, and the non-profits really run the afterschool programs.

*CANTY:* We have a slightly different model here where our Parks and Recreation Department is actually the lion's share of the provider. And then our non-profit sector, which isn't a very strong non-profit sector, comes in and offers more specific programming and enrichment opportunities. So Parks and Rec has created the infrastructure in cooperation with the schools to make this thing run, and then our non-profits come in. But many communities look like Indianapolis.

*KLINKOSE:* Well, I always say one of the miracles when I took the job, because I didn't know where we were going to find all these different pieces, was the fact that Boys' and Girls' Clubs and YMCAs were willing to move off the corner organizational location they had and were willing to go into the schools. So I always call that "The Miracle."

*CANTY:* Our partnership would not exist -- we would not be able to function without the good cooperative relationship we have between the non-profits, our Parks and Rec, and our schools. In our case, our school division-- as their contribution to the partnership-- allows us to use the buildings for free. The city assumes the liability for the programs, and the schools are giving us the heat, light, custodians, paper towels.

That piece -- not having those costs associated with the program-- allows us to run on a sliding scale fee basis. So we've got some fees that we use to generate revenue to keep it running. Then we have enough revenue so that we can slide scale, and use some other resources like community development block grants to supplement. Basically, families can take advantage of the program for a minimal fee for the year. So, we get that access piece going.

*KLINKOSE:* What kind of a fee do you charge then?

*CANTY:* Well, remember, we're a small Southern city and it's not very expensive to live here. But we charge \$35 and we use a punchcard system. It's basically \$35 a week if you were to come the whole week. But you don't have to use it every day. You can almost do it as a drop-in service.

*KLINKOSE:* If I used it as a drop-in, is there less money involved?

*CANTY:* Well, because it's a punchcard, it's a daily service fee basically. So if you don't use Thursday and Friday this week, you can use it next week.

*KLINKOSE:* Okay, that's what I'm asking, sure. That's a nice idea -- good idea.

*CANTY:* It's worked well.

*KLINKOSE:* Another resource.

*CANTY:* Exactly. One of the other things we've found was we used to offer a number of free programs. Without some small fee structure, we had two problems. One, we had very bad attendance. The other was we had people who just didn't see the program as a quality program. That was not as much a consumer problem as it was a sales problem inside our school district.

*KLINKOSE:* Like a throw away program, they thought.

*CANTY:* Exactly.

*KLINKOSE:* Not worth much, yeah, in some cases.

*CANTY:* So that really added some value to it.

*KLINKOSE:* That's good. That's good.

*KYLE:* I want to come back and focus on this partnership, working with a coalition and collaboration that you've been referring to, both of you, through your comments. I think in lots

of communities, establishing such a partnership is real tough, that the school district feels they've got turf to guard, the Boys' and Girls' Club feels they've got turf to guard, and they're kind of unwilling to give up their share of whatever it is they think they have. What kinds of steps do you think have been successful in your cities about establishing effective partnerships, places where the players who are delivering these kinds of services really want to be a part of it and want to get in on it?

*CANTY:* Well, I know from our perspective, it was very much a leadership issue. And I'd actually be very interested to hear David's perspective on that since he's in the Mayor's office and you see that leadership piece there. But for us, with the leadership being diverse in the community, it was coming from some community groups. It was coming from principals.

Putting those folks together around the table to kind of build again the relationships -- know the person, talk to the person -- even before we started the program and had money on the table. So we weren't arguing about resources. What we were looking at was shared outcomes. And those shared outcomes of schools being strong and kids being successful -- well, just about everybody can agree to that.

Then you also get to the "What's in it for them?" You get to the "Why? What's in it for the Y?" Y wants to do fitness. We have a location.

*KLINKOSE:* Well, from Indianapolis' position here, the Mayor has been very supportive and publicly supportive of the afterschool movement. So that's given me some clout out in the community and some visibility in the community. Then putting the coalition together, we were able to do that.

Now this never means that there aren't turf issues. Anybody that's been in organizations knows that that's always involved. But many of them have been put aside. For example, one of the large providers in the city said, "Well, gee, until we put this coalition together, we wouldn't even talk to each other or work with each other, because there was a fear of losing resources, etc." So we've gone through a lot of that and we've got a lot of cooperation. It's really fantastic.

*CANTY:* I know one of the other things that helped in our case was that we have a flag bearer. Now in the case where I am, there were some people in the community who said they wanted this to happen. They wanted schools and the city to work more closely together. But they didn't actually say how. Well, they hired me, and I got to be the flag bearer of that. And I actually came out of the school division. I was a principal in the school division. So I had a lot of credibility with those folks when I went in to say, "If you open your building and we've run out of toilet paper in the morning, tell me about it and we'll fix that the night before so that doesn't happen." Because those logistical issues can kill things.

*KLINKOSE:* Yes, they can.

*CANTY:* That high level of visibility and credibility is hugely important because if you don't have someone who can speak with passion on the issue, who cares about it, it will get buried in the myriad of other issues that we are struggling with.

*KLINKOSE:* That's very true. There is no doubt about that. I just think that that's helped a lot,

and we're beginning to do more of a media campaign, too, to bring the visibility of afterschool before the public more. I think that's necessary for both financial support and interior support in the community. Those are ways I'm trying to work with it.

*KYLE:* The relationship with schools is intriguing. In fact, one of the folks who is listening today has asked specifically about the relationship between municipal officials and school district officials, and in particular between the municipal elected officials and elected school boards. Can you talk a little bit about that and how that has played itself out in your communities?

*CANTY:* Sure. I know in our case, again, we had this initiation group that wasn't necessarily at a very high political level, either at city council or at the school board level, but were interested in promoting this connection, particularly between neighborhoods and schools. But what happened was as we started to build some small successes and we started to show the efficacy of these programs, both again in terms of kids in schools who go to afterschool programs doing better academically, showing better results behaviorally, better attendance.

Then neighborhood results -- particularly in a lot of our neighborhoods, we don't see the kids hanging out on the corners any more. They're busy doing stuff, which was comforting for a lot of our older residents.

By kind of building that success, all of a sudden we had some leaders who said, "I need to learn a little bit more about this." Then what happened was both the school board folks and the city council folks recognized that they had some common ground and that common ground was around out-of-school time.

Seeing that that was a place where they could really influence the quality of life and what it means to live in Hampton and what it means to grow up in Hampton, they suddenly started to want to have conversations. So it took a little bit different route than maybe that strong mayor or that strong leader kind of role.

*KYLE:* Just to be clear, the school district is a separate entity from the city government, right? There is an elected school board?

*CANTY:* There is an elected school board. They are a totally separate entity and they often are not happy with each other. To find some common ground where they could be happy was a very good thing.

*KYLE:* David, talk a little bit about in Indianapolis and what you and the Mayor's office wish would happen with the school board or has happened with the school board that you're proud of.

*KLINKOSE:* We have 11 school districts in Indianapolis, so I work with probably three or four of them more directly than others because others have different kinds of programs built into them or different interests.

But in those -- the major one is Indianapolis Public Schools, and in doing that, we've developed a very close relationship. I've worked with that school system for probably 20 years at one time or another in my career, so I'm a school person, too. So it wasn't a problem of dealing with the language or the sociological backgrounds between schools and out-of-school

personnel. I think that helped a lot. We've spoken before the school boards. We've got -- for the main district anyway-- a grants manager in there that's involved in the afterschool programs, which they even allowed me to be a part of finding this person. So we've crisscrossed the politics of it, I think.

*CANTY:* You know, John, that's a really interesting question because you know at the League that the municipalities live in so many unique and different situations -- strong mayors, weak mayors, strong councils. The situation where you've got ten, twelve school divisions that are dealing with one municipality -- it's amazing. Then you've got single sets, like us.

But I think one of the things that's interesting is to see -- it's really a question of leadership. It's really a question of someone finding a passion. That person could live within a school division as an employee. They could be a superintendent of a school division. They may be through a mayor's office. They may be in city government. It's where they see the opportunity to really do some positive youth development. Afterschool is a way to bring a lot of stuff together and have a dramatic impact on the community. So it can be a very powerful model if you can get the leadership going.

*KLINKOSE:* One of the things that I'm trying to bring up in the community all the time is, you know, if school districts are interested in raising grades and attendance and dropping suspensions, it's going to take us all to do that. It's not just going to be the school corporation. It's going to take a lot of outside agencies and everybody pulling together to raise these academic scores as well as raise another generation that really shows leadership.

*CANTY:* Yeah, you know, we have a superintendent who is very fond of saying, "Now, you don't want to call them students. You want to call them children. (laughter) Because when they're students, they think they're mine. When they're children, they belong to everybody."

*KLINKOSE:* Everybody -- yeah. Well, we're trying to cross those divides, too, and raise that whole level of the city in terms of academic scores, etc.

*KYLE:* You mentioned, David, earlier about the need to do some public relations with the community at large. Michael, you just mentioned a superintendent who was carefully choosing words to try and be more broadly appealing. Tell me, each of you, a little bit about the role that you think municipal government can play in standing up for this kind of program and where you've seen successes in this.

*KLINKOSE:* Well, we were able to get an ad firm to put a pretty nice brochure together for us to put out into the community, both for the public as well as the foundations and businesses. We're going on into television and into radio also in terms of the public -- the public television in particular. We're going to broadcast in terms of having small sound-bites or small pieces. Then hopefully a little larger ones promoting particular programs in the city. So we're really moving in that because I think we need the awareness part of it out there. It would help attendance. It would help the public understand why we need the resources.

*CANTY:* I know on our end on the civic side, one of the things we've done is with a large array of neighborhood associations. We're not a ward system, but we have these neighborhood

groups that are pretty much aligned around schools. There might be some overlap, but they're pretty much aligned. We've made a pointed effort to go back and work with those small, local civic organizations, telling them that. Their support of the afterschool program and their support of positive youth development is something that they can do that's beyond safety and crime watch and drainage [we live in a big swamp] -- the other things that neighborhood associations typically are focused on.

Then we remind them, because many times the people who are involved at that level are older folks -- retirees -- that it's very important for them to support this agenda, not only because it's the right thing to do and children are 100% of the future, but that this protects their property values and has a very significant impact on what quality of life is like in this city.

*KLINKOSE:* Good point.

*CANTY:* So, kind of building it into that political agenda -- and of course, those local neighborhood groups, even though again there's not that straight ward kind of system, that bubbles into our local politics and up into the city council.

*KYLE:* One of the questions that we get -- and you've alluded to it -- is in terms of funding these programs. I think there are probably listeners out there who would like to know more about what you've done in your respective roles to assist programs in getting funding. Can you talk a little bit more, David, for instance, about the funding coordinator or grants writer that you helped the school district find? What's going on in terms of funding for these programs from your perspective? What have you in your various activities, Michael and David, been able to promote to make sure that there is a solid financial footing for these kinds of programs.

*KLINKOSE:* I suspect we never go to the table with the Coalition in a given week without that coming up. Some of the Y's and the Boys' and Girls' Clubs are beginning to work on sustainability themselves. And so is Indianapolis Parks Department working on some sustainability on their own. Of course, we still look at the 21<sup>st</sup> Century, which is the community learning center grants. That's been the backbone -- still the backbone -- of the programs in our cities. So we keep looking at how that runs through Washington all the time. Are they going to cut this? Are they going to raise the money?

We've been fortunate in getting a few businesses interested. We had one that for a year at least supported a school. It was in an area in which they had a lot of employees, and they were willing to support it. So we're really trying to go to spread it out into foundations and businesses as well as the federal government.

*CANTY:* I wish I had the Funding Miracle here. We talked a little bit earlier about fees. Again, building the relationships first and trying to get as much in kind donation as we can was extremely important. You lower the cost of actually operating a program when you put it in a public school where you get that piece donated. I think the fees can help because they create a revenue source, and once you have a revenue source, you've got a little bit of a money magnet that can be helpful to attract others.

We've been trying to be real careful with our grant funding, like 21<sup>st</sup> Century, to use it around enrichment and pilot programs so that we don't get caught in the trap of "We've got three years of grant funding. It's going to run out. How are we going to pay for this service

when it goes?”

One of the great resources in partnering with the public schools that we’ve found have been things like Title I and using their outreach specialists. Title I has a parent involvement component. In our school division, they hire parent involvement coordinators. Well, if you’re going to work with parents, you have to work afterschool because that’s when they come in to pick up their kids. So why not have them link up and help us staff some of our afterschool programs?

We’ve been paying close attention to the supplemental educational service piece under Title I. Because, when they’re in a failing Title I school, parents can look for tutorial services outside. Well, we can provide those services. So we’ve made sure that either ourselves-- or providers that we work with-- have been on the eligibility list for that.

There is another funding source that we’ve recently been looking at, which is the Title V stuff. And in there, there are some good pieces about providing service learning. A lot of school divisions use that money for Gifted and Talented and other things. But having conversations inside your school and showing the importance of afterschool to their academic success often opens up some funding sources. Some will get you one, two, three positions that can keep things moving.

The purpose of Title V is to help children meet challenging academic standards by empowering states and school districts with the means to provide a high-quality education that is also safe and drug free. It is a performance-based grant for before- and after-school learning opportunities and is available for various projects. For more information visit [http://www.ed.gov/nclb/overview/intro/presidentplan/page\\_pg10.html](http://www.ed.gov/nclb/overview/intro/presidentplan/page_pg10.html)

**KYLE:** If you were starting out, knowing what you know now, and now going back to your first days as the Mayor’s coordinator for afterschool programs or your first days as the implementer of this new In-Sync partnership, what would you do differently about the financing issues that you’ve come to face? Would you have looked at it differently? I know there is not a magic bullet to getting the money, but is there a way to organize it to be more on top of it, as opposed to so much in a reactive mode? Or have you always got the wolf at the door, trying to close us down and scrambling to find either one new resource or one more free building or something like that?

**KLINKOSE:** Well, one of the things that I tell the Coalition people at times when they do that - I say, “You can look in the newspaper or you can look at any time when businesses go up and down too financially.” So it’s not just a non-profit problem out there. We still are able to cover a lot of kids for three or four years under a particular grant.

That said, I think the part that would have helped me more is if we had had more infrastructure funding for the Coalition itself. So we could have gone into the media part earlier than we’re going now. I’m kind of backing up and picking up more media “look” and more promotional “look” for the afterschool movement.

**CANTY:** I actually think -- now this is going to sound really strange -- the money wasn’t as big a problem on this end. We were starting small, and we were starting local. One of our initiating funds was we used community development block grant money. It can do a 15% set aside in community development for civic social programs in eligible communities. That was a real good kickstart for our program, and it allowed us to put sliding scale in place and some other

things.

But one of the things that I would change actually was our use of a very protracted planning process. In the protracted planning process, we had lots of people involved. That made it really hard. I might have chunked that planning process down to get to action a little bit quicker.

*KLINKOSE:* Yeah, it's always good to try to do that. I get frustrated that way, too, because I like to move forward quicker sometimes than the world wants to, I think.

*CANTY:* Well, yeah, I agree. I'm the same way. I'm very antsy.

*KLINKOSE:* Anxious.

*CANTY:* Yeah, exactly, which I guess is why I do this. Sometimes people will talk, talk, talk, talk, talk, talk, and they get very concerned about the process and who's involved. Sometimes you need the action to build the relationship so you can get some quick successes to point to. You know, even if it wasn't the big scale model that you wanted to have, it's working at that elementary school over there, or those three schools that really needed it, you can go, "Oh, this is a good thing." I think that builds a lot of traction a lot of the times.

*KLINKOSE:* I think letting some of your partners make some of those decisions, too, is important. It might not be exactly the way you would want to do it, but it's still better than what we're doing. And I'd go in that direction in a leadership sense.

*CANTY:* Yes, exactly.

*KYLE:* Are there entities out there that you wish were partners that are tougher to attract? Or is this kind of an easy sell when you try to bring people together to work on these issues?

*KLINKOSE:* I like to go to picking up some partners that were more out of the business community and foundation community for a couple reasons. One, to let them know how we operate and in which direction we're going in. Hopefully, two, in the other direction, is to pick up some more resources.

*CANTY:* I'd love to do that. But also, we've had a real struggle around capacity building and having agencies that are able to actually do some of the positive things we want them to do with young people. That for us has been a real struggle. Trying to, first off, convince someone that they actually may need some staff development. Then, secondly, finding the staff development for them and having them take advantage of it.

*KLINKOSE:* Yeah, we've worked staff development. I've found that if we can get groups into the Y's and into Boys' and Girls' Clubs, because a lot of them have staff development units. Also, we have a private group -- AYS -- that has that type of program. We're trying to meld those together.

*CANTY:* You know, it's interesting because, for example, our Y has been very good, but

our Boys' Club has had much more difficulty picking up a model that really ramps up the quality of care and the quality of the experience that young people have in their program. It's very idiosyncratic to this one program. But again, trying to make some inroads there has been difficult. But I would love to have them as a partner because they're such a strong national model for boys and girls.

*KLINKOSE:* Yes, they are.

*CANTY:* So it's very much just kind of working with those partners and trying to bring them in. I think one of the other difficult sells -- and we haven't figured out exactly how to do it -- is around the business community. We actually had the same struggle with our early childhood programs, that our businesses are actually for the most part very, very friendly to their employees and very supportive of what we do verbally. But we've not been able to take it beyond the "Well, that's a good thing. Please keep doing it" kind of model.

*KLINKOSE:* Yeah, I think we have to convince the businesses of the value to their employees. In other words, they have some safe places for their children afterschool, and by that very means then it also gives their employees a more productive background to work with.

*CANTY:* Yeah, very much so.

*KLINKOSE:* I think we need to keep pushing that. Also, it's a good model for them to go onto. You know, it's a win/win model for businesses to say, "We're really promoting this city this way."

*CANTY:* One of the interesting ones -- and I hadn't thought about it recently -- is the faith-based groups. We do a fair amount of work with faith-based groups, and we have strong partners and weak partners in that sector. The strength of the faith-based groups is it's a parental choice. I mean, parents very much want their children typically to be in that organization. Some of the weaknesses we have is that oftentimes the people who are there are so enthusiastic that they believe they can do it all. They often are leery of our advice or are not so interested in partnering with us. They're going to take care of it themselves.

*KLINKOSE:* Is that a territorial thing?

*CANTY:* Yeah, I think it's kind of territorial.

*KLINKOSE:* A kind of turf thing that sits there?

*CANTY:* Yeah.

*KLINKOSE:* Because I'm trying to meld those together too at times.

*CANTY:* Yeah. Someone -- and I want to say maybe Chicago -- has adopted a model where it's one school, one church. They're trying to build, again, build those close relationships as a way that faith-based community can help the educational community. And then obviously

that has a spin-off into broader out-of-school time and youth development kinds of issues.

*KYLE:* It occurs to me as you talk about the faith-based communities is that it may be territorial in a usual sense. But there's also a faith element, that a religious institution is used to operating on faith to do this. You know, it will happen -- it will work. I think it's a whole different kind of mindset for them to be working with other kinds of groups who don't just operate on faith alone. "Okay, we need some faith to believe it will happen. But we also need some bucks. We need some tools. So I think that's just an interesting "Aha!" that some people might think about as they're trying to work with faith-based groups.

*CANTY:* Yeah, we saw that play out particularly strong in some of our high-poverty communities where lots of people wanted to come in and help, and lots of people had the belief that they were going to do it. But they would not talk to each other. I mean, I remember sitting in one of our public housing projects when they had a partnership meeting, and they had three or four people around the room who were doing afterschool programs for kids with the same group of 400 young people, and they weren't talking to each other. I thought, "Well, the young people know you're offering this stuff, but you don't know what each other is offering." (laughter) The adults talking would be a good thing.

*KYLE:* Earlier on you were talking about the outcomes that you hoped folks would get. We were talking about quality. Are either of you actually trying to monitor that and trying to have some standardization, having programs apply their outcomes against some set of goals or achievement standards?

*KLINKOSE:* Most of the outcomes are measured by the particular providers like the Y, Boys and Girls or AYS -- whoever it might be. Though most of them have components like comparing first grades with last grades of a particular semester with children in the programs, the increase in attendance, the dropping of suspension -- the lack or lowering of suspension rates in the school. Those are the types of things we've targeted.

*KYLE:* There is no centralized format--

*KYLE:* -- from either the Coalition's point of view or from the Mayor's office point of view? You encourage it, but you're not centralizing it?

*KLINKOSE:* Yeah, it's not centralized.

*CANTY:* Now we do centralize it. It's a little bit easier because we're in just one school division and one municipality. We used our money -- part of our money from 21<sup>st</sup> Century-- to hire an afterschool curriculum coordinator. She resides in the school -- she is a school division employee. What she actually does is -- one of the hardest pieces was for us to get into their data system-- take our tracking system [our afterschool tracking system] and line it up with theirs. Well, once she did that for us, it's actually been relatively easy to follow kids' progress.

Then as another component of 21<sup>st</sup> Century -- we're just in our first year of 21<sup>st</sup> Century -- we hired an outside evaluation firm to actually take that data and do some comparison groups for us. So she's doing some samples, and we're pretty excited because the other thing

this evaluation group brings to us is an organizational evaluation -- looks at kind of the larger youth development agenda and also looks at how the organizational pieces fit together. We thought that that was a real good use of that money for two reasons.

One, we figured it would make everybody at our State Department of Education who cares desperately about numbers extremely happy. (laughter) But two, we also thought -- as my Parks and Rec guy said, "Well, I want to know that I'm doing the right thing for kids." He said, "I can walk in and tell you what it feels like, what it looks like, what it sounds like. But I actually do want to see the numbers. I feel good about these programs, but I want to see the results."

*KLINKOSE:* We're doing just a very decentralized system, though I've seen the programs out of the Y, and it looks like a very fine system that they're doing there. Then of course, we're cutting across school districts as well. Of course, part of that is being able to get a hold of grades and different things like that because of confidentiality. But we've worked through most of that.

*CANTY:* One other piece that you mentioned, John -- the high quality piece -- one of the things that we tried very hard to do -- kind along what David was saying -- with the core piece, is we said that we would have high quality, affordable afterschool care in all of our schools. We'd have the enrichment piece. We'd have the academic support and tutorial piece. That's a given. It doesn't matter whether you're in a high poverty school or whether you're in a very wealthy suburban school. You're going to get those three things.

Now you may choose for your enrichment program to do a step program. Or you may choose to go to a Monart drawing class. There is some choice and some good youth development principles around kids actually choosing some stuff. But you know that when you buy into one of these programs, you're going to have those three pieces real solid. So then that's where we go back to our evaluation, kind of reflecting back to those three pieces. How is that common core supported through all our programs? Then we let them kind of paint their houses different colors and do lots of different things that fit the neighborhood.

*KLINKOSE:* Good way to put it -- yeah.

*KYLE:* You've been talking about a variety of roles that your offices are involved in. I just want to kind of circle back and reflect back to you and see if I've missed any big categories. We've talked about public relations and letting people in the community both know what you're doing to attract them to come to it, but also to let them know what you're doing so that they're more supportive of it. We talked about financing that your offices have been able to help to spread information about and help people to think through. You've talked about development of partnerships, bringing more people to the table and that some of the providers that have been one kind of journey to do that. With businesses and faith-based organizations, it's perhaps been a different kind of journey. You've also talked about the development of quality and the support of good solid outcomes in the programs so that they're not viewed as -- I think you referred to them earlier as "throwaway programs."

Are there other categories of effort that you think your offices are doing or that you wish you could do if you're not doing it currently?

*KLINKOSE:* Well, I'm going to begin to go more into the city/county council here and the state

legislature's education divisions to begin to talk about that. We're doing a lot more networking statewide so that we can begin to educate, I should say, city/county councils, and also to educate the state legislature. I think a number of those people think that it's just kind of an extension of "baby-sitting only," and it's not that. It really would help the children of their communities. So that's the direction I'm beginning to go.

*CANTY:* We're taking a tiny bit different tack on it. The direction we're going in next is a very geographic approach around neighborhood development. What we're trying to do is use afterschool as one of the pillars of our Community Reinvestment Act. [<http://www.fdic.gov/regulations/community/community/>]. And trying to get folks to see that affordable, safe afterschool care is real important to a built-out city. We're not going to annex anybody. We don't have anyplace to grow. I guess we could go into the Chesapeake Bay, but it wouldn't be pretty. (laughter) And we've got older, smaller homes, you know, built in the 40s and 50s. And we're competing against the suburbs. It's very difficult.

So what we're trying to show is that afterschool is one component of a good quality of life in an established neighborhood that you want to put your hard-earned dollars in. So we've been using that as one of our flags of success and trying to work closely with the folks who were doing the neighborhood reinvestment and the housing pieces around what it means to live in Aberdeen Gardens or Old Hampton.

I think for us, that geographic approach is going to have some real good spin-off. Because what it's going to show from a political standpoint is we're going to be able to walk into neighborhoods with our political leaders, our civic leaders, the folks who care in this community, and say, "look what you can do when you work together and leverage your resources." You just make great things for kids and great things for seniors.

*KLINKOSE:* I think that, too, with our office up here. I always refer to the afterschool movement as the "tail of the dog, or one of the legs in a community." And it all has to come together.

*CANTY:* Yes, and it's interesting -- one of the odd successes we had out of this program, which has little to do with afterschool was we've actually been able to gather together a funder's forum -- something folks said would never happen in this community. We have a conversion foundation from a hospital. It's a small foundation. We have a couple of family foundations, the United Way. We were able to bring them into the room to talk about funding community issues and who is doing what. And that was because we had some success and some credibility -- myself and my staff. We said to folks, "You know, we can do so much more. Look, this was a success. Come with us." That's addressing a wide variety of community problems, and again, bring some resources to the table that wouldn't have been there otherwise.

*KLINKOSE:* Good idea.

*KYLE:* I want to get to some next steps that you would encourage for both city officials trying to do something about this, whether they're elected or sitting in a city hall staff, as well as people outside of city government who would like to get their cities to change or act differently or improve. Think about that while I ask you a more nuts-and-bolts question that was from one of the folks, and I just didn't find a good place to fit it in earlier.

They've been offering afterschool programs through the public sector that the K-8 public school districts have been offering. But they've been asked by parents at a private school whether their children could go to that afterschool program. Have there been any difficulties with doing something like that in either of your communities? Or have you experienced that? How did you handle it legally or financially -- either one?

*KLINKOSE:* We have some programs that have definitely done that because of the resources they've had. I've always said, in terms of the Coalition, that the children-- if they live in those neighborhoods and those areas--ought to be welcome to come to those programs whether they go to a private or parochial school or a public school.

*CANTY:* It's interesting -- as my school board friend would say, "Nickel back." As the person walks in, tell him to remember, "No child left behind."

*KLINKOSE:* Yes, that's right.

*CANTY:* Actually, the No Child Left Behind provision kind of gives them guidance to the fact that, you know, even if that child is in a private school, they can access some of these services and should be able to. So we personally have not had difficulty with that. Again, I go back to the relationship piece. We've worked very hard with our private school providers to say to them, "Well, they're providing afterschool care. What kind of quality is it? Would you like to come learn with us how to make it better?" So whether they're doing it in their program or they'd like to have kids come through our programs, as in our Parks and Recreation programs, there is some ability for the kids to get high quality no matter where they are.

*KLINKOSE:* We've been supportive when the Archdiocese -- the Catholic Diocese of Indianapolis-- wanted to go after funds for their inner city schools, which really develop a lot of children. We've supported that, and we've supported another program that has an offshoot into a Methodist church in a district. So we've tried to bring Church, State and all that together, but all focused on kids.

*KYLE:* As we get closer to the time to end this call, I want to come back to the question that hopefully you've been thinking about. If you had one or two key suggestions for somebody in a community, and it may be a suggestion that is appropriate for somebody that's in city government and a different suggestion for somebody that is outside, or it may be something that's common. But if you were not down the path you have already gone for so many years and just beginning, what would you be recommending to somebody who is at that starting point?

*KLINKOSE:* Oh, I think you have to continually find the people in the community that-- number one--are interested in children. You have to find those people and develop those relationships. I really believe it's in relationships. When people see what you're doing and developing those relationships and building strong relationships, you can get a lot of mileage off of those.

*CANTY:* You know, I would actually go to a National League of Cities conference. I'm not just saying that, John. There are a lot of conferences out there for afterschool and youth

development, and there are very, very good conferences for on-the-ground practitioners. It's good for people who are more in a leadership role to go every once in a while and check in with those.

But after a while, once you know the field, you kind of get stuck. By going and connecting in with the Your City Families conference, with the extended learning opportunities through National League of Cities around afterschool, you really start to see the variety of programs, the variety of issues, the core issues like funding and quality, and how people are dealing with them. That's a very important way to build success. There are great models out there. Indianapolis has one. Tampa-St. Pete has one. Boston has one. There are places where they're doing wonderful things. You can look at those, but again, having that group to talk to.

For more information on NLC's Your City Families Conference, please visit IYEF's website: <http://www.nlc.org/iyef>, or leave a message requesting information at 202-626-3014 or at [iyef@nlc.org](mailto:iyef@nlc.org).

I think the final thing I would say is -- go back to that leadership piece. You need somebody who has a passion for this, who believes in it, who will help everyone from the political leaders to the guy who's trying to keep his YMCA open. Stay with this agenda and stay on it.

*KLINKOSE:* Yeah, you need cheerleaders.

*KYLE:* Thank you for the comments about the work NLC has done. One of the questions we got from somebody outside of city government is "What has NLC been doing to promote this to city managers, to local elected officials?" I think the NLC conferences are two of those places, the Congress of Cities that occurs every fall and -- another promotion for Indianapolis -- which is taking place in Indianapolis in December. The Your City Families conference, which takes place every other year, and just was held this year-- it will be another 18 months or so before we see another one.

I think the common thread in those meetings and some of our other work is-- as you've stated, Michael-- that it's a peer group of folks who have some kind of connection to the local government, either in the local government, or they're wanting to partner with a local government from outside. There aren't a lot of places where that's happening. It's what we have experienced when I came to the League of Cities in 1987.

I just assumed that it would be easy to develop partnerships with other national organizations and that they would take on this kind of work. In the past 17 years, they have not taken on this work. They are still working in their practitioner mode primarily. Frankly, municipal officials want us to do it for them. So we do a lot of crossover kind of work with other national organizations.

We've got an action kit that is downloadable from our website and was sent out to every mayor when it was published. We've got technical assistance projects where we work with individual cities, and there are lessons being learned from that that are shared with other municipal officials freely. Our *Nation's Cities Weekly* has articles all the time, and we've got 11,000 examples in a database that member cities can get access to, either online or by calling up our NLC library at 202-626-3130. So there are things that we're trying to do to get this message out. This kind of phone call is another example where there is some conversation that people can listen in on.

*KLINKOSE:* I would just want to add, too, that in terms of my experience being, because I was fortunate to get one of your supportive grants originally, it was very helpful to me to start out in Indianapolis on a footing to have a third-party organization such as yours strongly support me there. Then I could always ask for information and material that I needed. A lot of times, I didn't have the resources or the direction to go. So the National League of Cities has been very helpful, no doubt.

*CANTY:* Again, I know it's hard sometimes for folks to get away and get to conferences. We have had some of our best success in terms of relationship building by bringing people to someplace else to see something different. That lets them kind of reflect on what we're doing and what we could be doing. So it kind of reinforces what we're doing well.

Through a National League of Cities site visit, I actually had an assistant city manager and our new superintendent of schools. I was kind of concerned -- new guy coming in. Where is he going to be at?

Building the relationship with the two of them around the afterschool program kind of cements some common ground for them. They're going to have a lot of other things they need to build common ground around. But that level of leadership -- I couldn't bring them to the NAA Conference, [NAA does school-age childcare standards.]

The National Afterschool Association, formerly known as the National School-Age Care Alliance, is dedicated to the development, education, and care of children and youth during their out-of-school hours. For more information, visit their website, [www.naaweb.org](http://www.naaweb.org)

They would have been bored out of their gourd. But they were with their peers at NLC and having a conversation at that level. So again, I applaud the work that you do. And I know we're probably preaching to the choir, but the choir should keep singing because it's the right thing to do.

*KLINKOSE:* The right thing to do -- yes, it is.

*KYLE:* Are there particular materials or websites or e-mail addresses you can provide if people want to know more about what you're doing in Indianapolis or know more about In-Sync? Do you have a website?

*KLINKOSE:* Yes, they can e-mail me, to [Dklinkos@indygov.org](mailto:Dklinkos@indygov.org)

*CANTY:* Yeah, and ours -- I'll do the simple way -- they can go to [hampton.gov](http://hampton.gov). And that will take them to our city page. Then if they look up In-Sync, it's I-N-dash-S-Y-N-C -- Innovations for Schools, Youth, Neighborhoods and Communities. I'm in a military area, so we have to have an acronym. It's incredibly important. (laughter) Then you can e-mail me from there, and you can actually find a lot of our founding documents in there, and they're welcome to be stolen from. Anybody who wants to call me, I'm more than happy to give them any information.

*KYLE:* Great. I want to thank both of you for joining us today. It's been a great call and I think a lot of information shared about two interesting examples and getting some of the issues

out there. Signing off -- this is John Kyle at the National League of Cities. The next audioconference will take place in the fall. We'll have a whole new series starting then. Look on our website at [www.nlc.org/iyef](http://www.nlc.org/iyef), where you can find all the materials I was referencing earlier, and you will see a new schedule of audioconferences posted later in the summer. Thanks, David. Thanks, Michael. We appreciate your participation very much.  
**(Various thank yous and goodbyes.)**

*KYLE:* Good bye, everybody, we're signing off.