

# LINC Commission Meeting

November 20, 2017



Students from Butcher-Greene Elementary in the Grandview School District react to a science experiment by Mad Science. The science demonstration was part of Lights On Afterschool, a nationwide celebration of afterschool programs.

**LIGHTS ON**  
AFTERSCHOOL

 **LINC**  
Local Investment Commission  
[www.kclinc.org](http://www.kclinc.org)

# Local Investment Commission (LINC) Vision

## Our Shared Vision

A caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good.

## Our Mission

To provide leadership and influence to engage the Kansas City Community in creating the best service delivery system to support and strengthen children, families and individuals, holding that system accountable, and changing public attitudes towards the system.

## Our Guiding Principles

1. **COMPREHENSIVENESS:** Provide ready access to a full array of effective services.
2. **PREVENTION:** Emphasize “front-end” services that enhance development and prevent problems, rather than “back-end” crisis intervention.
3. **OUTCOMES:** Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.
4. **INTENSITY:** Offering services to the needed degree and in the appropriate time.
5. **PARTICIPANT INVOLVEMENT:** Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.
6. **NEIGHBORHOODS:** Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.
7. **FLEXIBILITY AND RESPONSIVENESS:** Create a delivery system, including programs and reimbursement mechanisms, that are sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.
8. **COLLABORATION:** Connect public, private and community resources to create an integrated service delivery system.
9. **STRONG FAMILIES:** Work to strengthen families, especially the capacity of parents to support and nurture the development of their children.
10. **RESPECT AND DIGNITY:** Treat families, and the staff who work with them, in a respectful and dignified manner.
11. **INTERDEPENDENCE/MUTUAL RESPONSIBILITY:** Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.
12. **CULTURAL COMPETENCY:** Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.
13. **CREATIVITY:** Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.
14. **COMPASSION:** Display an unconditional regard and a caring, non-judgmental attitude toward participants that recognizes their strengths and empowers them to meet their own needs.
15. **HONESTY:** Encourage and allow honesty among all people in the system.



Monday, Nov. 20, 2017 | 4 – 6 pm  
Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, Mo. 64110

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## Agenda

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- I. **Welcome and Announcements**
- II. **Approvals**
  - a. **Approval July and Sept. minutes (motion)**
- III. **Superintendent Reports**
- IV. **LINC Finance Committee**
  - a. **Audit Report**
  - b. **LINC 990**
- V. **LINC Results**
  - a. **Steve Corsi (Dept. Social Services director) visit**
  - b. **LINC infographics**
- VI. **Reports**
  - a. **Lights on After School report**
  - b. **Other**
- VII. **LINC 25<sup>th</sup> Anniversary**
- VIII. **Adjournment**



## THE LOCAL INVESTMENT COMMISSION – JULY 17, 2017

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Co-chair **Bailus Tate** presided. Commissioners attending were:

Bert Berkley  
Sharon Cheers  
Jack Craft  
Tom Davis  
Aaron Deacon  
Steve Dunn  
Mark Flaherty  
Herb Freeman

Anita Gorman  
Tom Lewin  
Rosemary Lowe  
Mary Kay McPhee  
Ken Powell  
David Ross  
Marge Williams

Tate welcomed attendees to the meeting, the first since May 15 (the June meeting was cancelled).

*A motion to approve the minutes of the May 15, 2017, LINC Commission meeting was passed unanimously.*

### Superintendent Reports

- **Gayden Carruth**, Executive Director (Cooperating School Districts of Greater Kansas City), reported there will be 22 participants from diverse backgrounds in the 2017-2018 Education Policy Fellowship Program.
- **Michael Weishaar**, Director of Business (Center School District), reported the Aug. 5 Back to School Bash will be supported by LINC. Working to prevent the loss of \$250,000 from the transfer of the Bannister Federal Complex to private ownership. The district will realize savings from transfer of school bus parking facility into the district and from hiring a new bus company.
- **Steve Morgan**, Asst. Superintendent (Fort Osage School District), reported that district bond issue financed projects are underway, including elementary school playground remodeling, new freezer for the food service warehouse, new turf field, and new early childhood center.
- **Yolanda Cargile**, Superintendent (Hickman Mills School District), reported the district is focused on obtaining full accreditation. Ruskin High School students will be performing at Fringe Fest. Bond issue projects are underway at Ruskin, Baptiste, and Freshman Center. Upcoming events include Aug. 5 Back to School Rally, Aug. 11 Convocation, and Aug. 16 first day of school.
- **Dan Clemens**, Superintendent (North Kansas City School District), reported \$120 million in bond issue projects are underway including renovation of North Kansas City High School. Fox Hill Elementary was named a Blue Ribbon School. Director of Transportation **Lon Waterman** was named the Missouri Association for Pupil Transportation Administrator of the Year.
- **Juan Cordova**, Asst. Superintendent (Grandview School District), reported there was high enrollment in the district's summer school program, which included exploratory learning, not just remediation. The district in partnership with Honeywell is expanding its Project Lead the Way initiative this year.
- **Kevin Foster**, Executive Director (Genesis Promise Academy), reported the school is expanding after school offerings and has applied for a 21st Century Learning Center grant. Genesis was one of five schools selected for the Kansas City Smart Schools initiative on the strength of its success in engaging parents.

LINC Treasurer **David Ross** reported that LINC has successfully addressed recent financial challenges including eliminating a \$1.5 million budget deficit and working with superintendents to offset \$1 million in funding cuts to the Before and After School program. LINC President **Gayle A. Hobbs** reported that LINC is looking at other funding streams to support its work.

Missouri Star School Program Principal **Jim Dunn** introduced a presentation on LINC's Missouri Star School Program in partnership with Missouri Department of Youth Services providing online distance learning opportunities for court-involved youth who are suspended, expelled or for another reason cannot attend public school. Teacher **Linda Davidson** outlined the process whereby youth are referred from DYS, assigned to a teacher, and supported in their efforts to obtain a diploma/Hi-SET. **Julie Davis** and **Mike Emanuel**, Platte County Juvenile Office, reported on the challenges that youth with year-long suspensions face in not falling behind and on the support they receive from Star School. Discussion followed.

LINC Deputy Director-Community Engagement **Brent Schondelmeyer** gave an update on the Apricot data system, which has been enhanced to provide staffing ratio reports and handle payment authorizations. LINC Supervisor **Jeff Hill** reported the reports help site coordinators make informed decisions about hiring staff.

Tate reported that Kansas City was recognized with an All-America City award for its Turn the Page KC campaign for grade-level reading. Bert Berkley reported on the campaign, which was the result of focused efforts by various literacy organizations to come together around the challenge. Turn the Page KC Executive Director **Mike English** reported on the increase of children reading at grade level, decrease of chronic absenteeism, increase in students participating in summer learning activities, and increase in early learning efforts in area districts.

Schondelmeyer reported Missouri Governor **Eric Greitens** issued an executive order to form a prescription drug database.

The meeting was adjourned.





## THE LOCAL INVESTMENT COMMISSION – SEPT. 18, 2017

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Co-chair **Bailus Tate** presided. Commissioners attending were:

Bert Berkley  
Jack Craft  
Tom Davis  
Steve Dunn  
Mark Flaherty  
Herb Freeman  
SuEllen Fried

Anita Gorman  
Dick Hibschan  
Rosemary Lowe  
Mary Kay McPhee  
Ken Powell  
David Ross  
Marge Williams

Tate requested Commissioners complete and return Conflict of Interest forms to LINC staff.

### Superintendent Reports

- **Sharon Nibbelink**, Superintendent (Center School District), reported on the expansion of the “Center Friends” mentorship program. A video on the program was shown. She reported on the “Made Smart” grade level readiness information campaign; the next step is to create a parent scorecard.
- **Steve Morgan**, Asst. Superintendent (Fort Osage School District), reported the Fort Osage High School student broadcast team received national recognition. Elementary students are enjoying new playgrounds thanks to bond construction projects; bids will open next week for a new district activity field. Enrollment is up by 80 students. The district will update its Comprehensive School Improvement Plan this year.
- **Kenny Rodriquez**, Superintendent (Grandview School District), reported on the three priorities selected by the school board this year: 1. Cultural competency including trauma care for students, 2. College readiness, 3. Career readiness, including internship program and expansion of Project Lead the Way.
- **Dan Clemens**, Superintendent (North Kansas City School District), reported \$2.1 million will be used to expand the district’s one-to-one initiative to provide computer devices for all high school students and teachers. The district has the highest enrollment in online courses in the state. 96.4% of high school seniors graduated this year, of which 100% were accepted to two or four year college, technical school or the military.
- **Yolanda Cargile**, Superintendent (Hickman Mills School District), reported on the district’s “Let’s Be Present” campaign to inform parents and motivate students about the importance of school attendance. Sept. 27 will be Attendance Day. All staff participated in a recent two-day diversity training.
- **Kevin Foster**, Executive Director (Genesis Promise Academy), reported the LINC Apricot data system allows the school’s mental health counselors to spend 40% less time documenting their work, which is necessary to keep program funding. 21st Century Community Learning Center funding has helped school increase attendance and performance; hope to have funding renewed this year.
- **Bob Bartman**, Program Coordinator (Education Policy Fellowship Program), reported there are 22 fellows in this year’s EPFP cohort. This week the program year will begin with a two-day retreat in Jefferson City.

- **Mark Bedell**, Superintendent (Kansas City Public Schools) reported student enrollment is currently 200 above projection. Over 30 teachers have been trained to teach AP and pre-AP classes. The district’s Early Head Start program will teach young adults how to advocate for themselves, and requires them to eat lunch and read to their kids and take parenting classes. The district is partnering with the Mexican Consulate on a program for Mexican nationals who have aged out of the school system to learn and work toward a diploma. The district is creating a Twilight School for students who need to work during the day. The district is developing a “Nightlife Tour with Dr. Bedell” for the superintendent to go to clubs to reach parents on weekend nights.

Bedell reported on the district’s Strategic Plan focusing on strategies to close the achievement gap. The plan was created with community input, and everything including budgeting will be tied to the plan. The plan includes five goals of student success: success in the early years; whole child safe, challenged and supported; continuous growth toward master of all academic subjects; 21st century critical thinkers and problem solvers; and readiness for college, career and life. Discussion followed.

Deputy Director-Community Engagement **Brent Schondelmeyer** introduced a presentation on youth homelessness, which is related to evictions and student mobility – previous topics of LINC Commission meetings. A video on the Sept. 12 “Ending Youth Homelessness in the Heartland” conference was shown.

**Nancy Thoma**, U.S. Dept. of Health and Human Services Regional Administrator, reported on the formation of the Council on Youth Homelessness and its cross-programmatic approach to ending youth homelessness, which differs from adult and veteran homelessness; homeless youth are often in the court system or have been kicked out or leave home because of abuse or domestic violence.

**Melissa Douglas**, KCPS Department of Students in Transition liaison, reported efforts to remove barriers keeping homeless youth from coming to school. The district provides students access to meals and transportation and builds relationships with community partners around needs such as housing and hygiene products.

**Nicole Sequeira**, Independence School District Family Services Coordinator, reported on the federal McKinney-Vento Act requiring all schools to remove barriers to full participation of homeless youth. The LINC Apricot data system is used to track services to homeless youth, and the data is important for creating reports.

Discussion followed.

**Rex Archer**, Kansas City Health Department Director, reported on the social determinants of health in Kansas City. **Sarah Martin-Anderson** reported on the Kansas City Health Commission’s development of the Community Health Improvement Plan 2016-2021, which is focused on five issue areas: education, violence, economic opportunity, access to care, and built environment.

The next meeting will be held on Monday, Oct. 23.

The meeting was adjourned.

KCUR – Nov. 15, 2017

## Kansas City Public Schools Keeps Provisional Accreditation, But There's Work To Be Done

By [Elle Moxley](#)

Kansas City Public Schools scored fewer points than it did last year under Missouri's statewide accountability system but stayed solidly in the provisionally accredited range, according to data released Wednesday by the Department of Elementary and Secondary Education.

District officials say there's a lot to celebrate, including a four-year graduation rate that's up over 70 percent and gains on state science tests. KCPS has also already met the state's goal of a 90 percent post-secondary placement rate – kids who enter college, career or the military within six months of graduating – by 2020.

"We're extremely proud," says second-year Superintendent Mark Bedell.

"While in most cases you have school districts that tend to fall and it's very difficult for them to get out of that hole, you will find, from a consistency standpoint, the district has been trending in the right direction."

KCPS earned 89.5 points out of a possible 140, a 63.9

percent. That's well within the range for provisional accreditation but a backslide from last year, [when district officials joyously announced that KCPS had achieved a 70 percent rate](#), the cutoff score for full accreditation. KCPS celebrated, then got back to work, Bedell says. Missouri Commissioner of Education Margie Vandeven has said unequivocally that KCPS needs to show sustained progress for the state board to even consider full accreditation.

This year KCPS came up short in two areas, social studies and attendance. Bedell says the district anticipated the drop in social studies scores, which had gotten a one-time boost in 2016 from a curriculum realignment at Lincoln College Preparatory Academy. That year, two classes – freshmen and sophomores – took end-of-course assessments. The next year, KCPS only tested freshmen at the elite school, and the number of students districtwide scoring proficient or advanced dropped. The district lost points there.

The district also lost points for attendance, falling short of Missouri's 90/90 goal – [90 percent of kids in class 90 percent of the time](#). Only 79.1 percent of KCPS students met that goal.





“That's where we need a lot of support from our community,” Bedell says. He considers attendance an “adult” problem – kindergartners aren’t responsible for getting themselves to school, and the state’s accountability system doesn’t care if a child was in school 89.9 percent of the time. “It’s the same as a zero. We really get penalized heavily on that when we’re not getting kids to school during that first period.”

But the district’s biggest struggle is mobility, [the constant churn of students in and out of KCPS from charters and neighboring districts](#). Students who had been in the district for at least two years scored much better on national NWEA mathematics and English language arts tests than students who had recently entered KCPS.

For example, only about a quarter of current KCPS first graders were also enrolled in pre-K and kindergarten in the district. But 40 percent of them tested into the top two quartiles on the fall NWEA mathematics test, compared to just 16 percent of first graders who did not attend KCPS last year.

Even fewer new-to-the-district first graders were reading at grade level.

“In some of our classrooms, seven or eight out of 10 students that started the year with you aren’t there anymore,” Bedell says. “It’s difficult. It’s traumatizing for our students, but it’s also traumatizing for adults because it’s a revolving door. They’re constantly having to get to know kids.”

Bedell says he didn’t come to Kansas City to make excuses, but churn is a frustrating reality in an urban school system. It hasn’t helped that so many previous superintendents have also been highly mobile. Bedell has said repeatedly he’s in it for the long haul.

“I’ve told principals, ‘The way we’re going to lean on you as an instructional leader may expose some of you,’” Bedell says. “Some people are stronger on the managerial side than they are on the instructional side, and some of them were brought in to do just that because of where our schools were. But we’re really in a position now where if we give our principals the tools they need, we think we’ll be able to move the needle even faster.”

But for KCPS, full accreditation is probably still two to three years out.

*Elle Moxley covers education for KCUR. You can reach her on Twitter [@ellemoxley](#).*

## **School districts continue performance gains**

By [Mike Genet](#)

mike.genet@examiner.net

Posted at 12:01 AM

The Independence School District showed a significant improvement in its Missouri Annual Performance Report scores from 2016, while other school districts in Eastern Jackson County maintained solid scores in 2017 with either an improvement, repeat or a slight dip from the previous year.

This is the fifth year the state has employed this measurement system of the Missouri School Improvement Program (MSIP 5) for the MAP Report, which includes five major standards: academic achievement, subgroup achievement, college and career readiness (or high school readiness for elementary schools), attendance rates and graduation rates.

Independence Schools improved from 89.6 percent in 2016 to 95 percent this year – 133 out of a possible 140 points. In 2015, ISD rated at 89.3 percent, just two years after it was at 73.2 percent.

For the second-straight year, Blue Springs School District checked in at 99.6 percent – a half-point short of 140 – after scoring 100 percent in 2015 and 98.6 the year before that.

Fort Osage slipped from 92.1 percent last year to 89.6 this year after three straight years of improvement. Grain Valley improved from 91.4 percent to 94.6; its 93.2 mark in 2015 represented a near-10 percent jump from two years earlier. Lee's Summit continued to climb for the third year in a row, checking in at 98.2 percent. In 2014 it had slipped from 96.1 to 92.5. Oak Grove rose back to 97.9 percent after a slight dip from 97.1 in 2015 to 96.4 last year.

The Independence district said its scores represented the highest increase among the state's large districts in the last four years. Superintendent Dale Herl said he was thrilled with the results.

"We knew we were going to be close, between 93 and 95 percent, based on how our students did on the MAP (Missouri Assessment Program) and EOC (end-of-course assessment)," Herl said. "The biggest questions were attendance and college readiness.

"What I'm probably most proud of is we've improved every one of the last five years. That speaks not just to our students and teachers, but the manner in which we approach student achievement. It was really across the board (with improvements). With every student now having at least the opportunity to attain an associate's degree, they've taken a lot of dual-credit courses."

Blue Springs Superintendent Jim Finley said that while the high marks are welcomed, the district constantly looks for ways to improve.

“The bottom line is we always want to do the best we can for and by our students,” Finley said. “We want to continue to improve our instruction and our resources for our teaching staff. The goal is always to get better, and you’re never done with that.”

Fort Osage Superintendent Jason Snodgrass said that despite the district’s slight drop there are still several reasons to celebrate, including a graduation rate that attained the full score and is among the state’s best.

“That shows the rapport and relationships in our district,” he said. “We’ve had continued growth in college and career readiness, and that’s a lot of hard work by all our teachers in the district.

“Attendance continues to be an area of focus for us, and we will continue to work toward improvement in the areas where we need to see growth.”

Grain Valley Marc Snow said he was definitely happy with the results and noted the “moving target” given several slight changes in how the Missouri Department of Elementary and Secondary Education compiled its ratings. More than anything, the results affirm the district is moving in the right direction.

“We’re trying to do what’s best for the kids and have a sound educational product for the kids,” he said, “and those tend to lead to high scores.

“There’s always some things to work on. This year we targeted math, for example, there’s still some improvement we can have there.”

School districts that rated at 70-100 percent are considered accredited, those rated 50-69 are provisionally accredited and those 49 and below are unaccredited.

The Kansas City School District fell from 70 percent last year to 63.9 percent this year, matching its 2015 score. In other districts, Raytown checked in at 81.4 percent (79.6 last year), North Kansas City 93.9 (96.4 last year), Liberty 97.5 (98.2), Hickman Mills 65.4 (67.9) and Park Hill 97.5 (97.9).

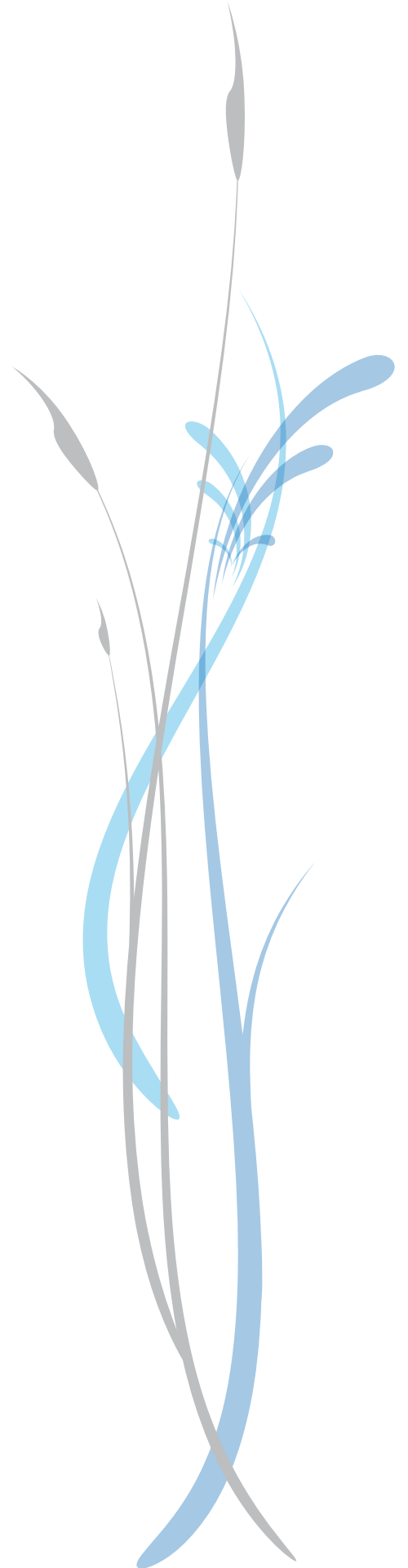
Out of 550 school districts and charter public schools, 37 scored a perfect 100 percent, up six from last year. Three charter schools fell into the unaccredited rating, and for the second-straight year no public school districts fell into that category. Also for the second-straight year, seven public districts out of 517 statewide were rated as provisionally accredited, along with 12 charter schools.



# 25<sup>th</sup> Anniversary

1992 - 2017

In those inspiring moments when  
people come together  
seeking a common good, we  
build a better life for our city,  
we build a better future  
for our children.



Presentation by Bert Berkley  
First LINC Commission Meeting  
Princess Garden Restaurant  
November 16, 1992



I very much appreciate the fact that you've made the commitment you did when you raised your right hand tonight. I agree with you that we are in the position to do something really constructive for children and families in this community; and together we can bring about some results that have never been experienced before, anywhere.



Incidentally, the reason we're here tonight at the Princess Garden, for a very different kind of a meal, is because I want you to remember: the OLD WAY is OUT, CHANGE is IN. What we have to do is change the system. We have to NOT think in terms of "demonstration projects," and "isn't that wonderful — I'll get a pat on the back ... " and then it slowly but surely fades away. What we want to do is CHANGE THE SYSTEM.

I've been asked, "What's your vision for LINC?" There have been lots of words written pertaining to vision. My vision comes from an old African proverb:

**"IT TAKES A VILLAGE TO RAISE A CHILD."**

We have to tap into the COMPASSION of this Community. We have to listen; we have to respond, we have to empower. We have to let those that are involved develop solutions for the people they are dealing with -- for the welfare mom, for the abused child, for the jobless who want to work. And you might say, "Well, how really serious are the problems?" The problems are EXTREMELY SERIOUS. This is not the "11th Hour;" it's ONE MINUTE BEFORE MIDNIGHT!! There is despair in this country about saving ourselves that is beyond anything you can imagine. It goes from the inner city of Kansas City to the highest ranks of those in Washington, D.C. And the reason that's true is because it's recognized that we're destroying ourselves from within. We have to work it out; so that what Marian Wright Edelman said is changed. She said that 1 in 5 children in this country live in poverty.

One in five! That's enough to make you cringe. We have to REFORM the social services.

I've made several trips back to Washington, and talked to people at the Department of Health and Human Services; and when I first meet them, I sit down and say a little bit about LINC; and then I say, "There's an old saying: 'If it ain't broke, don't fix it' -- but this one's broke!" Everyone agrees, immediately. They understand that. And while I might have thought that the bigger problem we might have here is the Department of Social Services because there's a tendency to think in terms of "they're going to gore our ox;" they are DELIGHTED that the LINC Commission is being formed, and that we're now in existence. They want to change what they're doing. They want to be flexible, they want to be responsive. We want to put them in a position that they feel good about what they're doing. And where should we concentrate? Our concentrations must be on OUTCOMES – on worker discretion, LISTENING to customers; and working with other reform efforts in this community. We have many fine partnerships, as have been discussed here this evening. We have many fine programs. We want to strengthen those partnerships and programs, and see that they are even more successful.

Tonight we talked about Lee Shore's book for just a moment. That book was published in 1989. Most of those demonstration projects – not all, but many of those demonstration projects – are no longer in existence. And why? Because the money dried up. And that's why we can't think in terms of a demonstration project. We must think in terms of changing the system. We must think in terms, as she says, of OUTCOMES, and that's where we are going to be concentrating. One of the things that agencies often report

at the end of the year, is that last year we serviced 900 clients. Seldom, if EVER, did they look to see what HAPPENED to those 900 individuals. What we want to do is service 200 clients; and change their lives!

**A**llow me to tell you a problem that this commission must come to grips with. Every individual who comes to the door must be served. We cannot turn people away; so we have to find a way to change lives for the better, for EVERYONE who asks for help. Do you realize that a social worker – not just in Kansas City, but it's true in Kansas City – can't write a check for \$200 to give somebody help that is desperately needed at that particular moment? And yet, we allow that social worker to make a decision that CHANGES that person's LIFE. It isn't right. We have to TRUST the social worker, we have to believe in that individual. We have to believe in the nurses, the counselors, the eligibility workers – those who are on the firing line making things happen.

In my business, and I know in whatever you do, you listen to your customers. We send our people out to see somebody, and we say, “Are we doing alright?” If they say, “Yes you are” then we say “Well, isn't there something we could do to do better?” And if something's WRONG, we SCRAMBLE. We do everything in our power to make it right as quickly as possible! The social worker is in that position – to listen. Therefore, that individual must be empowered, so something can be done very quickly at the time they are with the people who need help.

There's a wonderful story in the social work field about the social worker who received a call from a welfare mom; and the social worker was invited over for coffee. What a breakthrough! She had been living for the day when she didn't have a formal relationship, and here she was invited over to talk. When she got there, there were six other social workers. The welfare mom said, “I thought it would be a good idea if you met. Each of you has something to do with my family.”

That's terrible. That's NOT the way it should be done. We don't want THIS social worker for one child, another social worker for another child and somebody else for grandmother. We don't even want to have a situation where we have one person for health, one person for mental health, and another person for Head Start. We have to have what is commonly referred to as “one-stop shopping;” meaning we have to trust the social worker. And, incidentally, on this issue of different social workers serving different children in the same family – Gary Stangler can give you horror stories about how a social worker walked in and was responsible for “Child A,” and “Child B” was near death; and nothing was done. Absolutely UNBELIEVABLE that this kind of thing could happen. We have to change things; and we are CAPABLE of doing so.

I want to reemphasize the importance of the many programs that are going on in this community – the partnerships. I want you to remember that our objective is to STRENGTHEN those partnerships and those programs. On October 30th, a gentleman named Ira Barbell was in Kansas City. He's a senior associate of the Annie E. Casey Foundation. He said that change in the social work field is 4 or 5 times more difficult than in business, and 4 or 5 times more difficult than if they continue doing exactly what they're doing today. Well, is it just because these people object to change more than the rest of us? No. It's because they have two serious problems to contend with: one is political – they're under the gun from the politicians, if anything goes wrong with the politician's constituency; and the other thing is they're subject to the press, the public, whatever you want to call the media which is looking down their throat all the time.

There has to be change. LINC can be the bridge. We can be the vehicle that educates this community to the importance of change. We can create that climate. And that climate is essential, if we are going to get our job done. Interestingly enough, at state there is little or no vehicle for change. But we have to

institute change, and we must recognize that if we do it wrong, if this commission does it **WRONG**, it can be **HIGHLY** demoralizing. We have to handle change in a constructive, mature, progressive manner. And I'm confident from what I've learned up to this point, that we'll have the kind of cooperation we want.

**I**ra Barbell said something else. He said, "Focus on systems change -- focus, *focus*, **FOCUS!!**" Please bear that in mind. He went on to say that you can't have six-inch manuals, and expect people to change. Ladies and gentlemen, we have departments of the Department of Social Services, State of Missouri, that have manuals that are over six inches thick, and a mindset to go with it. "If it ain't in the book -- don't do it." Why is that the case? The reason is because the system is driven by **ERROR RATES**. You must avoid mistakes, you may not waste even a few dollars. The result, very simply, is that there is **NO WORRY ABOUT OUTCOMES**. WE have to concentrate on outcomes.

But why has it been like this? Because these people are afraid. They've been **BURNED** by supervisors who are not adequate in their responsibility of supervision, they've been **BURNED** by the media – Gary Stangler can tell you stories you wouldn't believe, and the individual has been burned by the system: step out of line, or try something creative, and you don't get the promotion. It's as simple as that. We have to be responsible for changing the rules; and in doing so we have to work with the Department of Social Services, we have to work with Health and Human Services in Washington, we have to work with state and federal legislators. And we're going to be **SUCCESSFUL** doing it.

The reason we're going to be successful is because of this blue-ribbon commission. Nobody in public life likes to see a blue-ribbon commission – people of this caliber – who are thwarted in honest efforts to improve things. We must see to it that we encourage innovation, collaboration, risk-taking and opportunity seeking.

Let's talk for a moment about the commission. Gary has already explained that we are agents, and we have no legal liability. You should also know that Gary has said that he will not veto what this commission does – as long as it's legal, as long as it's reasonable; and therefore, anything we do that's reasonable we will be able to continue with. Hopefully, Gary will be at our side to give us advice and counsel as we go along; but I do want to make it very clear: this commission is acting as a board of directors, and we are an independent body. Our decisions **COUNT**.

There will be seven committees that are involved with LINC. Originally, in the write-up you received, there were five: children and families, aging, health care, school-linked social services, and welfare reform, or teaching people how to get a job and to hold it. We are adding two to that, on the economic side, based on our conversations last week about 21st Century Communities: one is housing; the other is business development – -meaning someone will have to go around to every medium-size and large business in this community, and hopefully convince them to put a business in the inner city.

(At the Commission Meeting Tuesday morning, November 17, it was agreed to add a safety committee, our eighth.)

One of our objectives is to get people off of welfare – **OFF** of welfare. And with 21st Century Communities and the "living wage" that we have talked about, that is a very practical possibility.

Gayle Hobbs is our executive director. I've been working with Gayle for a number of months now. Gayle, as she indicated to you, had the responsibility for youth services in the 28 counties of northwestern Missouri. She has been with the Department of Social Services for 17 years, and she knows the De-

partment from the inside. Gayle is energetic, she's frank, and her opinion counts. I can tell you that I could not be more delighted with an executive director than I am with Gayle. We are very fortunate to have Paula Cardello as her assistant. She is our deputy coordinator. The one person that Gayle wanted was Paula, and I'm very pleased that Gary saw fit to do that. For the five committees that we have on the social services side, there'll be one staff person for children and family services, and the other four committees will be divided between two staff persons. We will have two staff persons for housing and business development. We hope that the business community and the foundations will give consideration to funding those two positions.

As far as the committees are concerned, we need names from you as to who you would like to have on the committees. When we announced LINC originally, we asked for names, and Gary has a number of names for committees in-hand; but we didn't want to name those committees until there was an opportunity for this commission to give their recommendations to Gary. I hope you do understand that the decisions are made by Gary. You can send your recommendations for committee people, and professional cabinet people for each committee, directly to him; or you can call Gayle, or you can call me and we will certainly pass them along. Gayle's number is 889-2428, mine is 471-3800, and Gary's is 314-751-4815. I'd like to have your nominations by the end of next week.

One of the things I've learned is that training for Department of Social Services people has been neglected. They have been receiving some technical training, but most have not even been trained in the human needs of children and families. They have been trained to work for the benefit of the system, rather than for the benefit of those they are serving. Frankly, they have never worked with the lay community. They have never worked with a commission like this. They've not worked with lay committees, and they're somewhat fearful. They're fearful that they might be criticized. And one of the things you're going to be seeing tomorrow is a very complete, thorough training draft that is being discussed with the Kauffman Foundation with the thought that they may be helpful in funding, thereby creating first-class training. When you're in touch with people from the Department of Social Services, please make them feel at ease; that goes for agencies, as well.

I want to remind you that there are quite a few people in the system who are looking forward to what LINC is going to be able to do, because they WANT to change things; and when the time comes that you are in contact with those people, let's be sure we give them full credit for what they're doing.

I want to make it clear that on this commission and on the committees there are no professionals. We are all lay people that are on the commission and committees. The reason for that is very simple: if we had an agency head, for example, on this commission and money went to that individual's agency, every agency in town could be upset. So there are no professionals on the commission or the committees; BUT, and this is a very important but, the professional cabinet will be with us all the time, to advise us, to work with us – and frankly, our success, to a large degree, is going to be based on the advice and counsel of the professional cabinet members who are going to be working with us. I think it's clear that the only thing that the professional cabinet does NOT have is the VOTE. They are expected to be at every meeting. We want their input. But all of us who have worked in the community know: it's not the vote that's important; it's the voice that's important. And each one of them will have a voice.

Our meetings are going to be open. There are not going to be any secrets. If anybody wants to know what we're doing, information will be available to them. I should say also that the professional cabinet will not be chosen by throwing darts at a bunch of names. They will be very carefully selected; and the reasons they will be selected are 1) because of the advice and counsel they can give us, and 2) because they are the kind of people that EXPECT to be CHALLENGED on what they're doing. They WANT to know that there are some other avenues that can be suggested to them so they can do a better job. So it's

not just advice to us – it's input to them. That's the kind of people we like to work with.

Liaison. We **MUST** have liaison with the seven committees; so I would like to ask you to let me know with which committee you would like to be liaison. There will be three liaison members for each committee from this commission – so it's not a matter of you doing a great deal of extra work; but those committees want to know what the thought processes of this commission are, and you're going to interpret that for them. Obviously, when we have meetings and have input from the various committees, your evaluation will be extremely important.

I do want to make it clear that the most time-consuming work that's going to be done, is going to be done in the committees – -that's for sure. But I think you should understand how **IMPORTANT** the work of this commission is. We have to make a determination of how well what the committees are doing is fitting together. We also have to make a determination of whether or not the change that we want to bring about is actually taking place.

What about dollars and cents? The dollars and cents that will be under the auspices of this commission is \$255 million. That will be for Kansas City, Missouri south of the river. That's our **TEST AREA**. As soon as we make that work, we will obviously expand it to the entire community. \$45 million of that \$255 million is discretionary. What's **NOT** discretionary? What's mandated is **AFDC**, Food Stamps and **MEDICAID**. We have to see to it that we're getting the dollars we should get, and we have to see to it that the dollars are being used effectively. What's discretionary? Child abuse and neglect; residential treatment; Futures, which is welfare reform; community-based services and child care. The key is seeing to it that we are getting the maximum dollars; and with both discretionary and non-discretionary funds, our responsibility is to see to it that the dollars are spent **WISELY**.

**L**adies and gentlemen, the responsibilities of this commission are awesome. For that reason, there will be no executive committee. We are **NOT** going to have a few-of us making decisions for this entire group. We will have no executive committee, and for that reason I hope that you will plan to be with us when meetings take place. They are very important meetings.

The way we propose to work is to use the Demming Principle. Demming is the genius whom no one would listen to in the United States. He went to Japan and taught them how to make quality and become the commercial leaders of the world. We're going to use his principles in the hope that we can become the social work leaders of the world. We're going to use the program of Plan, Do, Study, Act. That means we are going to **PLAN CAREFULLY** for what we want to do. We are then going to **DO** it. We are going to then **STUDY** it, to determine that the test we just did is **OK** – and if not, we're going to take corrective action. Then we're going to **ACT**. But, after we've acted, let's understand that **NOTHING** is in concrete. If we have to **CHANGE** so we can do a more effective job, we're going to change, right then. **NOTHING** is in concrete. We're going to concentrate on changing the **PROCESS**. We're going to concentrate on **OUTCOMES**.

We're going to shorten time frames. One of the things I've learned is that those in government have a way of thinking in terms of **YEARS**, where some of the rest of us might think in terms of months, even weeks. We have to create a sense of **URGENCY**. That urgency will make a big difference as to whether or not we're going to be successful, and others that are involved must have the same attitude we do.

How about **EVALUATION**? Evaluation is absolutely critical. I've already talked to Bill Eddy at **UMKC**. He will see to it that some of his top people are made available to evaluate what we do. We're going to evaluate the process, and we're going to evaluate outcomes. And we're **NOT** going to be an "Inspector



General.” The way we do it is that we will have people establish a process, and then we will see to it that they are carrying out that process; and if they are not, they will understand that they are not and they will be able to correct it. Therefore, evaluation becomes an educational process, which is very important, as we deal with so many people in this movement.

I've said to Gayle, “Gayle, if I tell you something **MUST** be done **THIS WAY**, and she doesn't think that's the way it should be done; she's supposed to tell me. And I have told Paula exactly the same thing. I'm sure we all realize that we **NEED** the advice of our executives. We need the advice of our professional cabinet. We need the advice of our customers. We must learn from each other, and we are going to be well educated. Gary, Marty and Gayle have been working on that. We **HAVE** to get educated, so that we are in a frame of mind – have an understanding – that allows us to render the right decisions. At our 8:30 meeting tomorrow morning we are going to start a very interesting educational process.

**W**e all recognize that this commission would not be possible, nor would our dreams mean anything, if it weren't for Gary Stangler. When he appointed the Business Roundtable, over two years ago, you have to ask yourself, what other person in his position in the 50 states would ask a committee to take a look at **WHAT HE WAS DOING**, and say how it might be done better –allowing the **LIGHT OF DAY** to shine in? Well, Gary's got a great reputation in Kansas City and St. Louis, Springfield, Joplin, etc. all through the state of Missouri – but what you should know, and possibly you do, is that he is held in the highest esteem by people in Washington, and across this country. What I'm concerned about is that somebody's going to take him away from us; and I'm going to put shackles on him so that he stays in Missouri. We surely need him. He has a reputation of being a highly progressive individual.

One of the things that Gary taught me is that if we're going to make this thing work, we really have to have **TEAMWORK**. We have to have a close, working relationship among those of us in this room; a close, working relationship with the committees; a close, working relationship with the professional cabinet. We have to develop a close, working relationship with the Department of Social Services and the agencies in town. And under that kind of a scenario, we also have to have a close, working relationship with recipients.

It's up to us to **STRUCTURE AN ENVIRONMENT** that allows that close cooperation; and in that structuring, I hope we will recognize that we are not so smart. We have to **ASK** people how we are doing. We have to ask the participants, we have to ask the community. We have to see to it that there are ongoing **REALITY CHECKS**. As I indicated to you before, there will be evaluations; and those evaluations can be very helpful, because they'll tell us how well **WE** are doing.

Allow me to put a new word into your vocabulary. We always think of those who are on welfare as “clients” or “recipients.” The new word is **PARTICIPANTS**. So from now on, when we talk about those who are involved, we talk about participants.

In the scheme of things, we need some initial successes. They don't have to be **BIG** successes; they can be very **SMALL** successes, but they **HAVE** to be successes. We will spend most of our first two meetings getting educated. After that we will continue the educational process, but there will also be more concrete **ACTION**.

We will see to it that we are in a position to make the kind of decisions that **START** to change the system. And now, a fact of life. A fact of life is that when **LINC** becomes better known, there are going to be the doubters. There will be those who will condemn us, as though we couldn't **POSSIBLY** get this done. And we must recognize that we, as a commission, don't have all the answers; but we must take the

position that we WILL move forward, will learn from our problems and mistakes, we will make corrections, and we will move forward again.

Gary has indicated to you that no one else is doing this, and that's correct. No other local initiative – and there are a number of them around the country – has control of the money to the extent that we do; and no other initiative has the close, close working relationship with the professionals that we have in this setup.

Charlie Bruner, from Iowa, said that “collaboration” is an unnatural act between non-consenting adults. That's about right in the social services field; but we must make collaboration a living, breathing, practical thing. And we can do it.

In my judgment, at NO TIME has there been a NEED for each other to the extent there is today. I look forward to working with you. I look forward to the teamwork, to the good will that's going to allow all of us to be successful.

And in closing, allow me to tell you a brief story. A well known poet and author was on vacation on the southern coast of Spain. He went out very early one morning. The sun was just coming up, the rain had stopped, the rainbow was beautiful. As he looked down the beach, he saw a figure dancing on the sand. When he got a little closer, he saw that it was a young man who was picking up something and throwing it into the water. As he got very close, he said, “Young man, what are you doing?” The young man replied, “Well, I'm picking up star fish and throwing them into the sea.” “Why are you doing THAT,” the poet persisted. And the young man answered, “You see, if the star fish is on the beach and the sun gets high, the heat will kill the star fish.” “That's ridiculous,” scoffed the poet, “there are thousands of miles of beach, and there are millions of starfish -- you don't think that what you're doing can really MAKE A DIFFERENCE.” Picking up yet another star fish and while throwing it into the sea the young man replied: “It makes a difference to THIS ONE!”

Thank you.



# CANDIDATE RESOURCE GUIDE

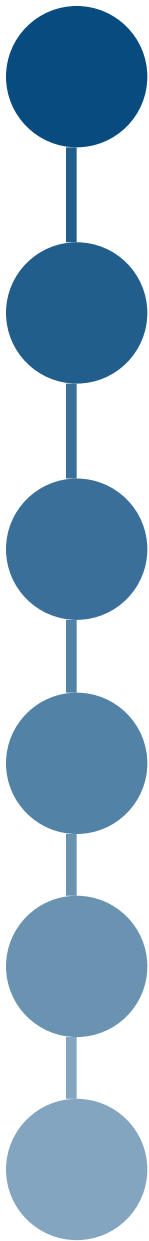
## *on Afterschool*

2016



Afterschool Alliance





# Introduction

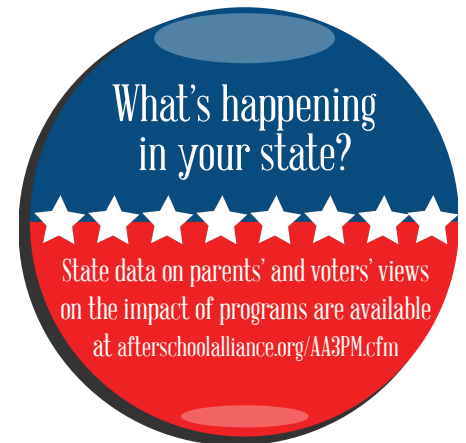
The Afterschool Alliance is a nonprofit public awareness and advocacy organization that works to ensure that all children and youth have access to quality afterschool and summer learning opportunities. Since 2000, our network of more than 26,000 afterschool partners has been expanding learning opportunities for students nationwide and tapping community partners to keep children safe and well nourished while providing engaging, hands-on activities that raise school attendance, academic achievement and graduation rates.

This guide provides information on ways afterschool programs provide real-time, evidence-tested solutions to some of the most prevalent campaign issues, constituent interests and community concerns. Additional information, including research briefs, fact sheets, and survey data can be found on our [website](#). We also are happy to answer any questions and help provide additional information to any office, candidate or constituent provided we are able under our 501 (c) (3) operating status. We can connect offices with on-the-ground programs to visit as well. [Contact us](#) anytime.

Afterschool is an issue you should be talking about. Voters understand that high-quality afterschool and summer learning programs are important. When told that research shows that high-quality afterschool programs can lead to increased attendance, improved behavior and improved grades, 89 percent of voters say afterschool programs are important.

- The majority of parents nationwide want afterschool programs for their children. Unmet demand has climbed over the past 10 years and continues to grow. For every child in a program, two are waiting to get in.
- 84 percent of parents support public funding for afterschool programs. This isn't a partisan issue: 91 percent of Democrats (9 in 10 Democrats) and 80 percent of Republicans (4 in 5 Republicans) support public funding for afterschool.

Moreover, decades of research show the ability of afterschool programs to positively affect some of the major issue areas of constituent attention and interest, including the economy, crime and safety, and preparing the future workforce.





# Afterschool: An Issue For Voters

***Afterschool Programs help the economy; help build strong, safe communities and prepare our future innovators.***

Afterschool programs help working parents keep their jobs (83 percent) and provide peace of mind about their children when they are at work (85 percent), according to a survey of parents with a child in an afterschool program.<sup>1</sup>

Regular participation in afterschool programs has been shown to narrow the achievement gap between high-and low-income 5th graders, providing a broader base of qualified and equally equipped future workers.<sup>2</sup>



Worker productivity drops among parents without afterschool care. Missed days of work and distractions due to child health and safety concerns when childcare is inconsistent or unavailable cost businesses between \$50 and \$300 billion annually in lost productivity.<sup>3</sup>

Youth who participate in afterschool programs are less likely to use drugs or alcohol, be characterized as obese, or become teen parents.<sup>4,5</sup>

Students in afterschool programs attend school more often, do better in school and are more likely to graduate.<sup>6</sup>

<sup>1</sup> *America After 3PM*, 2014, Afterschool Alliance

<sup>2</sup> Auger, A., Pierce, K.M. and Vandell, D.L., 2013

<sup>3</sup> Rosch, P.J., Ed. (2001) *The Quandary of Job Stress. Health and Stress*. The American Institute of Stress.

<sup>4</sup> Goldschmidt, P. and Huang, D. (2007); Hirsch, B.J., et. al. (2011)

<sup>5</sup> Mahoney, et. al., 2005

<sup>6</sup> Learning Point Associates, 2011; Weissberg, R.P., et.al, 2010





# Afterschool: An Issue For Voters

Every taxpayer dollar invested in afterschool programs saves an estimated \$3 on future law enforcement and social services expenses; and up to \$9 when longer term benefits are considered such as earning potential.<sup>7</sup>

Eight in ten parents recognize afterschool programs can help reduce the likelihood that youth will engage in risky behaviors.<sup>8</sup>



Afterschool programs can expose students to new academic and professional opportunities, and are a proven strategy for preparing students to be competitive in the 21st century job market, especially in the STEM arena, where 7 million students are currently involved in afterschool programs with STEM offerings.

During the hours when juvenile crime peaks between 3 and 6 p.m., 11.3 million children are on their own after school. Engaging programs provide an alternative to these unsupervised hours.

<sup>7</sup> Brown et. al, The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002, The Rose Institute of Claremont-McKenna College, September 2002.

<sup>8</sup> *America After 3PM*, 2015, Afterschool Alliance



# Working Families Depend on Afterschool Programs

## Challenge

For the moms and dads who are still at work when the school bell rings, the afterschool hours can present a real challenge. Families report that the gap between work and school schedules can be up to 25 hours per week. This leads to stress and missed work time for parents. Parental concerns about afterschool care result in decreased productivity that costs businesses up to \$300 billion per year.

***Afterschool programs give working parents peace of mind and help them keep their jobs.***

Afterschool programs help working parents keep their jobs by ensuring that children are safe and learning while parents are still at work. Among parents with a child in an afterschool program:

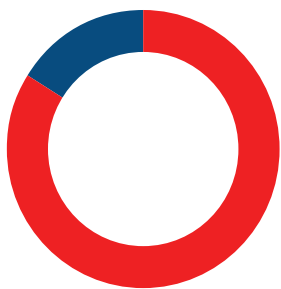
- **83 percent** agree that afterschool programs help working parents keep their jobs.
- **85 percent** agree the programs help give working parents peace of mind about their children when they are at work.

***Parents value afterschool programs for many reasons and are highly satisfied.***

Parents view afterschool programs as more than just a safe environment for children. They recognize that these programs provide a wide range of activities and enriching learning opportunities for children and teens. Parents want their child's out-of-school experience to be fun and varied—and they want it to provide learning activities that are not offered during the regular school day.

Among parents with a child in an afterschool program:

- **89 percent** are **satisfied with the program overall.**
- **88 percent** are **satisfied with the quality of care.**
- **79 percent** are **satisfied with the amount and variety of physical activity** offered.
- **82 percent** say the programs **excite children about learning.**



**84%**

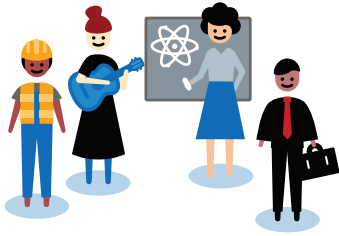
of parents support public funding of these programs.



# Working Families Depend on Afterschool Programs

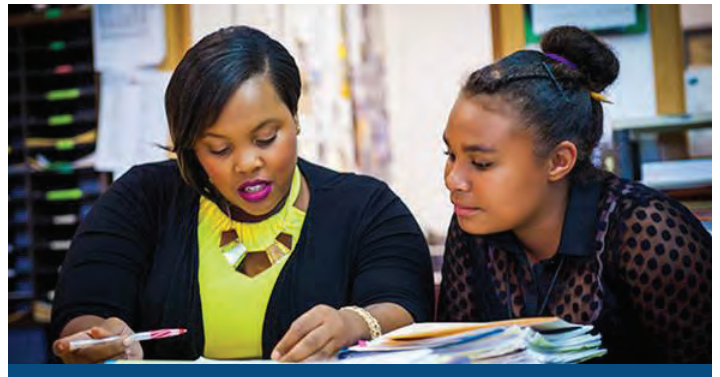
More than  
**4 in 5**

parents with kids in afterschool programs agree that the programs help working parents keep their jobs.



Parents cite several factors as very important when selecting an afterschool program. They want a program that:

- offers a variety of activities.
- provides a safe haven.
- offers high quality of care.
- has a knowledgeable and well-trained staff.



***Afterschool programs provide critical support for working parents and the economy.***

Parents are increasingly turning to afterschool programs to meet their own and their children’s needs in the hours after school. Parents who are fortunate enough to have access to afterschool programs are highly satisfied, but the demand for available programs far exceeds the supply. We need federal, state and local governments, philanthropies, and businesses to step up, because every child who wants to participate in an afterschool program should have that opportunity.



# Afterschool Programs Keep Kids Safe, Help Them Avoid Risky Behaviors

## Challenge

One in five children (11.3 million kids) are alone and unsupervised from 3 to 6 p.m. every day across the United States. Those are the peak hours for kids to commit crimes or become victims of crimes and to experiment with drugs, alcohol, cigarettes and sex.

***Afterschool programs provide a safe environment and help kids develop valuable life skills.***

Afterschool programs give kids a safe place to play, learn, and engage with positive role models who help them develop leadership skills and the ability to make responsible decisions. Kids who regularly attend these programs:

- Are more **aware of the dangers of alcohol, drugs** and other risky activities.
- Learn how to **manage their aggression and avoid situations** that negatively impact their academics and future goals.
- Are **less likely to take part in criminal activities** and have **lower incidences of drug use, violence and pregnancy**.
- **Improve their self-perception and develop positive social skills**, like cooperation and helping others.
- **Earn better grades, behave better in school** and are **more likely to graduate** from high school.





# Afterschool Programs Keep Kids Safe, Help Them Avoid Risky Behaviors

**Every \$1.00**

invested in  
afterschool  
programs

**saves up  
to \$9.00**



*Parents depend on afterschool programs, believe they keep kids safe and out of trouble.*

Nearly a quarter of families nationwide rely on afterschool programs, and demand continues to grow. Today, 10.2 million children participate in afterschool programs, while another 19.4 million children would participate if a program were available.

Among parents with a child in an afterschool program:

- **84 percent** agree the programs **keep kids safe and out of trouble.**
- **83percent** say the program can **help reduce** the likelihood that kids will commit **a crime, use drugs or become a teen parent.**



***Afterschool is a smart investment.***

Every \$1 invested in afterschool programs saves up to \$9 by reducing crime and welfare costs, improving kids’ performance at school, and increasing kids’ earning potential. We need to invest in afterschool programs—at the federal and state level—to ensure that afterschool is available to all.





# Afterschool Programs Help Kids Succeed in School and Life

Consistent participation in afterschool programs leads to improved:



**Behavior**



**Academics**



**Attendance**

## Challenge

Success in school and life requires a solid academic foundation, as well as skills such as the ability to work collaboratively, problem solve, make responsible decisions and communicate effectively.

Kids who regularly participate in afterschool programs perform better academically. They demonstrate gains in reading and math and improved school attendance, work habits and grades. They also are more likely to advance to the next grade and have higher graduation rates.



Afterschool programs help children develop the skills they need to learn, grow, and thrive in school and in life. Research shows students who regularly participate in quality afterschool programs:

- develop strong social skills.
- make better decisions.
- improve their self-perception and esteem.
- are excited about learning.
- behave better in the classroom.



# Afterschool Programs Help Kids Succeed in School and Life



Want more research on afterschool?

Check out our Afterschool Essentials at [afterschoolalliance.org/research.cfm](https://afterschoolalliance.org/research.cfm)

***Parents believe afterschool programs help their kids succeed, and they are seeing the results.***

An overwhelming percentage of parents with kids in afterschool programs say the programs help kids:

- Develop social skills. (**88 percent**)
- Complete homework. (**82 percent**)
- Gain interest and skills in science, technology, engineering, or math. (**78 percent**)
- Improve their behavior at school. (**78 percent**)
- Gain workforce skills including teamwork, leadership, and critical thinking. (**77 percent**)

***Investing in afterschool is critical to kids' success.***

Afterschool programs offer enriching experiences that engage students, encourage creativity and inspire a love of learning. They help students stay in school, graduate and gain valuable life skills. All children deserve the opportunity to take part in afterschool programs that provide the building blocks they need to thrive in school, in career and beyond.





# Afterschool Programs Prepare Students for College and the Workforce

## Challenge

Given our complex and changing world, today’s students need to be critical thinkers who can tackle modern challenges. Learning in science, technology, engineering, and math—the subjects called “STEM”—builds knowledge and skills that help students reason through tough problems and come up with creative, effective, and reasonable solutions. Young people also need to develop 21st century skills necessary for success in the global economy, such as leadership, cooperation, shared understanding and civic engagement.

***Afterschool programs help students graduate from high school and gain workforce skills.***

Students who participate in afterschool programs are more likely to advance to the next grade and have higher graduation rates. Afterschool programs also are stepping up to offer learning experiences that prepare students for jobs in high demand. Parents value afterschool STEM.

- Afterschool programs offer **7 million** U.S. kids STEM learning experiences.
- **80 percent** of parents with kids who participate in afterschool STEM programs are satisfied with the STEM learning opportunities.
- **70 percent** of parents agree that afterschool programs should offer opportunities to explore and engage in hands-on STEM learning.
- STEM education is especially important to parents of kids from groups underrepresented in the STEM workforce—**76 percent** of Hispanic and **74 percent** of African-American parents say afterschool programs should offer STEM.



**AFTERSCHOOL PROGRAMS ARE STEPPING UP...**

...to offer **7 million** U.S. kids STEM learning experiences.

**70%** of parents say afterschool programs should offer STEM. There is especially strong support among groups under-represented in STEM fields:

- Hispanic parents: **76%**
- African-American parents: **74%**

**80%** of parents with kids who participate in afterschool STEM programs are **satisfied with the STEM learning opportunities**

**AMERICA AFTER 3PM** | SUPPORT AFTERSCHOOL STEM  
[www.afterschoolalliance.org/aa3pm](http://www.afterschoolalliance.org/aa3pm)  
 Sources: [www.afterschoolalliance.org/AA3PM/STEM.pdf](http://www.afterschoolalliance.org/AA3PM/STEM.pdf)  
[www.nisip.edu/openbook.php?record\\_id=12190](http://www.nisip.edu/openbook.php?record_id=12190)



# Afterschool Programs Prepare Students for College and the Workforce

*Afterschool programs help our nation's students prepare for the future.*

Afterschool programs do more than support learning that takes place during the regular school day. The afterschool space gives young people the freedom to explore outside of core curriculum subjects and engages them in hands-on learning that promotes collaborative thinking, leadership and civic participation.

As a nation, we have much more work ahead of us to ensure that all children are afforded the opportunities afterschool programs offer. It will take a united effort to increase the availability of quality afterschool programs that help children reach their full potential and succeed in school, college, career and beyond.





# Afterschool Programs Provide Opportunities for Healthy Living



Of students ages 6-11, only

**42%**

get enough daily physical activity



Of students ages 2-18, only

**40%**

eat enough fruit and

**10%**

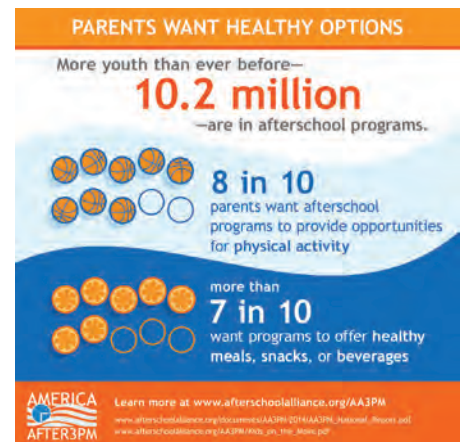
eat enough vegetables

## Challenge

Access to healthy options such as quality food and exercise is not equally dispersed among populations. The United States has reached a point where almost 1 in 3 children and teens qualify as overweight or obese. Obesity is connected with further ailments such as heart disease, type 2 diabetes and asthma. Healthy eating and exercise reduce the risks of obesity, yet only 42 percent of kids get the recommended amount of daily activity, and only 10 percent are eating a recommended amount of vegetables.<sup>1</sup> Access to and instruction in healthy lifestyles can promote healthy habits and bring further rewards in how students feels about themselves and their mental and physical energy. Parents know this, which is why 8 in 10 want an afterschool program that provides physical activity, and 7 in 10 want programs that offer healthy meals and snacks.

### *Afterschool programs provide important access to nutrition and exercise*

- **84 percent** of parents are **satisfied with the amount of physical activity** offered by their student's after school program.\*
- **84 percent** of parents **appreciate the variety of physical activities offered** in their student's after school programs.\*
- **81 percent** of parents are **pleased with the healthy foods offered**.\*
- **2/3** of parents confirm that their **child typically receives at least 30 minutes of daily physical activity** in their afterschool programs.



\*Among parents whose afterschool program provide this offering.

<sup>1</sup> [http://afterschoolalliance.org/images/AA3PM/AA3\\_PA\\_obesity.png](http://afterschoolalliance.org/images/AA3PM/AA3_PA_obesity.png)



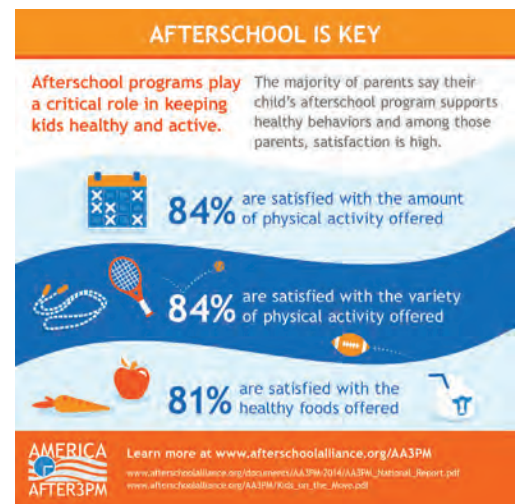


# Afterschool Programs Provide Opportunities for Healthy Living

## *Afterschool programs boost opportunities for healthy lifestyles*



Afterschool programs support national efforts to stem obesity and focus on wellness by offering recreational activities for youth and providing additional time for physical activity. Additionally, with programs often receiving support for meals and snacks, children are exposed to healthy eating habits and nutrition education that feeds their growing bodies and minds. Some afterschool programs go even farther, offering cooking lessons or having children grow and prepare their own local dishes directly from program-based gardens. The opportunities for creativity and engagement are broad, and the rewards are visible in the short- and long-term academic and health outcomes of our youth.





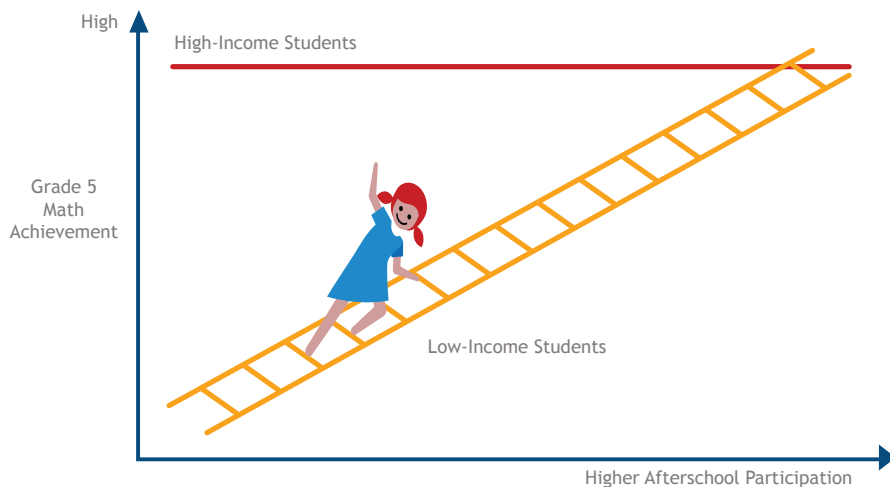
# Afterschool and Summer Programs Work to Eliminate Opportunity and Achievement Gaps



## Challenge

The academic achievement gap between students from lower- and higher-income families has grown by 40 percent in 30 years. Research suggests that unequal access to opportunity is one reason for this disparity. For example, low-income students lose more than two months of educational progress over the summer months, while middle-income students make slight gains.<sup>9</sup> In fact, this loss makes up about 67 percent of the achievement gap in reading among ninth graders.<sup>10</sup> More generally, higher income families often have more access to the tutors, mentors, homework help, and enrichments that provide their children with the extra time and attention they need to build and hone their skills toward school, college and career success. Ensuring that all students, regardless of family income, have access to academic, artistic, social and other types of enrichment should be a top national priority.

Consistent participation in high-quality afterschool programs can help eliminate the achievement gap.



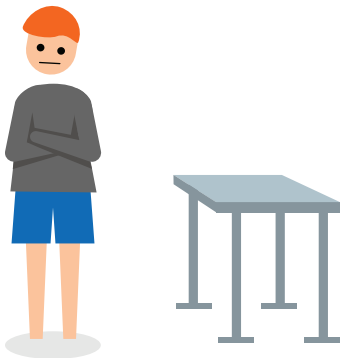


# Afterschool and Summer Programs Work to Eliminate Opportunity and Achievement Gaps

**4.5 million kids** from lower-income families attend afterschool programs.



**9.7 million MORE** lower-income kids would take part if programs were available



## *Afterschool programs can equalize the playing field*

- **Programs** stem the tides of intergenerational poverty by **providing opportunities to low-income students.**
- **77 percent** of parents report their students afterschool **programs offer homework assistance.**
- **72 percent** of parents report **programs offering reading and writing opportunities.**
- **69 percent** say programs **provide opportunities in science, technology, engineering and math (STEM).**
- Research shows that **quality programs can reduce or reverse summer learning loss.**<sup>11, 12</sup>

## *Afterschool programs bridge divides between “haves” and “have nots”*

Families with bountiful resources can guarantee that their children receive the benefits of academic guidance and cultural enrichment when school is out, yet children of families with limited resources should not be denied access to these essential supports. Afterschool and summer programs provide the links that many students need to keep their progress from the school day and school year on-going. Without these links, gaps may grow and inequalities entrench; however, with these links, all students have an opportunity to thrive and move up the ladder together.

<sup>9</sup> <http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/>

<sup>10</sup> <http://www.summerlearning.org/?page=TheAchievementGap>

<sup>11</sup> <http://www.urban.org/research/publication/impacts-summer-learning-program>

<sup>12</sup> <http://www.expandinglearning.org/expandingminds/article/achieving-connecting-thriving-afterschool-and-summer-learning-collaboration>



# Afterschool Funding

Despite all we know about the benefits of afterschool programs, most children are missing out. Meeting the need for quality afterschool programs will take a commitment from more than a single funder, funding stream or sector. It will require significant public investment to spur private contributions and systems change at every level—local, state and federal.

## Who is paying for afterschool?

***Parents are paying the majority of the afterschool bill. On average, parents pay more than three-quarters (76 percent) of the cost of afterschool through tuition and fees; paying a mean value of \$2,400 per year per child for afterschool programs.***

Even in low-income communities, parents pay more than half (54 percent) of the total afterschool budget and contribute an average of \$1,722 per year per child.

Program estimates place their real cost to provide quality programming to one child at \$3,190, so even substantial parent contributions fall short of sustaining quality programs. Our society is well aware that public investment is necessary to support children's education, however most of that awareness is focused only on the 20 percent of time each year students are in school.

What other funding support is available?

- **Federal support:** The federal government contributes only 11 percent of the cost of afterschool, even while 29 percent of the children in afterschool programs meet the federal government's definition of low-income and in need of federal assistance.
- **Community partnership support:** Between 2006 and 2010, partner organizations contributed more than \$1 billion to support 21st Century Community Learning Centers (21st CCLC) programs.



# Afterschool Funding

## How can we relieve the financial burden on families?

We need a strategy that establishes concrete objectives for achieving, in the not too distant future, afterschool for all students. This strategy must:

Account for the economic reality that **some parents are unable to afford fees**, while others can;

**Recognize the important role of diverse funding sources**—government at all levels, philanthropic support, businesses and parent fees;

**Continue to foster policies that encourage partnerships** among a range of stakeholders in order to leverage a variety of funding sources;

**Account for a broad range of programs** from a variety of sponsors, reflecting the rich diversity of American communities and;

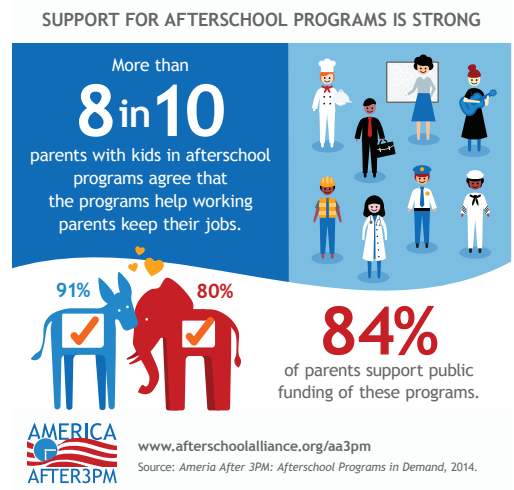
**Focus on approaches that sustain successful quality programs**, while allowing innovative new programs to develop.

## The Public Supports Greater Investment in Afterschool Programs

**Voters want their elected officials to invest more in afterschool programs**, and are willing to devote taxpayer money to pay for these programs.

Broad bipartisan support is evident, as **84 percent of parents, 91 percent of Democrats** (9 in 10 Democrats) **and 80 percent of Republicans** (4 in 5 Republicans) support public funding for afterschool.<sup>13</sup>

**Seventy-four percent of voters** (or 3 in 4 voters) say **newly-elected officials in Congress**, as well as new state and local leaders, **should increase funding for afterschool** programs.<sup>14</sup>







# Afterschool Funding

The need for organized activities and safe spaces is also popular across party lines: **94 percent of Democrats, 83 percent of Independents** and **71 percent of Republicans** agree that there is a need for an organized activity or a safe place for children and teens.<sup>15</sup>

**Voters strongly agree that afterschool programs play a key role in building interest and skills in science, technology, engineering and math (STEM).** Eighty six percent of voters agree—and 70 percent strongly agree—that afterschool programs are playing a key role building interest in STEM and STEM skills.<sup>16</sup>

Among parents with a child in an afterschool program, **78 percent agree** that afterschool **programs help children gain interest and skills related to science, technology, engineering or math.**<sup>17</sup>

Parents who are concerned about their children’s care after school miss an average of eight extra work days per year, which costs employers between \$496 and \$1,984 per employee per year. **When parents were able to enroll their children in afterschool programs, 80 percent said they were less worried about their child’s safety.**

**Three in four parents agree that afterschool programs help give working parents peace of mind about their children** when they are at work (75 percent) and agree that afterschool programs help working parents keep their jobs (74 percent).<sup>18</sup>

<sup>13</sup> *America After 3PM*, 2014

<sup>14</sup> Afterschool Alliance Poll conducted by Lake Research Partners, November 2012

<sup>15</sup> Afterschool Alliance Poll conducted by Lake, Snell, Perry & Associates, Inc., November 2008

<sup>16</sup> Afterschool Alliance Poll conducted by Lake Research Partners, November 2012

<sup>17</sup> *America After 3PM*, 2014

<sup>18</sup> *America After 3PM*, 2014



# LIGHTS ON AFTERSCHOOL

