



ANNUAL MESSAGE

Transforming Lives
Through Afterschool



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Americans disagree on many issues today, but I suspect there is widespread agreement about one thing: Our current K-12 education system is failing – both students and society – and reform is critically needed.

There's plenty of debate, too, about how we should redesign the system to better prepare young people for jobs in a more sophisticated, technological age and for life in a fast-paced, complex world. Discussions about corrective steps produce a wide range of ideas and options, but no single solution.

Still there is a clear sense of urgency about the need to act – sooner rather than later.

Among those to sound a warning most recently about the dangers of delay are Thomas L. Friedman and Michael Mandelbaum in their new book, “That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back,” which I asked my staff to read earlier this year. In considerable detail, they describe how America is losing its competitiveness and how important it is to invest in education, among other things, “if we hope to realize the full potential of the American people in the coming decades, to generate the resources to sustain our prosperity, and to remain the global leader that we have been and the world needs us to be.”

The two go on to say:

“We need our education system not only to strengthen everyone’s basics – reading, writing and arithmetic – but to reach and inspire all Americans to start something new, to add something extra, or to adapt something old in whatever job they are doing.

“With the world getting more hyperconnected all the time, *maintaining the American dream will require learning, working, producing, relearning and innovating twice as hard, twice as fast, twice as often and twice as much.*”

And so it seems to me that it is imperative that we focus a spotlight on the ways kids learn, the opportunities they need to succeed academically and how we might shape a system that encourages more of them to stay in school, graduate and go on to become productive contributors to society.

As much as I might want a silver bullet for what ails our education system, I'm fully aware there is no such thing. Revamping the way we educate our young people, with an eye toward improving achievement levels, will require the

knitting together of multiple approaches. And as we look for workable solutions, I believe we should focus some attention on the hours before and after school. For if there is one thing we've discovered at the Mott Foundation – through years of funding community education programs in our earliest days and, more recently, supporting afterschool initiatives – it's that the productive use of time spent before and after school, as well as during the summer months, forms an important foundation for learning.

By no means do I wish to suggest that afterschool is the answer to the problems facing our education system. But based on what we've learned over time, it can be an important piece of the puzzle.

The Mott Foundation's deep involvement in the education field has its roots in our support for community education beginning in 1935. Initiated as Flint struggled to gain economic stability during the Great Depression, the Foundation's funding for community-based afterschool and summer programming was built upon community collaboration and partnership, effective use of existing school and community facilities, and coordination of services.

At the heart of those first school-based programs was a desire to keep kids safe, active and engaged in productive learning during the late afternoon and summer hours.

That desire, in part, sparked our interest in 1996 in joining with the federal government in the 21st Century Community Learning Centers (21st CCLC) initiative – a partnership that over time has resulted in a proliferation of high-quality, extended-learning programs that are strengthening not only local schools and families, but also the communities in which they operate.

The initiative was conceived as a \$1 billion project by the U.S. Department



LA's BEST afterschool computer classes at Grape Street Elementary School prove learning can be fun and exciting.

of Education that would build on a \$40 million program already under way. For our part, the Mott Foundation began with a \$2 million commitment and a \$55 million pledge for multiyear expansion. As part of the partnership, the Foundation funded activities better suited to philanthropy than government, including technical assistance, generating public will, seeding evaluation and identifying promising practices.

Importantly, over time the Foundation's investment in afterschool has been focused on a comprehensive strategy to take afterschool to scale across the country. As part of that effort, we and too many funding partners to name have supported the systematic growth





From arts and culture to math and science, LA's BEST offers students an array of afterschool options.

of statewide afterschool networks, which have grown from nine in 2002 to 41 today with more under consideration.

The focus of the networks has been on: establishing quality standards for programs; sharing learning, curriculums and best practices; creating new state policies; and generating additional afterschool funding. These efforts have established a unique infrastructure across the country of public-private partnerships working locally and at the state level to increase the total number of afterschool opportunities, while preventing the loss of thousands of programs during economic downturns and shifting political environments. Moreover, because this infrastructure is based on partnerships, it is nimble and can maximize local, state and federal resources.

Through the years, our support for 21st CCLC has totaled \$158 million. At the same time, the federal commitment to the initiative has grown considerably. In 2011, \$1.154 billion in federal appropriations provided

afterschool opportunities through 21st CCLC programming to 1.6 million children and youth in nearly 10,500 schools and community centers across the country.

Indeed, we've been joined over time by many outstanding funding partners, including William T. Grant, Noyce, The David & Lucille Packard and The Wallace foundations; JCPenney; and the Open Society Institute. In addition, local programs themselves have attracted financial supporters, ranging from state government, to national and local foundations, to United Ways.

So what goes on in these programs? Over the years, I've visited a number of afterschool sites at home and in communities

across the country and found that no two programs are identical. Programming varies and typically reflects the needs of students and their families, the creativity and ingenuity of the program's creators, the availability of local resources and volunteers that can be tapped to enhance offerings, and other factors.

The goal of high-quality programs is to offer low-income students the kinds of opportunities that are available mainly to middle- and upper-class children – the chance to be exposed to a wide range of extracurricular activities; to participate in project-based learning, such as in science and technology; to play organized sports; to enjoy theater, dance and music; to work with tutors; and to find caring adult mentors.

Indeed, such opportunities are becoming more critical – for all students – as school districts cut enrichment and extracurricular activities in the face of ever-tightening budgets.

Through afterschool programs, students have the chance to expand their horizons and become more engaged in learning. In this



way, they are more likely to stay in school, develop their distinct interests and talents, and achieve success.

At the same time, the afterschool space provides an important environment in which educators can develop and/or try out innovative curriculums and learning tools, including digital media and online learning.

To help develop robust, outside-the-box educational opportunities for students, it is not uncommon to see strong programs engage with local art museums, colleges and universities, businesses, professional societies, libraries, the YMCA and YWCA, Boys & Girls Clubs, and other such organizations.

To give readers a sense of how dynamic, variable and effective afterschool programs can be, we have showcased some outstanding examples later in this report, as well as on our Web site.

We also tapped the artistic talent of young people participating in afterschool programs in Flint and Genesee County to obtain the artwork you see on the cover of this report and throughout its pages. Moreover, it is worth noting that the Mott Foundation has supported afterschool programming locally with grants totaling \$26.2 million just since 2000.

As Foundation staff members visited programs from coast to coast for this report and talked to students, parents, program operators and school principals, they heard time and again how afterschool is transforming the lives of participants.

For instance, the principal of an elementary school participating in LA's BEST – one of the finest afterschool models in the country – described the impact of afterschool on her students this way: “When you think about it, afterschool adds three hours – another half day of learning time. But because

afterschool is not as structured as the regular school day, kids show their true personalities.”

The director of Big Thought, a program for elementary and middle school students in Dallas, Texas, put it another way: “For too many of our students, the horizon is only as wide as they can stretch their arms. Big Thought is dedicated to widening their world – helping children see the vast panorama of possibilities through creative activities that engage them in school, afterschool and in their community.”

What we've seen again and again is that the best programs recognize that the hours after the final school bell rings can be a critical time for hands-on, individualized learning that complements and enhances the regular school day without duplicating it.

Strikingly, longitudinal research is beginning to substantiate the powerful difference quality afterschool can make for children. A recent study showed, for instance, that when a child from a low-income family regularly participates in quality afterschool programming during the elementary grades, their fifth-grade math achievement scores reflect a narrowing of the achievement gap with their middle- and high-income peers.

Widespread Positive Impacts of Afterschool Programs

A meta-analysis of 49 reports of 73 afterschool programs that seek to enhance the personal and social skills of children and adolescents indicated that, compared to controls, participants demonstrated **significant increases** in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and **significant reductions** in problem behaviors.

Source: Durlak, J.A., Weissberg, R.P. and Pachan, M. "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." *American Journal of Community Psychology*, 2010, pp. 249-309.

GRADES AND
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This positive news also is being complemented by further research indicating that when students participate in high-quality programs, they go to school more, behave better, receive better grades, do better on tests, increase the chances they will complete high school, and are less likely to engage in negative behaviors, such as drug use and teenage pregnancy.

I'm extremely encouraged by these findings. And although it may be a little early to say that afterschool could be a "silver bullet" answer to our educational woes, it certainly is turning out to be a "silver lining."

Such compelling indicators naturally give rise to questions about program costs, which turn out to be quite reasonable and efficient. The average cost of programming is about \$1,000 per student per year, although expenses vary depending upon the quality and types of services offered.

Yet afterschool programming, whether funded through the 21st CCLC initiative or through some other means, is reaching only a fraction of those in need. Some 15 million children still find themselves unsupervised when the school day ends.

And, unfortunately, current federal funding levels have not kept up with demand. While it is true that funding for 21st CCLC programs increased from \$453 million in 2000 to \$1.166 billion in 2010, that funding represented *a smaller percentage* of the overall federal budget for education – dropping from 1.38 percent to .60 percent of the budget.

In practical terms, that has meant that over 10 years, \$4 billion in local grant requests for 21st CCLC funding – one of every three requests – was denied because of the lack of sufficient federal funding and intense competition.

Worse, there is legitimate concern today that with so much emphasis on budget

21st Century Community Learning Centers: High Demand, Unmet Needs

2 out of every 3 requests for 21st CCLC funding – totaling \$4 billion in grants – **were denied** because of the lack of adequate federal funding and intense competition.



Source: Afterschool Alliance (May 2012). "21st Century Community Learning Centers Fact Sheet"

tightening, deficit reduction and reallocating existing funds, federal allocations for the 21st CCLC could be under threat. The 21st CCLC program has been highly focused, which is one reason for its success. However, in today's fiscal climate, I'm seriously worried that other worthy programs will try to grab a piece of the 21st CCLC pie, thus diluting its effectiveness and ultimately placing it on the deficit-cutting chopping block.

That would be more than unfortunate. It would be a travesty.

Too many of us have worked for too long to establish and share models of effective practice, to scale-up programming, to build networks of strong programs, and to use our vast experience to influence a new framework for education reform that focuses on transforming the school and the community to better support the needs of students.

My gut instinct always has told me that if you can educate, enrich, mentor and protect children during out-of-school hours, they have a better chance of having positive life outcomes. To have witnessed that over the years in so many towns and cities across America, and to now have research data to support my intuition, isn't just deeply satisfying. It also lends credence to the Mott Foundation's unwavering commitment to afterschool.

Governance and Administration

In 2011, we experienced a small decline in assets, which were \$2.16 billion on December 31, 2011, compared with \$2.23 billion the previous year. On the following page, we have included a chart labeled “Total Assets at Market Value & 2011 Dollars,” which tracks our asset performance since 1963.

As 2011 drew to a close, I knew the new year would be one of change, given the announced retirements of three key staff members: Maureen H. Smyth, our senior vice president of programs and communications; Jack A. Litzenberg, senior program officer; and Jeanette R. Mansour, who actually was planning her *second* retirement from the Foundation.

But 2012 brought some other sad, and unanticipated, changes as well. In March, Trustee Rushworth Kidder passed away, followed in June by Trustee John W. Porter. Both gave the Foundation many years of service; Rush 22 years and John nearly 32 years.

It’s impossible to describe the wide range of contributions these two individuals made to our board, as well as to the Foundation. Both were thoughtful men who routinely asked probing questions and offered keen observations during any and all discussions.

With Rush’s quick journalist’s mind, we could always count on the president of the Rockport, Maine-based Institute for Global Ethics to offer a fresh perspective and summarize complex discussions succinctly.

John, who had a long and distinguished career in the field of education, kept our feet to the fire when it came to setting benchmarks and assessing both our grantmaking progress and impact.

Both Rush and John are missed, and their losses will be felt for years to come.

We also lost the creative energy, strategic thinking and loyal dedication of Maureen, Jack and Jeanette with their retirements.

Maureen joined the Foundation in 1984 as a program associate, taking on a succession of progressively more responsible positions

through the years, and retiring as senior vice president of programs and communications.

Maureen managed our program staff through a period of growth and change, helped to streamline the Foundation’s grantmaking structure, and instituted a number of critical practices and procedures that improved our grantmaking processes. Her sharp mind and graceful management style were true assets we came to rely on.

Jack also joined the Foundation in 1984 and served in various capacities within the Flint Area and the Pathways Out of Poverty programs, including program officer, program director, interim program director and senior program officer. Always compassionate, honest and laser-focused, Jack developed a national reputation for his innovative grantmaking in not one but two fields – microenterprise and a particular type of workforce training known as “sectoral employment development.” Jack won several awards for his work through the years, the most prominent being the Robert W. Scrivner Award for Creativity in Grantmaking in 1994 from the Council on Foundations.

Jeanette came to work for Mott in 1978 and served in several positions, including director of planning for the Foundation and program officer in the Civil Society program, before retiring in 1996. Not one to allow any moss to grow under her feet, she immediately returned to the Foundation to work as a program consultant.

During her time on staff, Jeanette was instrumental in the development of our Civil Society program’s Central/Eastern European and Russia grantmaking. As a consultant, she continued to provide valuable advice and assistance to that team, while also serving as a key adviser to the Center for Arab American Philanthropy, a role she continues to play.

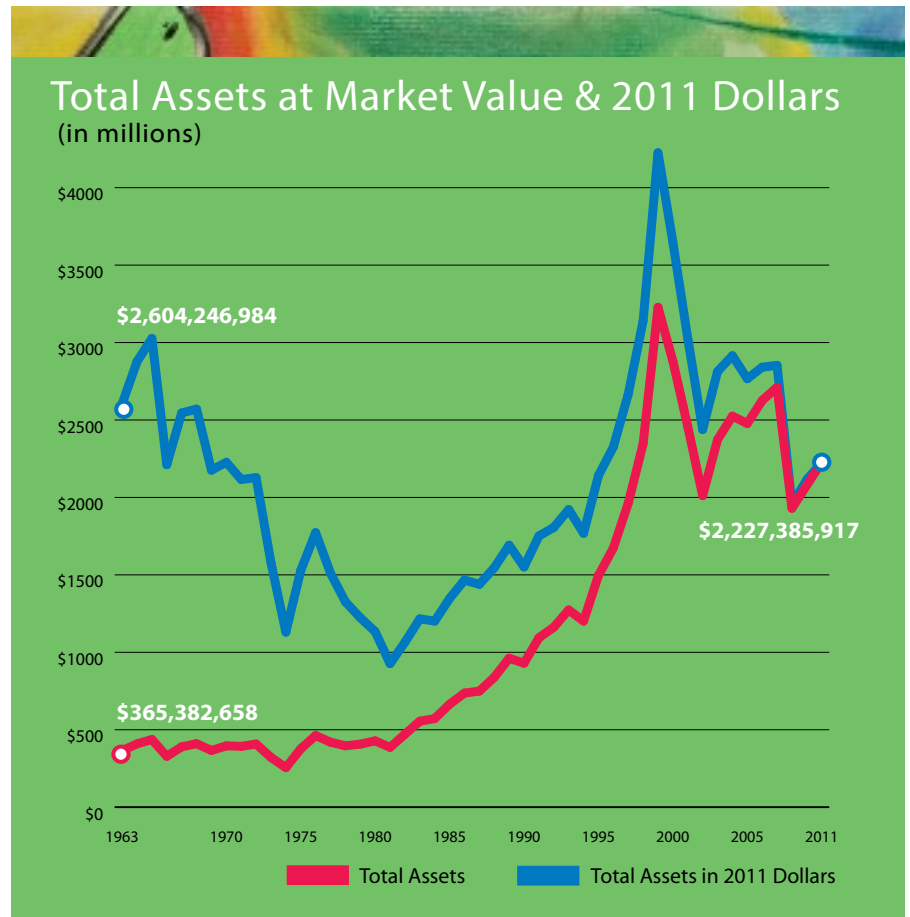
All three employees made special and important contributions to the Foundation that will be long remembered. As they now move into the next phase of their lives, we



wish them many happy and healthy years ahead.

While there is always a sense of loss when enjoyable, respected colleagues retire, we were fortunate to offset Maureen's departure with the promotion of Neal R. Hegarty to vice president of programs in January 2012. Neal, who joined the staff in 2000, served over time as an associate program officer, program officer, director of the Flint Area program, and vice president and associate director of programs – positions that allowed him to demonstrate his excellent talents as a grantmaker and a manager.

Another notable promotion occurred in spring 2011 when Ridgway H. White was promoted to vice president of special projects, a new position that allows him to maintain his interest in urban planning and revitalization in Flint and environs, while he also assists the executive office in various capacities. Ridgway joined the Foundation in 2004 as a program assistant for the Flint Area, advancing to associate program officer and program officer over the years.



It's always a win-win when there are opportunities for advancement in our organization and staff members ready and eager to rise to the challenge. So it was with these individuals.

William S. White, President

