



Can 3.5 Hours a Day **REALLY** Change America?

IMPORTANCE OF OUT-OF-SCHOOL-TIME PROGRAMS



Entrusted Legacy

Today's Philanthropy is Tomorrow's Future

Is America like the Titanic? Are we going down? The fact is when asked the question, "Will your children be better off than you?" a recent Rasmussen Report found only 14% of Americans polled responded with a "yes". Flipping this response leaves us with 86% believing their children will be worse off.

Did we ignore the warning signs? Has K-12 Education hit the proverbial iceberg? "In a study of 20 'high income' countries, the US ranked 12th on literacy tests. Illiteracy has become such a serious problem in our country 44 million adults are now unable to read a simple story to their child. 50 percent of adults cannot read a book written at an eighth grade level."

Is there remedy to be found in the 3.5 hours after-school each day? If we are to believe Arne Duncan, Secretary of Education when he states, "If we are serious about having more students be productive citizens, if we are serious about having more students prepared to be successful in college, dramatically improving the quality and the quantity of after-school programming is going to be at the heart of our work as a country." then the answer is a resounding "YES"! We emphatically believe after-school is an integral part of the solution.



After-school programs provide something every young person needs— mentors and positive role models. How many mentors have you had? Do you remember seeking advice from this wise and trusted counselor and teacher? Think back to the person who had a profound and positive effect on your life and the choices you've made as an adult. Picture the person's face. Hear the words of encouragement and absolute belief in the possibility of you in this person's voice. Recall the feelings of self-confidence and assuredness you had in your personal judgment, ability and power to get things done because this person first believed in you. Was this mentor your parent, a grandparent or your pastor? Was your mentor a favorite teacher, coach or tutor? Was it the plumber or mechanic down the street who could fix anything? Or was it your best friend's mother who always had time to listen to you? Imagine what it would be like to have the opportunity to replicate this with hundreds of youth.

You probably had a positive role model or two along the way as well. This was a person you could look up to, who you admired because of her accomplishments and the way she navigated the world. Probably your role model reminded you of yourself in some way, and gave you the courage to persevere. Your role models set examples for you and you worked to emulate them.



Ultimately, we believe you are better off because of the mentors and role models you've had. Take a moment to imagine your life without these people. What would it have been like to go home to an empty house? What would it have been like having your single parent working two or three jobs just to make ends meet and knowing there wouldn't be time for you to ask for guidance? What would it be like to struggle to connect with a teacher who was compelled to be more interested in your mastery of a discrete standard than in your overall well-being?

In this fast-paced world it is challenging for caregivers and teachers to slow down and intentionally guide and support youth. This is where after-school programs come in. One of the strengths of after-school programs is the people they employ. These folks are already committed to young people and with training and guidance, they can become the role models and mentors our youth need. We are vested in systematically developing these youth workers. We have a professional development system that can speak to the importance of building positive relationships through time, care and belief while also helping youth workers strategize about how to ask questions during homework to guide a student's understanding. We instruct leaders on creating a space so youth can develop leadership skills, make decisions, think critically and solve problems. We offer core content training around the four cores—English Language Arts, Math, Science and Social Studies as well as information on how to engage youth in hands-on, interactive, investigative and instructional learning. It is a system that develops staff around wellness, including physical activity, nutrition, conflict resolution, and character education. In short, it is a system that develops youth workers to be the positive role models and mentors youth need.



Part of the American Dream is the promise of a brighter future for our children, the next generation of adults. Unfortunately, this promise is fading. While hope is not a strategy, it is, as Aristotle stated, "a waking dream". If we are to believe the facts, the waking dream is not a positive one.

We are at a fork in the road. While there is no single cause for our decline, we believe at the core of the challenge is a K-12 education system modeled for an industrial world not the knowledge-worker age. Leading experts confirm, saying it will not be enough to try and correct the current system—it was designed for a time and era long past. We cannot continue to preserve the status quo or do things because it's the way we've always done them. There's a story about a girl who wants to know why her mother cuts the end of the ham before she puts it into the pan. The mother tells her she doesn't know but to ask her grandmother. When asked, the grandmother says she doesn't know either and the child should ask her great-grandmother. When asked the great-grandmother responded, "I have no idea why your mother and grandmother cut the end of the ham off, but I did it because my pan was too short." Our education system must be reinvented. Let's take a look at some facts about educational inequity that lead experts to this opinion.



Educational inequity starts early and gets worse over time. Do Something Now, one of the largest organizations for youth and change in the world, published two fact sheets, "11 Facts About Education in America", and "11 Facts About Education and Poverty". These facts speak to the inequity embedded in the system.



- By the end of the 4th grade, African-American, Hispanic and low-income students are already 2 years behind grade level. By the time they reach the 12th grade they are 4 years behind.
- A 3rd grade student who reads at the appropriate reading level compared to a 3rd grade student who does not is 4 times more likely to graduate by age 19.
- A student living in poverty is 13 times less likely to graduate on time.
- 1.3 million high-school students don't graduate on time yearly.
- Dropout rates of 16 to 24-years-old students who come from low income families are seven times more likely to drop out than those from families with higher incomes.
- Less than 30% of students in the bottom quarter of incomes enroll in a 4 year school. Among that group—less than 50% graduate.
- 30 years ago, America was the leader in quantity and quality of high school diplomas. Today, our nation is ranked 36th in the world.

Students First in their publication "Education Crisis" captures the information in this way:

"Over the last decade, the problem has gotten worse. The achievement gap between low-income and wealthy students has grown significantly. Just as alarming, we still see large achievement gaps by race and ethnicity. Fewer than one in five African-American fourth graders is proficient in reading and Latino eighth graders are less than half as likely to be proficient in math as their white peers."

Educational inequity undermines our nation's economic strength.

- If the 1.3 million dropouts from the Class of 2010 had graduated, the nation would have seen \$337 billion more in earnings over the course of the students' lifetimes. (Do Something Now)
- Low literacy's effects cost the U.S. **\$225 billion or more each year** in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment. (Literacy Partners)
- When the State of Arizona projects how many prison beds it will need, it factors in the number of kids who read well in fourth grade ~Arizona Republic (9-15-2004). Evidence shows that children who do not read by third grade often fail to catch up and are more likely to drop out of school, take drugs, or go to prison. (Educational Cyber Playground-Literacy)



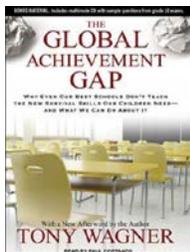
- In a study of literacy among 20 'high income' countries; US ranked 12th
- 45 million adults are functionally illiterate and read below a 5th grade level
- 20% of Americans read below the level needed to earn a living wage
- 50% of the unemployed between the ages of 16 and 21 cannot read well enough to be considered functionally literate
- Between 46 and 51% of American adults have an income well below the poverty level because of their inability to read
- Illiteracy costs American taxpayers an estimated \$20 billion each year

Educational inequity prevents children from fulfilling their potential.

- “It limits life choices, professional options, and incomes, and weakens families and communities. Because children in low-income communities are predominantly children of color, they also face the added burden of societal low expectations and discrimination.”

You may wonder how an afterschool, out-of-school-time, or expanded learning program can help. Traditionally afterschool programs were limited to extracurricular activities or childcare. However, as afterschool programs expand in quality and scope, they have become part of the solution. These programs provide opportunities for children and youth to participate in hands-on, minds-on learning experiences, develop authentic leadership skills, engage with others in collaborative problem solving, practice communicating effectively, work closely with a role model and mentor, often from within the community, and develop the social and emotional skills needed to persevere and be resilient.

When we look at the facts cited by Tony Wagner in his book, **The Global Achievement Gap**, we realize when we look at our brightest and best, the high school student who is taking advanced placement courses, we still do not measure up to the rest of the world. Wagner cites information from the Organization for



Economic Co-operation and Development (OECD) that sponsors the Programme for International Student Assessment (PISA). “The goal is to measure ‘cross-curricular competencies’, students’ problem-solving abilities in three areas: making decisions under constraints, evaluating and designing systems for a particular situation, trouble-shooting a malfunctioning device or system based on a set of symptoms” and found overall, American students’ scores put us behind twenty-eight other countries. He also found that of college professors surveyed, 66% said students cannot think analytically and 55% stated they can’t apply what they’ve learned to solve problems.

A walk through the facts is dismal at best, but the classic question of “So what?” can certainly resonate when you’re behind the eight ball. It is easy to think, “Well this isn’t about me or my friends and family, so what does it matter?” John Guare wrote a play, 6 Degrees of Separation, in which he reminds us we are all connected and in essence “it takes a village to raise a child”. While the specifics of the answer can vary depending on the lens you look through, a broader worldview indicates every person affects every other person. There is a song by Bill Harley [Milky Way] that professes, “We all live in the Milky Way on a planet that spins around one of the galaxy’s stars, and on that planet there’s a sea that surrounds a land, that has a town which has a street on which there is a house that people like you and me live in.” This folk song sums up the words of the writer John Donne [1572-1631] who wrote, “No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less...any man’s death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls, it tolls for thee.” Like it or not, we are all in this together and we agree with the Department of Commerce which shares the travesty of an uneducated work force is that it challenges the American way of life. It’s essential we understand what the Starfish Thrower understood, we are responsible to help all we can.



More directly, if you are a business owner, where will your work force come from? Should you find a work force, who will be your consumer? If we've learned nothing else, the economic downturn of the last few years shouts to the effect of unemployment and outsourced jobs on business revenue.



As an educator how can you embrace a system that does not accomplish its goal of a well-educated populace? How will you survive the refinement of technology which will make your instruction obsolete? The question becomes what is it that can only be done face-to-face with a person in the role of teacher? We believe that the answer lies in the fact that youth, all youth, need positive role models, mentors, learning guides, and facilitators and after-school programs are ready, willing, and able to take on that role. As we prepare youth, not for the jobs of today [many will be obsolete in 3-5 years], but to think, problem solve, and innovate, the role of the educator as mentor becomes essential.



As parents, grandparents, aunts and uncles how is it possible to settle for a future that will not elevate our children beyond our standard of living? How can we abide our children not being successful citizens of the world? How can we tolerate the American Dream vanishing from sight? How can we ignore the need for a paradigm shift?



As a young person, this is your life. How can we best support your preparation for an unknown and uncertain future? What do we need to do to strengthen this system of support?



There is no one-size-fits-all easy answer. However, we are convinced after-school programs led by well-trained mentors and role models can be part of the solution. We believe a comprehensive system will require exemplary performance to support high-quality programs and systems. So let's break this down and first look at the people. We believe when you are in uncharted waters, and even waters that have been chartered but remain tricky, the one thing we all need is a role model and mentor we can learn from and turn to as a coach. (Isn't it remarkable we all accept the greatest athletes in the world need a coach, but somehow don't see we could use one as well?) On a recent cruise we were sailing out of Puget Sound. A pilot (another word for mentor when we "speak" sailing) boarded the ship and acted as a guide to take the ship through the treacherous Sound into open sea. Once at sea, the pilot left the ship and was taken back to port to repeat the process all over again with another ship. Throughout the cruise as we neared different ports, we picked up a pilot who was an expert in that geography and showed us the way through the potential hazards and dangers lurking below the water. These experts had been there before, they knew the "lay of the land" or in this case the ocean, and although they did not take over from the Captain, they supported the ship's journey through the sea. Much like the ship, we all need positive role models and mentors, pilots as it were.

Our bottom line is to holistically provide professional learning to adults so each can be personally and professionally effective by building competency (skills) and capacity (ability to change and lead). Our efforts



are focused on adults who work with youth. Developing positive role models who effectively demonstrate the capacity, character and competency to practice the advanced citizenship required in a global society, is our quest. We are committed to the notion “it takes a village” to positively influence the choices our next generation of adults make. From preschoolers to young adults, we must provide opportunities for youth to prepare and practice for the real adult world. Systematically we teach adults to routinely demonstrate and practice prevention strategies with youth, rather than waiting for problems to occur and having to implement intervention strategies. As the saying goes, “An ounce of prevention is worth a pound of cure [intervention].” Educating youth in this way makes this

metamorphosis of becoming a self-reflective adult an empowering instead of an enabling process. Just as caterpillars turn into butterflies, our youth will turn into adults, and our efforts will help them to become contributing members of society—teachers, ministers, bankers, construction workers, doctors and nurses, entertainers, service-industry professionals, and certainly parents of the next generation. Each person has a unique contribution to make to the world and certainly people cannot be duplicated. However, in this system of education, complete with best practices employed to unleash the power of youth, can be endlessly replicated.

After-school programs are an opportunity to provide youth with cutting edge learning opportunities outside the traditional classroom setting. In the past, after school and extracurricular activities were synonymous.

These activities usually revolved around competitive sports, music and clubs. These activities were often reserved for high school and middle school students. Younger children were in child care programs focused on keeping kids safe, but really didn't consider themselves as a provider of intentional learning experiences outside of the school day. Today, after school programs have an entirely different focus. These programs focus on the Three R's: relationship building, relevance and rigor. These programs promote youth voice and choice, academic growth, homework assistance, STEM, wellness, visual and performing arts, opportunities to acquire 21st Century Work Place Skills, service learning, community service, social media, youth advocacy, and the list goes on and on.



Many after-school programs can be found in under-served communities with high rates of free and reduced lunch, school day program improvement status, and children for whom English is a second language. After school programs are staffed in many cases by adults from the neighborhood who understand the culture of the community. These folks know because of their own experience that there is a need for a learning space that embraces the “collectivist values of working together and laboring to ensure the success of the whole.” They understand that youth are less auditory and more kinesthetic and visual. With this in mind, program

activities and lessons are designed on the premise of hands-on, interactive learning often disguised to look like a game or something else that is fun and engaging.

These programs understand how important it is for young people who are preparing to enter the information age, have know-how on developing life skills, strengthening intrapersonal skills (self-management, character, being a self-starter, and responsibility for learning), employing interpersonal skills (ability to build



relationships, handle stress, influence others by example, committing to working on a team, time management, multi-tasking and prioritizing), and practicing work place competencies (effective communication, critical thinking, problem solving, accessing and analyzing information, networking, decision making, sound judgment, work ethic, and the ability to interact with supervisors in a positive manner.) Programs scaffold the transition from viewing the world as a collection of finite resources to the notion that we live

in the infinite world of ever-increasing knowledge, and the importance of knowing what to do with the knowledge once you have it. They understand knowledge is available to everyone and this access will serve to level the playing field for all youth.

Stephen Covey talks about the importance of the “trim tab” on large ships [they can also be found on planes]. The purpose of the trim tab is to stabilize the boat in “a particular desired attitude without the need for the operator to constantly apply a control force.” A trim tab can also be used to change or adjust the course a ship is on. Changing a trim tab adjusts the neutral or resting position, allowing change to occur more easily. Needless to say, getting a large ship to turn and change courses is challenging. This is the challenge for the current K-12 education system, the ship needs to turn, but it is so large, and the system so resistant, the focus of change has been on the “easy-to-fix” challenges rather than the serious roots of the problem.

Out-of-school time or afterschool programming can and is acting as the trim tab. These programs are well-positioned to do the work required. Afterschool programs have the support of the American people. According to the Afterschool Alliance, “Americans see afterschool programs as an answer. The vast majority of parents of children in afterschool programs are satisfied with the programs their children attend, and public support for afterschool programs is unusually strong.



A meta-analysis by the University of Illinois at Chicago-based Collaborative for Academic, Social, and Emotional Learning (CASEL) found that “Youth who participate in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance.” The California State PTA stated high-quality before- and after-school programs for all children and youth can

provide engaging and enriching environments that lead to improved academic achievement. Statistics show such programs also reduce truancy and juvenile crime.” Current research demonstrates we must “provide skilled mentors to support and respond to youth interests.”

After-school programs are part of the solution. It is not the only gold ring, but it is one of them and it offers viable options for supporting young people in ways that make sense. Informal learning environments such as after-school provide a place for learning that is unhampered by a system that is no longer practical. After-school removes the school day emphasis on digesting discreet knowledge and regurgitating it, and rather refocuses on helping youth apply knowledge in an arena that interests them.

The Masai, a tribe in southern Kenya and northern Tanzania, greet each other with the words, “How are the children?” In this simple greeting they seem to recognize the importance of giving more than lip service to the notion that “kids are our most important assets.” In America we often say we are “in it for the kids,” but too often this statement is not backed by demonstrable actions. After-school programming is truly focused on the individual student and his/her strengths, talents and challenges. The health, welfare, education and mentoring of youth cannot be left to chance. We must take every opportunity to ensure they will receive the things they need to find their passion born of innate gifts and talents, and nurturing, inspiring, teaching, and helping young people become the person they were meant to be.





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For Entrusted Legacy, it is not a question of “if” you get involved, but rather a question of “how” will you get involved. You can impact the lives of youth everywhere. Together we can help to level the playing field for youth. We all know the greatest education in the world without the ability to implement successfully is futile. Join ETL as we empower current youth leaders and future leaders, our youth, alike. Youth workers are expected to keep kids safe and on track for success. These mentors need training and support to make a positive difference. We need to remember that we can make a difference in our own “backyard” by focusing on these youth leaders. Entrusted Legacy has the knowledge and the tools to help. It’s clear. It’s simple. Do you have the will to help? Help yourself while helping others. The youth of today are your workforce and consumers tomorrow. Contact Entrusted Legacy to find out how to volunteer time on the frontlines of an after-school program or behind the scenes. Donate money to further the cause and ensure that all youth have a positive role model and mentor. Introduce us to people who may be interested in volunteering time or donating money. Better yet, do all three—volunteer time, donate money and make introductions. Together we can improve lives. Take action now! Entrust **YOUR** Legacy with us. Please contact us at info@entrustedlegacy.org.

Check out our website at www.entrustedlegacy.org and learn about our work.