

Afterschool Candidate Resource Kit 2010



Afterschool Alliance

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Afterschool programs keep kids safe, help working families and improve academic achievement. They help build safer, stronger and smarter children and communities. Widespread, bi-partisan agreement among voters and policymakers show that Americans recognize the benefits of afterschool programs. This Resource Kit serves as a primer on afterschool. Contained here are facts, quotes, polling information and research showing the support for afterschool around the nation.

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Is Afterschool An Issue for My Constituents?

You talk to your constituents regularly about their concerns. Ask yourself and your constituents the following questions. If your constituents answer yes to any of the questions, then afterschool is an issue you should be talking about.

Question #1

- ⇒ Is my constituency concerned about being productive members of the economy?
 - Without proper supervision for their children in the afterschool hours, many parents cannot work or cannot remain productive in their jobs.

Question #2

- ⇒ Are my constituents concerned about the safety and well-being of our children and communities?
 - Afterschool programs keep kids and communities safe.

Question #3

- ⇒ Would my constituents rather invest in prevention programs now instead of jails and social services later?
 - Afterschool programs are proven to save \$3 for every \$1 of taxpayer money.

Question #4

- ⇒ Is my constituency concerned about ensuring that our schools and students meet the current and future levels of academic standards?
 - Students in afterschool programs are proven to have improved academic achievement. Principals and administrators cite afterschool programs as one way to help turn around failing schools.

FACT SHEET

The Afterschool Hours in America

- More than 15 million school-age children (26 percent) are on their own after school. Among them are more than 1 million are in grades K to 5. (Afterschool Alliance, 2009)
- The parents of more than 28 million school-age children work outside the home. (U.S. Department of Labor, 1998)
- Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)
- The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002)
- Nine in 10 Americans want all children and teens to have some type of organized activity or safe place to go after school. (Afterschool Alliance & Lake, Snell, Perry & Associates Inc., 2004)

The Summer Hours in America

- Eight in ten parents (83 percent) support public funding for summer learning programs
- Three quarters of America's schoolchildren are not participating in summer learning programs. Despite a growing awareness that summer learning loss is a major contributor to the achievement gap between low-income and high-income youth, the number and percentage of children participating in summer enrichment programs is startlingly low.
- Fifty-six percent of non-participating children (an estimated 24 million) would be likely to participate in a summer learning program, based on parent interest.
- Nearly half the children (46 percent) who are likely to participate in a summer learning program are eligible for free/ reduced price lunch.
- Thirty-five percent of African-American, 29 percent of Hispanic and 27 percent of low income children attended summer learning programs in 2008, compared to the national average of 25 percent.
- Yet more than three in four African-American kids (77 percent) and at least two in three Hispanic (70 percent) and low-income (67 percent) kids would likely enroll in a summer learning program, based on parent interest.

Afterschool Programs Benefit Youth, Families & Communities

- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and are more likely to drink, smoke and engage in sexual activity. (YMCA of the USA, March 2001)
- An analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills, as

well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007)

- The Promising Afterschool Programs Study found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. (University of California at Irvine, 2007)
- Afterschool programs are serving a high need population. A 2009 study reveals that an average of 67 percent of kids participating in afterschool programs qualify for free/reduced price lunch, 14 percent are Limited English Proficient and 11 percent have special needs/disabilities.

Voters Support Afterschool

- A 2008 Election Eve poll reveals that 3 in 4 voters (76 percent) say afterschool programs are “absolutely necessary” for their community.
- According to Fight Crime: Invest in Kids’ poll of working moms, despite public focus on school shootings and other violence during the school day, nearly 9 in 10 working mothers said they are most concerned about their children’s safety during the afterschool hours
- According to the 2007 *T-Mobile Huddle Up* Afterschool Survey, 90 percent of parents say having a safe, positive place for their child to hang out after school will keep their child safe and away from criminal activity, 89 percent say it will improve their child’s well-being, and 82 percent say it will help their child perform better in school.
- A 2003 Afterschool Alliance poll finds that voters do not want to see afterschool programs become an extension of the school day and do not believe that improving test scores should be the primary goal of the afterschool program. Voters want to see children in afterschool programs offered hands-on learning opportunities, recreation, community service and creative activities that inspire them to learn and grow.

For more information, visit www.afterschoolalliance.org

Afterschool Programs in Tough Budget Times

Afterschool Programs Are Cost-Effective

As cities and states implement afterschool programs, they have discovered that not only do programs produce strong results for children, youth and communities, but they also prove to be a smart investment.

- ❖ Afterschool Programs Save Taxpayer Dollars:
 - Every dollar invested in afterschool programs will save taxpayers approximately \$3, according to a study by the Rose Institute at Claremont McKenna College.
- ❖ Afterschool Reduces Dropouts, Expulsion and Grade Repetition:
 - A 2001 evaluation of California's state afterschool program revealed that the state was likely to save \$11 million that year because fewer students would be held back in school.
- ❖ Afterschool Reduces Truancy and Juvenile Crime:
 - Children attending LA's BEST Afterschool program are 30 percent less likely to participate in criminal activities than their peers who do not attend the program. Researchers estimate that every dollar invested in the LA's BEST program saves the city \$2.50 in crime-related costs. (UCLA National Center for Research on Evaluation, Standards and Student Testing, September 2007)

Voters Still Want 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.

- Three in four voters (76 percent) say newly elected officials in Congress, as well as new state and local leaders, should increase funding for afterschool programs.
- Ninety-four percent of Democrats, 83 percent of Independents and 71 percent of Republicans agree that there is a need for an organized activity or safe place for children/teens, as do 73 percent of conservatives.
- Voters think that afterschool programs play an important role in keeping youth in school, helping them graduate and preparing them for the workforce. Seventy-six percent of voters agree that afterschool programs are important to preparing youth to enter the workforce of the future, and 76 percent think afterschool programs are important for helping youth stay in school and addressing the dropout crisis in America.
- Parents who are concerned about their children's care after school miss an average of five extra work days per year, which is estimated to cost 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.

(Source: Afterschool Alliance Poll conducted by Lake, Snell, Perry & Associates, Inc., November 2008)



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 even sector. It will require significant public investment and systems change at every level – local, state and federal. The Roadmap to Afterschool for All study was designed specifically to inform that progress and to be a catalyst for increased investments at all levels. Here are the key findings:

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.
 - Even in low-income communities, parents pay more than half (54 percent).
 - On average, families are paying \$2,400 per year per child for afterschool programs.
 - Low-income families are paying an average of \$1,722 per year per child.
- ❖ On average, the cost per child is \$3,190, which is consistent with other recent research on costs.
- ❖ Funding of all types is insufficient—nearly one-third (32 percent) of programs reported that their expenses exceeded their revenues.
- ❖ Currently the federal government contributes only 11 percent of the cost of afterschool, while 29 percent of the children in afterschool meet the federal government’s definition of low-income and in need of federal assistance.

Previous research revealed that cost is a top factor in selecting an afterschool program, second only to whether or not the child enjoys the program. The Roadmap finds that longstanding programs are more likely to charge parent fees and less likely to serve low-income children. Combined, these data tell us that what we have now is an afterschool system for those who can afford to pay that leaves those who cannot with few, if any, options to help keep their kids safe and give them opportunities to learn after the school day ends.

How can we relieve the financial burden on families?

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

- Account for the economic reality that some parents are unable to afford fees, while others can.
- Recognize the important role of multiple funding sources—governments at all levels, philanthropic support, businesses, parent fees.
- Account for a broad range of programs from a variety of sponsors, reflecting rich diversity of American communities.
- Focus on approaches that sustain successful quality programs, while allowing innovative new programs to develop.



Demand for Afterschool Programs By State

In survey after survey, parents and youth across the country have overwhelmingly indicated that they would get involved in an afterschool program if one were available to them. Far too often in far too many communities, this is not the case. Using the *America After 3pm* survey, conducted in 2009, the chart below illustrates how many children in each state are unsupervised and would participate in afterschool programs if one were available in their community.

State	Total number of school-aged children	Number of children who are unsupervised afterschool	Percentage of children who are unsupervised afterschool	Percentage of children not in afterschool who would likely participate
United States	57,319,000	15,074,897	26	38
Alabama	804,245	217,950	27	36
Alaska	136,480	54,728	40	35
Arizona	1,132,541	252,557	22	34
Arkansas	486,478	125,025	26	44
California	6,831,025	1,653,108	24	36
Colorado	804,244	251,728	31	40
Connecticut	622,445	172,417	28	33
Delaware	143,804	45,011	31	31
District of Columbia	82,456	-----	-----	-----
Florida	2,923,440	742,554	25	36
Georgia	1,670,846	412,699	25	32
Hawaii	209,343	68,665	33	39
Idaho	269,263	78,625	29	31
Illinois	2,284,610	641,975	28	44
Indiana	1,123,792	332,642	30	36
Iowa	518,951	166,583	32	35
Kansas	487,325	168,614	35	31
Kentucky	700,099	196,028	28	29
Louisiana	748,919	173,749	23	52
Maine	210,326	69,408	33	37
Maryland	967,404	270,873	28	37
Massachusetts	1,102,796	274,176	26	36
Michigan	1,814,472	562,486	31	35
Minnesota	911,314	294,354	32	33
Mississippi	522,788	130,697	25	57
Missouri	1,007,223	318,282	32	32
Montana	153,331	61,486	40	31
Nebraska	316,778	114,040	36	33
Nevada	427,929	121,960	28	38
New Hampshire	224,877	----	----	32
New Jersey	1,485,297	421,824	28	35
New Mexico	340,109	75,844	22	40
New York	3,068,034	779,281	25	46
North Carolina	1,498,950	472,169	31	36



North Dakota	103,268	40,584	39	25
Ohio	2,015,421	608,657	30	30
Oklahoma	624,770	180,559	29	41
Oregon	593,466	184,568	31	37
Pennsylvania	2,083,250	552,061	26	32
Rhode Island	175,902	48,021	27	38
South Carolina	729,331	177,227	24	46
South Dakota	131,284	48,969	37	32
Tennessee	1,014,849	297,351	29	36
Texas	4,526,595	1,167,862	26	51
Utah	520,526	146,788	28	35
Vermont	101,706	41,394	41	26
Virginia	1,292,883	311,585	24	34
Washington	1,099,167	336,345	31	27
West Virginia	285,212	59,609	21	30
Wisconsin	963,614	317,993	33	31
Wyoming	85,582	32,350	38	28



Comparison of 21st CCLC Funding Levels and Kids in Afterschool by State

	FY09 Funding Level – \$1.13 billion		FY10 Funding Level – \$1.16 billion			Full NCLB Authorization		
	State Allocation	Number of Children Served	State Allocation	Number of Children Served	Change in the Number of Children Served	Estimated State Allocation	Number of Children Served	Number of Children Left Unserv ¹
Alabama	\$17,144,294	17,144	\$18,608,126	18,608	1,464	\$39,891,676	39,892	21,284
Alaska	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Arizona	\$20,486,060	20,486	\$22,174,727	22,175	1,689	\$47,537,674	47,538	25,363
Arkansas	\$11,619,927	11,620	\$12,687,282	12,687	1,067	\$27,198,705	27,199	14,511
California	\$130,889,513	130,890	\$127,443,628	127,444	-3,446	\$273,210,736	273,211	145,767
Colorado	\$10,786,688	10,787	\$12,521,431	12,521	1,735	\$26,843,158	26,843	14,322
Connecticut	\$8,493,697	8,494	\$8,215,230	8,215	-278	\$17,611,622	17,612	9,396
Delaware	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
D.C.	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Florida	\$53,100,009	53,100	\$53,763,147	53,763	663	\$115,256,205	115,256	61,493
Georgia	\$35,343,152	35,343	\$39,249,519	39,250	3,906	\$84,142,221	84,142	44,893
Hawaii	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Idaho	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Illinois	\$43,572,569	43,573	\$47,178,849	47,179	3,606	\$101,140,938	101,141	53,962
Indiana	\$19,199,383	19,199	\$19,445,503	19,446	246	\$41,686,824	41,687	22,241
Iowa	\$5,695,690	5,696	\$5,955,399	5,955	260	\$12,767,047	12,767	6,812
Kansas	\$7,612,773	7,613	\$8,062,870	8,063	450	\$17,284,996	17,285	9,222
Kentucky	\$16,650,938	16,651	\$17,626,570	17,627	976	\$37,787,438	37,787	20,161
Louisiana	\$23,599,759	23,600	\$21,624,179	21,624	-1,976	\$46,357,420	46,357	24,733
Maine	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Maryland	\$14,958,084	14,958	\$15,181,560	15,182	223	\$32,545,882	32,546	17,364
Massachusetts	\$18,201,626	18,202	\$18,776,307	18,776	575	\$40,252,218	40,252	21,476
Michigan	\$41,900,607	41,901	\$43,460,739	43,461	1,560	\$93,170,138	93,170	49,709
Minnesota	\$10,020,010	10,020	\$10,891,840	10,892	872	\$23,349,679	23,350	12,458
Mississippi	\$14,701,689	14,702	\$15,147,381	15,147	446	\$32,472,608	32,473	17,325
Missouri	\$17,926,671	17,927	\$17,327,442	17,327	-599	\$37,146,175	37,146	19,819
Montana	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Nebraska	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Nevada	\$6,528,852	6,529	\$7,540,507	7,541	1,012	\$16,165,167	16,165	8,625
New Hampshire	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
New Jersey	\$22,306,604	22,307	\$21,316,871	21,317	-990	\$45,698,620	45,699	24,382
New Mexico	\$8,988,528	8,989	\$9,149,515	9,150	161	\$19,614,522	19,615	10,465
New York	\$93,207,366	93,207	\$99,032,734	99,033	5,825	\$212,304,109	212,304	113,271
North Carolina	\$28,947,665	28,948	\$29,088,276	29,088	141	\$62,358,781	62,359	33,271
North Dakota	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Ohio	\$40,540,890	40,541	\$42,488,301	42,488	1,947	\$91,085,449	91,085	48,597



Oklahoma	\$11,883,246	11,883	\$12,497,448	12,497	614	\$26,791,744	26,792	14,294
Oregon	\$11,222,238	11,222	\$10,690,879	10,691	-531	\$22,918,862	22,919	12,228
Pennsylvania	\$44,771,619	44,772	\$45,050,841	45,051	279	\$96,578,964	96,579	51,528
Puerto Rico	\$41,358,329	41,358	\$42,866,076	42,866	1,508	\$91,895,314	91,895	49,029
Rhode Island	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
South Carolina	\$16,506,477	16,506	\$16,291,003	16,291	-215	\$34,924,279	34,924	18,633
South Dakota	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Tennessee	\$19,361,181	19,361	\$21,825,718	21,826	2,465	\$46,789,474	46,789	24,964
Texas	\$101,925,671	101,926	\$105,966,359	105,966	4,041	\$227,168,256	227,168	121,202
Utah	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Vermont	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
Virginia	\$18,207,497	18,207	\$19,199,319	19,199	992	\$41,159,047	41,159	21,960
Washington	\$15,089,554	15,090	\$15,466,101	15,466	377	\$33,155,874	33,156	17,690
West Virginia	\$7,909,177	7,909	\$7,032,900	7,033	-876	\$15,076,969	15,077	8,044
Wisconsin	\$14,743,952	14,744	\$16,284,913	16,285	1,541	\$34,911,224	34,911	18,626
Wyoming	\$5,542,713	5,543	\$5,714,213	5,714	172	\$12,249,999	12,250	6,536
National Total	\$1,131,166,000	1,131,166	\$1,166,166,000	1,166,166	35,000	\$2,500,000,000	2,500,000	1,334,534

*Estimated numbers of children served are based on cost of \$1000 per child. Due to fluctuations in Title I formulas from year to year, some states will experience a decrease in FY10 funding even with \$35 million increase nationally.

ⁱ compared to FY 2010 funding level



STEM Afterschool

Questions to consider:

- Am I concerned about the United States' ability to maintain its leadership in science and technology?
- Is my constituency concerned about ensuring that our children and youth have access to the science and technology jobs of tomorrow so they can enjoy a high standard of living?

According to the U.S. Labor Department, 15 of the 20 fastest growing occupations projected for 2014 require considerable mathematics and science preparation to successfully compete for a job. The science and engineering workforce growth rate is double or more the growth rate of other sectors. This workforce is currently growing much more rapidly in other countries than it is in the United States. Workers with science and engineering degrees/occupations tend to earn more than other comparable workers. Furthermore the unemployment rates tend to be lower for those employed in S&E fields – 5.5 percent for those in science and engineering occupations compared to the 9.7 percent US average in September 2009.

While low wage jobs are likely to continue migrating to countries with cheaper labor, the key to the United States' continued and future economic success lies in creating scientists and engineers who are capable of creating entirely new industries and driving the knowledge economy. A strong STEM education for our students is critical for the US to maintain its competitiveness in the global economy. Countries that outperform us today in STEM education will out-compete us in the future.

Our students are unprepared to navigate and compete in the highly technical global marketplace:

- Less than one-third of fourth- and eighth-grade students participating in the National Assessment of Educational Progress (NAEP) reached or exceeded the proficient level in science. Among 12th-graders, only 18 percent reached or exceeded proficient.
- In 2006, 15-year-olds in the U.S. ranked 22nd in math and 19th in science among developed nations. Among these countries, the US has the fourth largest gap between high- and low-income students.
- African-Americans and Hispanics continue to be woefully under-represented in the STEM fields.

The problem is sufficiently large and urgent that it is not possible for schools alone to tackle the issue of STEM literacy and skills among our youth to prepare the workforce of tomorrow. The afterschool setting provides an excellent venue for engaging, hands-on STEM experiences that reinforce concepts taught in school. Nationwide, schools and communities are using the hours after school to get students excited about STEM learning, which is key to getting them into STEM careers. Afterschool programs allow students to further their science knowledge in a setting where they can experience it as a collaborative and creative process that has immense relevance to our daily lives. Furthermore, ethnic minority children are more likely than others to be in afterschool programs and such programs are a good way to help close this STEM gap.



Expanded Learning Opportunity Models: Extended Learning Time (ELT) and Afterschool Programs

Studies show that your constituents want their kids to have more time for engaging and enriching education activities. There is a difference, however, between additional time and *quality* additional time. The Blueprint for Reform, the Department of Education's proposed framework for the reauthorization of the Elementary and Secondary Education Act (ESEA), focuses on the concept of extending the school day as a means of adding more time. The goal of innovation in education is one we can all agree with, but any move toward lengthening the school day should incorporate the evidence-based practices of afterschool, and should be viewed as a component of school reform and funded through school reform dollars.

One thing is for certain: more time alone is not enough, and your constituents agree with this notion. Voters do want to see children in afterschool programs offered hands-on learning opportunities, recreation, community service and creative activities that inspire them to learn and grow. The best extended day models will incorporate these factors important to parents. But even so, they will not eliminate the need for afterschool programs

Federal funding sources such as 21st Century Community Learning Centers, therefore, are essential to help states and local communities establish support systems that make afterschool programs and the extra learning time they provide meet your constituency's needs. In addition, elected officials at federal, state and local levels should grow the resources for all models of expanding learning by helping direct school reform dollars to both afterschool and ELT.

Particularly in these difficult economic times - with working families struggling and millions of kids unsupervised and at risk each day - we need to increase the funding for all expanded learning opportunities, not pit one approach against the other.

An afterschool or summer program typically grows out of a community need. It may be located at a school, or off-site, but with a school link. It is typically overseen primarily by a community organization or a school, with programs built on a school-community partnership. Programs provide a variety of activities, but an engaging, hands-on learning approach and less formal environment are common across all programs. Afterschool and summer programs have over a decade of research illustrating positive outcomes, and they are well understood and supported by the public.

Expanded learning time is an emerging concept that begins with a school site extending its hours or school year. The models currently being tested take many forms, from simply increased classroom time to more innovative models that build off the successes of afterschool programs, tapping the afterschool research base and leveraging the expertise of community partners. The research varies by model, and is early in its development. The variance of models makes it hard to gauge public support; however, in general parents are not widely supportive of more classroom time.



What Prominent Americans Are Saying About Afterschool

U.S. Secretary of Education Arne Duncan, addressing the National Science Teachers Association Conference, March 20, 2009: "One of the first areas where we can foster innovation is the amount of time our students spend learning. Other top-performing countries do not take two months off in the summer. They do not dismiss students at two in the afternoon. Instead, they spend 30 or 40 more days per year in school and offer safe, constructive activities that keep kids learning. We must expand quality afterschool programs and rethink the school day to incorporate more time, whether that's by extending hours or offering more summer school."

President Barack Obama, addressing the U.S. Hispanic Chamber of Commerce, March 10, 2009: "Even as we foster innovation in where our children are learning, let's also foster innovation in when our children are learning. We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of each day. That calendar may have once made sense, but today, it puts us at a competitive disadvantage. Our children spend over a month less in school than children in South Korea. That is no way to prepare them for a 21st century economy. That is why I'm calling for us not only to expand effective afterschool programs, but to rethink the school day to incorporate more time - whether during the summer or through expanded-day programs for children who need it."

Representative Dale Kildee (D-MI), in "Safe learning environment sorely needed in U.S. schools," May 18, 2010: "The need for quality learning opportunities does not end when the school bell rings at the end of the day. After-school programs provide a critical service to our children and families, not only providing educational opportunities, but necessary supervision while parents are at work. Indeed the hours between 3 p.m. and 6 p.m. are prime opportunities for unsupervised children to get into trouble. Many working or job-seeking parents have little choice but to leave their children alone, making them vulnerable for drugs and alcohol, gangs, teen pregnancy and other harmful behaviors."

Representative Nita Lowey (D-NY), to Secretary of Education Arne Duncan during appearance at House Appropriations Committee, Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, March 17-18, 2010: "Why is the department proposing to effectively reduce afterschool funding by using these funds for other purposes, as good as they may be, besides funding 21st CCLC? How does extending the school day fill the gap between what would otherwise be accomplished through afterschool programs . . . and given the obvious need for more afterschool programs, did the Department consider increasing funding for the program? You've asked for an overall increase in the budget, so I would say why didn't you increase these programs when the need is so obvious?"

First Lady Michelle Obama, Commencement Speech, University of California-Merced, Federal News Service, May 16, 2009: "Now, let me tell you, careers focused on lifting up our communities - whether it's helping transform troubled schools or creating afterschool programs or training workers for green jobs - these careers are not always obvious, but today they are necessary. Solutions to our nation's most challenging social problems are not going to come from Washington alone. Real innovation often starts with individuals who apply themselves to solve a problem right in their own community. That's where the best ideas come from."



About the Afterschool Alliance

The Afterschool Alliance works to ensure that all children and youth have access to affordable, quality afterschool programs. The Afterschool Alliance was formed on the belief that afterschool programs are critical to children and families today, and the need for such programs is not adequately addressed.

In just over seven years, the Afterschool Alliance has become the leading national voice for afterschool programs. In an era of tight budget cuts, the Alliance successfully fought a threatened 40 percent cut in federal funding to afterschool programs in fiscal year 2004. The Afterschool Alliance works with the Administration, the U.S. Congress, governors, mayors and advocates across the country. Today the Afterschool Alliance boasts more than 25,000 afterschool program partners and our publications reach more than 65,000 interested individuals every month.

The Afterschool Alliance works to build public support for afterschool programs. Its efforts include:

- *Lights On Afterschool*, a nationwide celebration of afterschool programs. In 2009 more than 1 million people attended nearly 8,000 events across the country.
- *Afterschool for All*, an effort to get prominent individuals and parents to register their support for afterschool. *Afterschool for All* boasts more than 18,000 individuals and companies including governors, mayors, police chiefs, corporations, the NFL, NBA, NHL and Major League Baseball, as well as hundreds of local and national organizations.
- A sustained media campaign that earns an average of 30-40 citations and six interviews a month (during events these figures increase dramatically).
- Leadership and communications training for an elite group of local Afterschool Ambassadors who build support at the local, state and national level.
- A national *Afterschool for All Challenge* that brings afterschool leaders to Washington, D.C. for trainings and then to Capitol Hill to educate policy makers about their programs.
- Award winning public service announcements geared towards adults and youth.
- A series of briefing papers, reports and fact sheets used widely by media, policy makers, concerned organizations and individuals.

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For more information on the Afterschool Alliance, visit www.afterschoolalliance.org

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The Afterschool Alliance is a nonprofit public awareness and advocacy organization supported by a group of public, private, and nonprofit entities dedicated to ensuring that all children and youth have access to quality afterschool programs. The Alliance is proud to count among its founding partners the C.S. Mott Foundation, U.S. Department of Education, JCPenney Afterschool Fund, Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. Washington, DC Office: 202/347-2030.

www.afterschoolalliance.org