



OBAMA BUDGET PROPOSAL WOULD LEAVE MILLIONS OF YOUTH AT RISK

On Monday, President Obama released his budget proposal for Fiscal Year 2011, and it was a bitter pill for the afterschool community to swallow. The President proposed flat funding the federal 21st Century Community Learning Centers (21st CCLC) afterschool initiative next year, but also opening up 21st CCLC funds to the Full Service Community Schools Program, effectively inviting another community to share those dollars.

“This is more than a funding freeze; it is a setback,” said Afterschool Alliance Executive Director Jodi Grant. “The President’s proposal to divert funds from afterschool programs by putting them in competition with community schools for grants will effectively cut the funding available for the afterschool programs that children and families across the nation rely upon.”

Grant noted that this is the second budget the President has submitted that did nothing to fulfill his campaign pledge to double spending for afterschool or create spots for one million more students to attend summer programs. Without the increase in funding that candidate Obama promised for afterschool, she warned, millions of children will have no safe, supervised, educational activities after the school day ends – and millions of parents will go without the care their children need.

Overall, the President asked for a \$4 billion increase in education funding, a...
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AFTERSCHOOL PROGRAMS PLAY KEY ROLE IN STUDENTS’ ACADEMIC SUCCESS

President Obama’s State of the Union declaration that he intends to seek an overall freeze on discretionary domestic spending is the first step in a long journey toward a Fiscal Year 2011 budget. As federal dollars tighten, one focus for afterschool advocates will be reminding Congress and the Administration of the critical role afterschool programs play in helping strengthen students’ academic achievement.

Over the years, reams of research have amply demonstrated the impact afterschool programs can have on boosting student academic performance. Different studies have focused on different components – some examining the various “building blocks” of academic achievement, others looking at students’ or teachers’ assessments of academic progress, and some focusing directly on afterschool’s impact on student grades and test scores.

One major study, conducted by Chicago-based Collaborative for Academic, Social, and Emotional Learning (CASEL) and released in 2007, examined data from 73 existing studies of afterschool – a meta-analysis designed to survey existing research and draw conclusions despite differences in methodology. CASEL’s analysis concluded, “Youth who participate in afterschool programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance. More specifically, afterschool programs succeeded in improving youths’ ...
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OUTREACH

Afterschool Valentines for Elected Officials

Now is the time to send a positive message on the benefits of afterschool and the need to increase afterschool funding to elected officials, from school board members, to the police chief, to Senators, Representatives and the President in the nation's capitol. One easy way to get their attention is for students to send personalized valentines that get to the heart of what afterschool really means to them, their families and communities.

Providers seeking the opportunity to encourage civic action can help students create and send (or hand deliver) valentines to the offices of local elected officials. In addition, they can send valentine messages to their federal representatives and the White House calling for more funding for 21st Century Community Learning Centers via mail or email.

Be sure to include information on the number of youth who need afterschool programs in your state from the Afterschool Alliance's newly released [America After 3PM](#) report, sponsored by the JCPenney Afterschool Fund. And also be sure to include an invitation to visit your afterschool program – a couple of hours at an afterschool program can be a positive and eye-opening experience for policy makers, and often lays the groundwork for future support and collaborations.

Afterschool for All: 800,000 New Reasons to Join Afterschool for All in 2010

The latest [America After 3PM](#) survey, released by the Afterschool Alliance and sponsored by from the JCPenney Afterschool Fund, reported an increase of more than 800,000 kids over the past five years who need—but don't have—access to afterschool programs. Lacking the positive alternatives that afterschool programs offer, many of these children are home alone or worse, hanging out on the streets and getting into trouble. Each one of these youth is a powerful reason to support [Afterschool for All](#), the nation's largest petition in support of afterschool programs. They are relying on us—from community advocates to parents, teachers, business leaders and policy makers—to band together to send one unified message: all kids deserve a safe, enriching place to go after school.

America After 3PM shows that we need *Afterschool for All* now, more than ever. If you haven't yet signed on to the effort, please take a few seconds to join America's leaders in supporting afterschool at www.afterschoolalliance.org/a4aJoin.cfm. With more than 25,000 partners nationwide, *Afterschool for All* is already bringing diverse voices together and creating a national platform to get the word out about the critical need for afterschool in our communities.

Visit the *Afterschool for All* website to see which new partners have signed up from your state at <http://www.afterschoolalliance.org/a4a.cfm>. Contact Marie Coichy-Dauphin, Project Manager, *Afterschool for All* at mdauphin@afterschoolalliance.org or at 646-943-8662 with questions or comments.

View the complete *America After 3PM* report at www.afterschoolalliance.org/AA3PM.cfm.



FUNDING NEWS

The Afterschool Alliance's website has resources for afterschool providers, including tips for initiating relationships with funders and businesses, and for identifying funding opportunities. *To learn more, visit <http://www.afterschoolalliance.org/funding.cfm>. Remember to check here, <http://www.afterschoolalliance.org/policyEconRecovery.cfm>, to find out how afterschool programs might tap into economic recovery funds.*

GRANTS/AWARDS AVAILABLE

Grants for Literacy Promotion

The National Book Foundation is accepting nominations for the Innovations in Reading Prize, awarded to individuals or organizations that have fostered and supported a lifelong love of reading. Several cash prizes of up to \$2,500 will be awarded to the recipients that demonstrate innovation, creativity and risk-taking in their approach. *To read about last year's winners, and for more information, visit <http://nationalbook.org>.*

Bring NASA to Your State

NASA has announced plans to launch a [Summer of Innovation](#) program in the summer of 2010. The multi-week summer curricula will be carried out by existing programs, engaging middle school students in math and science education with content, products and support provided by NASA. The agency hopes to encourage students, particularly low-income minorities, to pursue careers in science, math, engineering and technology.

Seven grants, ranging from \$1 to \$5 million, will be awarded to NASA [National Space Grant College and Fellowship Programs](#) (located in all 50 states, the District of Columbia and Puerto Rico). *Summer of Innovation* will be run by its affiliates, which include afterschool programs, museums, science centers, colleges, and state and local agencies.

If you are interested in your state applying for this grant, be sure to contact [your National Space Grant College and Fellowship Program](#) to encourage them to do so, and to find out how to become a member organization. Proposals are due February 19. *For more information, go to http://www.nasa.gov/topics/nasalife/summer_of_innovation.html.*



IN THEIR OWN WORDS...

“Last month, I joined my Congressional colleagues to co-sponsor and support [H.R. 3078](#), the ‘Investment in Rural After-School Programs Act,’ introduced by Congressman Phil Hare of Illinois. Sadly, in several rural communities where there is great need for quality afterschool programs, many factors make it difficult to get them started and keep them open. This legislation would establish or improve rural afterschool programs by offering grants to educational agencies, community-based organizations, or other non-profit organizations. Afterschool services would be provided through these programs, including academic enrichment, drug and violence prevention, and technology and science education. In addition, the programs would serve nutritious snacks or meals that meet USDA [U.S. Department of Agriculture] health standards. The grants would target areas with a majority of students who are eligible for free and reduced-priced lunches.”
 -- Representative Bob Filner (D-CA), *U.S. Fed News*, December 21, 2009

Voices from the Afterschool Storybook...

“One of the greatest benefits of our program is the positive mentoring relationships that developed... One of our students, Michael, was a third grader and part of the first cohort that I recommended for the program. He had several learning disabilities and was not doing well in school. One of our volunteers, Jack, signed up to be Michael’s mentor. Jack was a highway patrolman and we could see his impact on Michael immediately. He became the positive male role model that Michael needed in his life. Years later, Michael came back after graduating from high school to let me know that Jack had inspired him to become a police man.”
 -- Paul Young, Lancaster, Ohio

To read Young’s story, and read more afterschool voices from across the country,

visit

http://www.afterschoolalliance.org/storybook/gallery.cfm?CNT_ID=STRY9000141. Share your story at <http://www.afterschoolalliance.org/storybook/GALLERY.CFM>



IN THE NEWS...

Florida – These are not your typical rap songs, but then again, these are not your typical rappers. Students from Miami’s Mays Middle School recently collaborated with the afterschool program, [Alternative Directions Music Industry Training \(ADMIT\)](#), to record rap songs with positive messages. They also learned about the business side of the music industry – jobs like publishing, producing, writing and engineering, the *Miami Herald* reports. “They think it’s all about rapping and singing and don’t realize there’s a whole set of occupations and roles to have much longer careers than rappers and singers do,” said Thomas Demerritte, a Miami producer who founded ADMIT. Once the students complete the program, their songs will be made into a free CD for Mays’ students, staff and community organizations. *To listen to songs created by students in ADMIT, or to learn more about the program, visit* <http://www.theadmitprogram.org/>.

Vermont – They may be learning dance moves and improving their self esteem, but the girls in [Newport Out of School Time \(NOST\)](#) hip-hop class are also getting more than their daily requirement of exercise. “But the thing that’s great about it is that they don’t realize they’re doing it,” site director Bryan Muenzer told the *Valley News*. “They’re at an age where exercise isn’t something they dread.” NOST began offering afterschool programs three years ago to keep idle kids from getting in trouble and, thanks in part to television reality dance shows, the physically

grueling hip-hop class has become the most popular. “It’s more upbeat, it keeps you aerobically in shape, and the music is more fun to dance to,” instructor Kyla Beardsley said. *For more information on NOST, visit <http://www.nostime.org/>.*

Virginia – Pulaski County teenagers turned their “day off” from school into “A Day On” by volunteering around their community on the Martin Luther King, Jr. holiday. Students in the [Beans and Rice](#) afterschool program at Meadowview Apartments offered their help at the humane society, food kitchen, rehabilitation center, and other organizations throughout the county. Until “A Day On” began last year, many of the students didn’t know what Martin Luther King, Jr. Day was, the *Roanoke Times* reports. The Pulaski effort, led by AmeriCorps volunteers, coincided with a nationwide [Martin Luther King, Jr. Day of Service](#). *For more information on Beans and Rice, visit <http://beansandrice.org/>. For more information on Martin Luther King, Jr. Day of Service, visit <http://www.mlkday.gov/>.*

Wisconsin – Parents of middle and high school students who are struggling to get their children to and from school and afterschool programs are getting help from a unique partnership. The Appleton Area School District and Valley Transit have launched a [pilot program](#) that allows free rides on any Valley Transit bus, on weekdays and Saturdays, by simply showing a middle or high school student identification card. “Several days I have watched kids walk to school while it stormed out, getting rained on, and now the snow and the Wisconsin wind makes it even harder,” parent Jeannette Sutherland told the *Post-Crescent*. “I can’t afford a bus pass for [my daughter] and I am sure this goes for many others. This is a wonderful gift.”



RESOURCE

Afterschool Workforce Development

[The After-School Corporation \(TASC\)](#) has released a brief outlining a system of professional development for the afterschool workforce that would allow career advancement, higher wages, and reduce turnover. [Room to Grow: Tapping the After-School Workforce Potential](#) offers recommendations for informal training and standardized education, and gives examples of organizations that have partnered with colleges and universities to further their staff in the field. *For more information, and to download the brief, visit <http://www.tascorp.org/content/blog/detail/2830/>.*



AFTERSCHOOL NEWS ONLINE!

Hungry for the latest news in afterschool? Be sure to check out *Afterschool Snack*, the Afterschool Alliance’s up to the minute blog on afterschool news, trends and information from across the country.

Recent posts include:

- The First Lady and Surgeon General’s Simple Solutions to Solving Childhood Obesity
- We Are the Music Makers...
- 21st CCLC’s Aligned with School and Making an Impact

And be sure to tune in every Wednesday for a national news round-up, and throughout the week for your daily dose of afterschool. *Check out Afterschool Snack at <http://www.afterschoolalliance.org/afterschoolsnack/ASnack.cfm>.*



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generous and very welcome increase for child care and more funds for STEM (science, technology, engineering and math). Grant said she “hopes and expects that the STEM funds will be available to afterschool programs. Nevertheless, more than 18 million children would be in afterschool programs if they were available, and the President’s budget provides funding for only a tiny fraction of them.”

The Obama proposal also discusses several reforms to the 21st CCLC initiative that the Administration intends to advance during the reauthorization process. “Several of those proposals are troubling,” Grant said, “and we look forward to working with the Administration and Congress to make sure the new authorization bill is fully supportive of afterschool programs.”

There is vast unmet need for afterschool in this country. A 2009 survey of nearly 30,000 households, sponsored by the JCPenney Afterschool Fund for the Afterschool Alliance, found that 26 percent of America’s children (15.1 million kids) are on their own in the afternoons – an increase of 800,000 since 2004. The parents of 18 million kids say they would enroll their children if afterschool programs were available.

Many afterschool programs are hurting and contracting. Current funding for the 21st CCLC is less than half the \$2.5 billion authorized several years ago, which itself is a fraction of what is needed to make afterschool programs available to all children who need them.

A survey of program leaders conducted last spring by the Afterschool Alliance found that some programs that were struggling before the recession are closing their doors, and many others are being forced to reduce the number of children they serve, cut hours and staff, and provide many fewer activities and supports for students who are in greater need than ever.

“Research clearly demonstrates that quality afterschool programs keep kids safe,

inspire them to learn, and help working families,” Grant concluded. “We hope that Congress will once again recognize the need for more quality afterschool programs and provide more funds for afterschool programs in FY 2011.”



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school grades and achievement test scores.”

A separate meta-analysis by Mid-Continent Research for Education and Learning (McREL), released in 2006, looked at 35 afterschool studies and reached similar conclusions about the academic benefits of afterschool. For summaries of these and more than 20 other studies, read the Afterschool Alliance’s latest “Summary of Formal Evaluations of the Academic Impact of Afterschool Programs,” at http://www.afterschoolalliance.org/Evaluation%20Backgrounder%20Academic_08_FINAL.pdf.

Referencing these and other studies in a 2008 overview of afterschool research, Priscilla Little, Christopher Wimer, and Heather B. Weiss of the Harvard Family Research Project, write, “A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas – academic, social/emotional, prevention, and health and wellness.”

Aligning Afterschool and Regular-Day Curricula

Such successes do not come by accident. On the ground, many 21st Century Community Learning Center (21st CCLC)-funded afterschool programs are boosting students’ academic achievement by working closely with teachers and school administrators to align their curriculum with

what students are learning during the regular school day.

In **Lincoln, Nebraska**, a 21st CCLC grant supports the Arnold Community Learning Center's afterschool program as it works to align its curriculum with regular school day instruction. Site Supervisor Dayna Krannawitter, an Afterschool Alliance Afterschool Ambassador, says she "works with school staff to extend the school day plans for students into the afterschool hours, and our homework club teachers are school para-educators who work closely with teachers and students during the school day, and then carry that expertise into the afterschool homework club, focusing in on the school's improvement goals for math and vocabulary."

The Lincoln CLC initiative also has a curriculum coach as a school district employee who works with district curriculum specialists to train afterschool staff in aligning afterschool curriculum with district standards. Says Krannawitter, "It is because of the intentional and meaningful involvement of CLC and school staff that we have seen an increase in academic performance for 94 percent of CLC students who participated in our afterschool programs at Arnold 30 days or more during the school year."

In **Rexburg, Idaho's** 21st CCLC site, afterschool staff members work closely with classroom teachers to provide extra assistance in areas where students need help. Program staff focus in on students' weakest academic areas, as reflected in the state's standardized achievement tests. The program relies on strong working relationships between afterschool staff and Title I and special education personnel.

In **Davenport, Iowa**, the Stepping Stones afterschool program, a partnership between the Davenport Community Schools and the City of Davenport, works closely with regular school day teachers and administrators. In fact, many of the school day teachers work in the program, providing homework help, small group tutoring, and intensive academic

interventions tailored to students' individual needs. Daily instruction in the elementary-level afterschool program parallels the district's K-5 curriculum, and curriculum specialists from the district assist with planning, as well as with selection and alignment of materials and activities. Afterschool activities match up with core day instructions in other ways, as well. For example, themes and subjects explored in core day reading classes might be reinforced in afterschool activities – art projects, for example.

"The school district has embraced us as an increasingly viable strategy for impacting student achievement," says John Border, Community Education Project Manager for Davenport Community Schools and an Afterschool Ambassador. "This summer, the district is planning to place a certified school day teacher in each of our 10 summer sites, bringing new resources to our programs. So we'll have top-notch instructors, and it'll help us offer the program at a lower cost, which is a big boost for us and for our families. The primary reason that happened is that we have done so much work over the past few years with our instructional specialists aligning our curriculum in afterschool with what's happening in the regular day."

In **Cincinnati, Ohio**, CincyAfterSchool operates more than two dozen 21st CCLC sites, providing instruction and activities tailored to support each school's curriculum. Programs embed a full-time coordinator in the school building specifically to build relationships that support the recruitment and retention of students who need the program most.

Meanwhile, CincyAfterSchool leaders and school district personnel collaborate on common quality standards and data-sharing tools, and personnel at a number of sites ensure alignment and integration by creating communication packets that connect the student's core day work with afterschool instruction. The packets also help parents stay informed about how their children are

doing. The approach is working, and student test scores are up. A recent evaluation found that 51.6 percent of CincyAfterSchool students had increased their reading scores from 2007 to 2008, while 50.8 percent had increased their math scores during that period.

This past September, in **West Valley City, Utah**, on the outskirts of Salt Lake City, a 21st Century Community Learning Centers grant to the Community Education Partnership, together with funding from the *American Recovery and Reinvestment Act* (the President's stimulus bill), allowed Rolling Meadows Elementary School to launch "Project Swing." The initiative takes tightly focused aim on individual students' academic weak spots.

Program Director Mandi Bristow says the grant funds allowed the program to hire tutors, including several Rolling Meadows teachers, and then identify children whose scores on state assessment tests indicated specific weaknesses. "We're particularly interested in students who pass one year's test, but fail the next," she explains. "Most of those kids have strong enough grades or scores that they don't qualify for special education or other resources. They're just missing key concepts somewhere."

In consultation with the children's teachers, Project Swing's tutors work to fill the gaps in the students' learning, grouping students with similar problems into sessions with four- or five-to-one student-teacher ratios. The school also employs a separate testing package to track students' progress at regular intervals throughout the school year, and the afterschool program puts those results to work, as well, using the current data to identify additional areas where students need help, and tailoring tutoring to those needs.

Bristow says that while the initiative is barely off the ground, it's showing results. "It's helped a lot of kids, we know," she says. "For example, we have three children from one family, refugees from Central Africa with very limited English. The kids really wanted

to learn, and our tutors were able to help them, getting them on the right path."

"Both the data and the everyday experiences are clear," said Afterschool Alliance Executive Director Jodi Grant. "All across this country, quality afterschool programs are working hand-in-hand with teachers to help students engage and achieve in school. They are making a tremendous difference."



MARK YOUR CALENDARS...

February 17 – 20, 2010

Foundations, Inc. will sponsor the Beyond School Hours XIII Conference in Jacksonville, Florida. The conference is open to anyone with an interest in promoting afterschool education, including program directors, educators, policy makers and funders. *For more information, visit <http://www.beyondschoolhours.org>.*

February 19 – 21, 2010

The Reaching At-Promise Students Association will sponsor the Transforming At-Risk to At-Promise Conference in San Diego, California. Participants will be engaged in vital conversations to ensure equitable opportunities for all students and promote successful communities. Special guests and presenters will include Dr. Jesse Jackson III, Adam Palmese, and Bill Habermehl. *For more information, visit <http://www.atpromiseconference.org/>.*

March 5 – 6, 2010

Thirteen & WLIW21 will host the fifth annual Celebration of Teaching & Learning in New York City. Educators will discuss the latest in teaching and classroom strategies, and hear from speakers like U.S. Secretary of Education Arne Duncan, NBC's David Gregory and actress Queen Latifah. *For more information, visit <http://thirteencelebration.org/>.*

✍ March 24 – 27, 2010

The National Youth Leadership Council will host the 21st Annual National Service-Learning Conference in San Jose, California. Youth and program leaders will gather for sessions, hands-on workshops, exhibits and service-learning projects. *For more information, visit <http://nslc.nylc.org>.*

✍ April 19 – 21, 2010

For the first time ever, the Afterschool Alliance's *Afterschool for All Challenge* will be held in conjunction with Be the Change, the National Afterschool Association's annual convention. The combined event will be held in Washington, D.C. and will include workshops, plenary sessions, a gala Breakfast of Champions, and visits to lawmakers on Capitol Hill. **[Register now](#)** and help shake up the nation's Capitol, afterschool style! *For more information, go to www.naaconvention.org/registration.html.*

The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs. More information is available at www.afterschoolalliance.org.

The Alliance is proud to count among its founding partners the 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.

The *Afterschool Advocate* is produced for the Afterschool Alliance by PR Solutions, Inc., Washington, DC;
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