



SENATE PUTS FEDERAL AFTERSCHOOL FUNDING AT RISK

Afterschool providers, supporters and working families across the nation were disappointed last week when the Senate Appropriations Committee voted to allow 21st Century Community Learning Centers (CCLC) afterschool funds to be diverted to programs that would extend the school day.

The Committee was following an eleventh-hour recommendation by Senator Tom Harkin's (D-IA) Labor, Health and Human Services, Education and Related Agencies Appropriations Subcommittee, which chose to use a spending bill to push through a controversial rewrite of education laws. Many think Congress should more appropriately have considered this kind of policy change as part of reauthorization of the *Elementary and Secondary Education Act*.

Calling the move "a grave and potentially costly error," Afterschool Alliance Executive Director Jodi Grant said, "at a time when 15 million children and youth in this country have no safe, supervised activities after the school days ends, we need to protect funding for afterschool and summer learning programs – not divert it. We recognize that the Committee action was prompted by the Administration's interest in extending the school day and the desire to support an Administration priority. It is truly unfortunate that the Administration and now the Senate Appropriations Committee want to fund extended day programs at the expense of proven afterschool programs. The afterschool community supports testing extended day programs, but with a new funding stream."

Extending the school day by 30 minutes – or even an hour – will not mean that children are in safe, enriching environments until their parents return home from work at 6 or 7 PM, she noted.

The Afterschool Alliance applauded the Senate Committee for including a much-needed \$100 million increase for 21st CCLC funding, but warned that the policy change adopted with it would mean that these additional dollars – as well as much of the funding that supports afterschool programs now – would likely be diverted, which will harm working families and leave more children unsupervised in the hours after school.

"This is no way to educate or protect our children, or support working families," Grant said.

In an unusually direct rebuke, Senator Chris Dodd (D-CT) said at a hearing of the Senate Health, Education, Labor and Pensions Committee: "... studies that have shown that students enrolled in afterschool programs perform better on tests as compared to other students in the same district. The proven benefit to children who participate in *Senate continued on page ten...*

LIGHTS ON AFTERSCHOOL 2010!

The eleventh annual *Lights On Afterschool* will be Thursday, October 21. Now is the time to begin organizing – or making plans to join – one of the thousands of events that will take place around the nation to showcase the benefits afterschool programs provide. *To register for Lights On Afterschool and receive free posters and email updates, and to see a free online organizing kit, visit <http://www.afterschoolalliance.org/loa.cfm>.*

OUTREACH

Afterschool leaders know that summer learning opportunities are vitally important for students, working families and communities. One way to help spread the word is by submitting an op-ed (guest editorial) to a local newspaper. Below is a sample fill-in-the-blanks op-ed that can be edited to suit your community. Please note that most newspapers prefer that op-eds be submitted via email, and list optimal length and submission information on their websites, in the opinion section.

Preventing ‘Summer Learning Loss’

By [name]

They don’t sell prescription drugs to cure it on television, but “summer learning loss” is a real problem affecting a lot of children. As much fun as summer can be, spending 10 to 12 weeks away from the classroom and from the habits of learning can cause students to lose academic ground.

A century of research tells us that a summer away from classes and books takes a toll, causing a lot of students to slip back, getting so far out of their academic groove that they forget what they learned just a few months before. Fortunately a growing base of new research shows that when we mix a dose of academics into the otherwise lazy days of summer, we can help children lock in their learning gains from the school year. That way, they can arrive at school in September both rested *and* ready to take on new challenges.

That’s why so many summer programs for children provide a combination of academics, arts, sports and other physical activities to fill their students’ summer days. At [name of program], our children [add specific information about how children spend their time, painting a picture that mixes academic enrichment with recreation].

Summer programs have changed a lot over the last 20 to 30 years. Programs that were once built around play and games now have academic elements as part of their daily fare, with the goal of stopping children from losing ground. For a lot of these summer learning programs, those academic elements come naturally, because the programs are affiliated with afterschool programs that have long since found ways to blend academics and various horizon-expanding activities with sports, fitness, hobbies and all other manner of fun.

Unfortunately, summer learning programs do not yet reach everyone they need to – not even close. A new report from the Afterschool Alliance finds that just 25 percent of our kids are in summer learning programs. Data from the *America After 3PM Special Report on Summer* study shows that three-quarters of America’s schoolchildren do not participate in summer learning programs – safe, structured programs that provide a variety of activities designed to encourage learning and development in the summer months. Nationwide, an estimated 24 million children who are not participating in a summer learning program would likely enroll, based on parent interest.

[Add a paragraph that pulls two numbers from the *America After 3PM* summer report. Go here, http://www.afterschoolalliance.org/AA3PM_summer.cfm, click on your state, and you’ll see a chart. You’ll use the first two numbers in the last column of the chart, the one labeled, “Estimated Number of Kids.”] Closer to home, the study finds that the parents of [number -- use the number in the last column of the chart, second row, “Whose parents are interested in enrolling them”] children in [your state] who are not participating in a summer learning program are interested in enrolling their kids. By comparison, far fewer children are already enrolled in one – just [number – use the number from the last

column of the chart, first row, “Participating.”] That’s powerful evidence of the unmet demand for summer programs for our children.

Significantly, the unmet demand is particularly high among low-income children – the group who are, according to the research, most likely to be affected by summer learning loss. Nationally, nearly half of all kids whose parents say they are interested in enrolling them in summer learning programs (46 percent) qualify for free or reduced price lunches.

Another important finding from the study is that the overwhelming majority of parents – 83 percent nationally – support public funding for summer learning programs. In fact, the federal government provides some funding for summer learning, by way of the 21st Century Community Learning Centers initiative. Many of the afterschool programs that are recipients of 21st CCLC funding also run summer programs for kids. Unfortunately, that funding – already insufficient to even come close to meeting demand for afterschool or summer programs – is imperiled by proposals to divert a share of the funding to other programs. It’s in Congress’ hands.

Summer should be a fun time for kids, and summer learning programs help make sure it is. But they also make sure our children don’t lose ground academically. They deserve our support.

[Name of author] is [title and organization]. America After 3PM is a survey of nearly 30,000 households across the United States, commissioned by the Afterschool Alliance and JCPenney Afterschool in 2009. The summer learning report is sponsored by The Wallace Foundation.

Afterschool for All

You can help make afterschool for all a priority in your community and in communities nationwide by joining the *Afterschool for All* campaign. Already more than 25,000 concerned individuals and organizations have signed on to the campaign in support of afterschool programs and the families they serve. It takes only a minute to add your name to the national list of partners. [*Sign up today.*](#)

Visit the *Afterschool for All* website to [see which new partners have signed up](#) in your state. Contact Marie Coichy-Dauphin, Project Manager, *Afterschool for All* at mdauphin@afterschoolalliance.org or at 646-943-8662 with any questions or comments.



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, click [here](#).*

GRANTS/AWARDS AVAILABLE

Grants for Promoting Diversity

Open Meadows Foundation is sponsoring grants of up to \$2,000 for projects that are led by, and benefit, women and girls. Projects should reflect diversity in both the leadership and the community served, and should build community power. Small organizations and start-ups are encouraged to apply. The deadline is August 14. *For more information, click [here](#).*



MAKE IT STICK!



The newly launched “[Make it Stick](#)” campaign is a [powerful tool](#) to help afterschool providers deliver the message that linking academics to the real world makes learning relevant to students, and makes it stick. The new campaign is designed to give educators, advocates and policymakers positive stories, research and tools to make a strong case for quality afterschool and other out-of-school time programs.

The kind of expanded learning opportunities taking place in afterschool and summer programs, which provide a different kind of learning combined with real-world experience, can “make learning stick.” The campaign will help advocates refine this message and promote the learning that is taking place after the school bell rings. It focuses on five elements:

- [Expanding the definition of student success](#);
- [Using research-based knowledge about how students learn best](#);
- [Integrating innovative learning approaches and places](#);
- [Fostering collaboration across all sectors](#); and
- [Providing educators with new opportunities for leadership and professional development](#).

The “Make it Stick” website gives advocates a place to [connect with each other](#) and share best practices in order to strengthen the field. The site also helps advocates [connect with Congress](#) and other policy makers in order to educate them about why the demand is so great for quality afterschool and summer programs.

On the new website, advocates also will find [resources](#) including videos, case studies, the latest news and other information.

“Make it Stick” is sponsored by the Charles Stewart Mott Foundation's New Day for Learning, which re-envision education.

CONGRESS MOVES TO LINK AFTERSCHOOL AND NUTRITION

In a move that would significantly expand the role of afterschool in reducing hunger and improving child nutrition, on July 15 the House of Representatives Education and Labor Committee passed the Improving Nutrition for America’s Children Act, H.R. 5504. The vote was 32-13. The bill includes a key expansion of the afterschool meals program from the current 14 states and District of Columbia to all 50 states.

“It is a sad fact that once the school bell rings, many children go home hungry. The snacks and meals provided in afterschool programs are a lifeline for many of our children,” said Afterschool Alliance Executive Director Jodi Grant. “We are grateful to Chairman George Miller (D-CA) and the Committee for their leadership in ensuring that afterschool meals were included in this bill.”

The current Child Nutrition Act expires on September 30. In addition to expanding the afterschool meals program, the bill would improve the quality of the meals served and implement new school food safety guidelines. For the first time, the legislation would require schools to set standards for foods served outside the cafeteria, including vending machines. It also would improve nutrition education and make further enhancements to food safety and food quality. The bill also helps address access to federal child nutrition programs in rural communities, particularly during the summer months when school is out.

Advocates are calling for a final vote on the legislation this summer. *To take action and to learn more about afterschool and child nutrition reauthorization, click [here](#).*



STEM EDUCATION: FINE AS IS?

Although Americans say math and science skills are necessary for future generations to compete for jobs, most parents see no need to change what their local schools are doing to teach the subjects, according to a new survey released by [Public Agenda](#).

The survey found that 84 percent of Americans agree that jobs in the future will require more math and science skills. Even for jobs that are not in STEM (science, technology, engineering and math) fields, nine in ten Americans agree that studying advanced math and science will be helpful to students' careers. Most favor a "national curriculum" to improve math and science education, and parents are enthusiastic about improved and up-to-date equipment for hands-on learning in all areas of STEM education, according to the survey.

However, more than half those survey respondents who have children in grades K-12 (52 percent) said the math and science education their child is receiving is "fine as it is." Neither the general public nor parents think it is essential for children to take advanced sciences such as physics, or advanced math such as calculus.

"The public is open to many different strategies for improving STEM education, and they're enthusiastic about the overall goal, but much more has to be done to help them understand what's needed for kids in their local schools to have a world-class science and math education," said Jean Johnson, director of Education Insights at Public Agenda. "The problem is particularly acute in science. Many parents don't realize the importance of starting children in science early on. Many think it can easily wait until high school."

The survey, conducted by telephone in December 2009, sampled 1,406 adults, including 646 parents of children grades K-12. *For more information on the survey, click [here](#). To learn more about the link between*

afterschool programs and STEM education, click [here](#).



ISSUE BRIEF EXPLORES AFTERSCHOOL BENEFITS FOR MIDDLE SCHOOL STUDENTS

A new MetLife-Afterschool Alliance Issue Brief, "Afterschool: Providing Multiple Benefits to Middle School Students," explores how afterschool programs can attract and retain youth in grades six through eight. It is one in a series of Issue Briefs sponsored by the MetLife Foundation that addresses the benefits afterschool programs provide to youth, families and communities.

The new Brief finds that engaging middle school students poses a specific set of challenges for afterschool providers, both in recruitment and retention. This is one reason that participation in afterschool programs tends to decline when students reach middle school, although the Brief finds clear rewards for students who take part in a program that overcomes common barriers to participation.

"Middle school youth have a unique set of social, emotional and academic needs, and afterschool successfully weaves these together, using enriching and engaging activities to support the whole child. Afterschool offers multiple benefits to these young adolescents, but only if the barriers to participation are removed, and youth are given the opportunity to meaningfully participate," the Brief says.

The Issue Brief offers several examples of afterschool programs that successfully meet the needs of middle schoolers. *To view it, click [here](#).*



IN THEIR OWN WORDS...

“Good afterschool programs help our students succeed even after the school day ends.

When students are involved in afterschool activities, they spend their free time learning and being productive, rather than roaming the streets and possibly getting into trouble.”

-- Illinois Governor Pat Quinn, on signing legislation to expand access to afterschool programs, July 29, 2010.

“I credit an afterschool program for igniting my interest in engineering and technology which ultimately led to my careers as a rocket scientist and astronaut. Being able to give back some of what has been given to me is something I feel compelled to do; and the Afterschool Alliance provides me that opportunity.”

-- Former NASA Astronaut Joan Higginbotham on joining the board of directors of the Afterschool Alliance, June 29, 2010.

Voices from the Afterschool Storybook...

“When I first walked in - a 50 year old white guy - I knew I had no credibility with the kids. It was probably the opposite. My goal was to help the teens to improve their reading, writing, and thinking skills. But it was very tough to win their trust...”

--Keith Hefner, New York, New York

To read Hefner’s story, and read more afterschool voices from across the country, [click here](#). Share your story [here](#).

**IN THE NEWS...**

California – The Bay Area’s [Team-Up for Youth](#) has been selected as a 2010 AmeriCorps state grant recipient through the California Volunteers Office. It will train 80 AmeriCorps Coaches for a Healthy California to run organized after school sports programs for youth in low-income communities across the state. Coaches complete a minimum of 450 hours of coaching, reach out to parents and recruit local volunteers to help sustain program quality and growth. *For information on becoming a coach, contact monicas@teamupforyouth.org.*

Georgia – “I like science a little better because I understand it,” said Warner Robins Northside Middle School sixth-grader Symphony Henderson to the *Macon Telegraph*. She is learning science, math, technology and engineering through an afterschool program that uses Starbase 2.0 – a joint effort between the Department of Defense, Air Force Reserve Command and the Museum of Aviation. The program keeps low student-to-mentor ratios and targets at-risk youth, fostering teamwork among students and exposing them to new career possibilities. The pilot program, which has brought an increase in student test scores and improved behavior, will be expanded next year to four more middle schools in the area.

Illinois – There is increased risk of violence when unsupervised groups of teenagers have nothing to do, even in “good” neighborhoods, a new study finds. It looked at youth age eight to 13 in Chicago, with researchers following up with the young people over eight years, reports *U.S. News & World Report*. This is the first study to suggest that unsupervised teen gatherings can lead to more than general misbehavior. “Communities need... the capacity to provide adolescents with options other than unsupervised ‘hanging out,’” co-author Christopher Browning said.

The study appears online in the journal, *Criminology*.

Louisiana – Children in Afghanistan who have been displaced by the war often lack something that students at the LearningTECH/Quest School GED Program think they should have: shoes. After hearing that many Afghan children pick up parasites, infections and viruses through the soles of their feet, teenagers in the Monroe, Louisiana afterschool program decided to help by collecting shoes and money to cover shipping costs. Their goal is to send 100 pairs of shoes to the Bagram Air Force Base in Afghanistan, for distribution to children. “Shoes have become symbolic,” program director Kerry Murphy Ketchell told the *News-Star*. “They represent general hygiene, transportation, reaching goals and the self-esteem we have when we have nice shoes.”

Minnesota – In an effort to encourage summer school students to participate in more afterschool programs, the city of St. Paul and its school district are collaborating in new, budget-friendly ways. The city plans to make a public service announcement encouraging greater participation designed specifically for Facebook and YouTube. The announcement will also air on closed-circuit televisions in schools, the *Star Tribune* reports. In addition, organizers will use Twitter and text messaging to reach students who haven’t participated in the programs before. Brochures for the school district and summer parks and recreation will include information about each other’s programs, and the organizations will work to combine educational and recreational opportunities for young people.

New Jersey – Two 15-foot wooden sailboats, Monarch and Journey, set sail on the Cooper River this month. They are the work of eight middle school students at the Urban BoatWorks program, who built the boats in the basement of the Camden Seaport and

Maritime Museum. Students put in more than 100 hours of work to sand, stitch, epoxy and paint the boats, the *Courier-Post* reports, and received sailing lessons from the Cooper River Yacht Club. *For more information on the Urban BoatWorks afterschool program, part of the Urban Promise program, click [here](#).*

Oklahoma – Cheyenne Middle School student Meredith Scott may not have made it to the White House yet, but she’ll be there soon enough. Scott is the district winner of a bill-writing competition in the [Girls Rock the House](#) afterschool program, which teaches eighth grade girls about politics and builds leadership skills and self esteem. As part of her prize, she will visit Washington, D.C. to meet her representative, Congresswoman Mary Fallin (R-Oklahoma City). Scott’s winning “congressional bill” provided a \$2,000 yearly tax credit to families of developmentally disabled adults, the *Oklahoman* reports.



RESOURCE

Professional Development Library

The U.S. Department of Education has created an online professional development library to connect local professionals with resources on a variety of education topics. The [Learning Port](#) resource database has a section dedicated to afterschool programs, and includes videos, webcasts and downloadable materials. Free information is available on preventing bullying, strengthening community partnerships, supporting student success, afterschool best practices for governors and state leaders, and more. *To view the available resources or share one of your own, click [here](#).*



INDIANA MAYOR PASSES AFTERSCHOOL RESOLUTION

Michigan City, Indiana lawmakers have passed a resolution supporting afterschool programs and encouraging Congress to increase funding for programs. The city sent the resolution to each member of Congress from the state after it passed and was approved by Mayor Charles Oberlie.

“Congress had previously authorized \$2.5 billion to fund after-school programs and activities, however, Congress has failed to apportion expenditures to that amount,” the resolution reads. “Communities like ours rely on 21st Century Community Learning Centers as an essential source of after school program funding.”

Michigan City’s Safe Harbor After School Program, run by [Afterschool Ambassador Herb Higgin](#), serves 1,200 students in collaboration with 17 youth serving agencies. Safe Harbor increased the graduation rate by 5.29 percent in its first year at the city’s high school, the resolution says.

“Mayor Oberlie has been a strong advocate and very supportive of out-of-school time for a number of years,” Higgin said. “He was [named an ‘Afterschool Champion’](#) at the *Afterschool for All Challenge* Breakfast of Champions, and that catapulted him into looking at what the next steps would be. We’re hoping to use this resolution as a template for other communities to garner some support from their elected officials.”



HELP BUILD A STEM COMMUNITY

In an effort to make science, technology, engineering and math (STEM) education more engaging and hands-on, [National Lab Day](#) has launched a resource to connect educators with scientists and volunteers in their area. Its online network serves as a

database of STEM projects across the country, and a meeting place for educators and science professionals to collaborate in providing the best learning experience for children.

To get started, create an organization page on the [National Lab Day website](#). You can post projects that you’re working on, search for scientists and community members that are willing to help, or browse a list of projects in your area that need volunteers.

For more information on National Lab Day, click [here](#).



HOST A KABOOM! PLAY DAY, FOR A CHANCE TO WIN \$10,000

KaBOOM! is inviting afterschool programs to [host a KaBOOM! Play Day](#) and be part of a national celebration to save play in the lives of children. The Play Day offers a chance to gather for an afternoon of fun games and service projects that celebrate and improve play spaces. If your afterschool program includes an improvement project, you could [win a \\$10,000 grant](#) to further improve your play space.

The KaBOOM! Play Day website helps you plan for the event. It includes YouTube videos with planning tips, a printable set of game and activity cards, and a place to post in the Scrapbook. Play Days should take place on any day during the week of September 18 through 26. For more information, [click here](#).



KEEP UP WITH AFTERSCHOOL NEWS!

Hungry for the latest news on 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:

- [Afterschool in Your State](#)
- [Summer Learning Day is a Great Reminder of the Link Between Nutrition and Learning](#)
- [Policy News Roundup: June 2010](#)
- [Leadership Circle Highlights: Judge Glenda Hatchett](#)
- [Department of Education Secretary Duncan Takes to the Airwaves](#)
- [HELP the State of the American Child](#)

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 [here](#).



Senate continued from page one...

afterschool programs is well studied and well documented. As a result, I was deeply disappointed to see the Senate Appropriations bill change the 21st Century Community Learning Center program in such a way that will split funding for afterschool programs with other costly initiatives. Local and state initiatives can and are having a tremendous impact... but they need consistent support from the federal government to remain effective.”

House Action

In stark contrast, a few weeks earlier the House of Representatives’ Labor, Health and Human Services, Education, and Related Agencies Subcommittee voted to increase the budget for the 21st CCLC initiative by \$35 million, with no provision for funds to be used for any purpose other than supporting afterschool programs.

“We thank Chairman David Obey (D-WI) for championing afterschool and including this increase in the appropriation. We also want to thank Representatives Nita Lowey

(D-NY) and Rosa DeLauro (D-CT) for their continuing leadership in pressing to increase afterschool funding. We fully recognize that these are difficult budget times, and congratulate Subcommittee members for recognizing the wisdom and value of investing in afterschool,” Grant said.

Even with the increase, current funding for 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.

In February, the Administration proposed to level fund 21st CCLC, in addition to a consolidation with other programs which would have essentially been a \$13 million cut to the program. The House Subcommittee vote provides 21st CCLC with almost \$50 million more than requested in the Administration’s budget.

Next Steps

The House and Senate spending bills will proceed to floor votes. The proposal to divert afterschool funding in the Senate bill could be challenged on the floor on a “point of order,” for attempting to legislate new policy in a spending bill.

If both chambers pass their spending bills – and several times in recent years they have not – a conference committee will be appointed to iron out differences between the two proposals.

Afterschool supporters will work to build support in the Senate for the point of order that objects to using an appropriation to divert afterschool funds to extended day programs, and to convince a conference committee to adopt the House’s afterschool budget.

Action Needed

The Afterschool Alliance is encouraging the afterschool community to reach out to federal lawmakers to remind them that working families and communities need afterschool programs.

“Now more than ever, we need the community to reach out to lawmakers with messages about the need for more quality afterschool programs,” Grant said. The Afterschool Alliance has posted an alert to Congress [online](#), and is encouraging summer program directors to invite both Senators and Representatives to their programs during the August congressional recess so they can see first-hand how these programs help students and families.

Follow the latest policy news and updates from the Afterschool Alliance [here](#).



MARK YOUR CALENDARS...

September 22 – 24, 2010

The Coalition for Science After School will hold its second National Conference on Science & Technology in Out-of-School Time in Los Angeles. Sessions will address research-based best practices, program and curriculum development, evaluation, and systemic approaches to aligning science education in- and out-of-school time, with a focus on equity and access for underrepresented populations. *For more information, click [here](#).*

October 21, 2010

The Afterschool Alliance will sponsor the 11th annual *Lights On Afterschool*, raising awareness about the benefits that afterschool programs offer to families and communities across the country. *Lights On Afterschool* is the only national rally for afterschool programs, and in recent years it has included some 7,500 events throughout the United States and at U.S. military bases worldwide. Last year, a million people participated. *For more information, to plan an event or share your plans, and to sign up for free materials, click [here](#).*

November 2 – 4, 2010

The California Afterschool Network will host its second annual Step Up High School Summit in San Diego. Afterschool professionals, staff members and high school administrators will gather to discuss ideas and promising practices for high school afterschool programs. *For more information, click [here](#).*

November 4 - 6, 2010

The National Middle School Association will host its 37th annual conference in Baltimore, Maryland. This conference will give participants the information, tools and encouragement needed to provide a high-quality education for every young adolescent. *For further information, click [here](#).*

November 9 - 10, 2010

The Summer Changes Everything Conference, hosted by the National Summer Learning Association, will be held in Indianapolis, Indiana. This is the only national conference focused only on summer. At it, summer program practitioners and advocates will gather to discuss how to build, strengthen and expand summer learning programs. *For more information, click [here](#).*

November 18 - 20, 2010

The Big Tent Conference, hosted by the Search Institute, will be held in Houston, Texas. The Big Tent Conference brings together youth and adult leaders from many organizations, networks, and perspectives to focus on what they hold in common: Ensuring that all children and youth have the opportunity to grow up successfully. *For more information, click [here](#).*

November 18 - 21, 2010

The National Association of Black School Educators (NASBE) will host its 38th annual conference in Fort Worth, Texas. NASBE is the nation’s premier association of African American educators. Nearly 4,000 attendees from across the country are expected to join

this conference, which will include workshops, more than 250 exhibits, and networking opportunities with other members and friends of NASBE. *For further information, click [here](#).*

 **February 23 – 26, 2011**

The 14th annual Beyond School Hours conference, hosted by Foundations, Inc., will

be held in Atlanta, Georgia. Afterschool advocates will gather for professional development. Participants will also address before- and afterschool, extended day, community-based and summer opportunities, as well as workforce development, higher education, and field-building research. *For additional information, click [here](#).*

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;
Phone: 202/371-1999; Fax: 202/371-9142; E-mail: advocate@afterschoolalliance.org.
