



OBAMA BUDGET PROPOSAL BRINGS LEVEL FUNDING, MORE CHALLENGES FOR AFTERSCHOOL

In terms of afterschool programs, the Obama administration largely stayed the course in its Fiscal Year 2013 budget proposal, released last week. The administration recommended level funding next year, at \$1.153 billion, for 21st Century Community Learning Centers (21st CCLC), the chief federal funding stream for afterschool. But it again proposed to divert 21st CCLC funding to programs that would extend the school day.

“The Obama budget proposal contains mixed news for afterschool programs and the millions of students and families that rely on them,” said Jodi Grant, executive director of the Afterschool Alliance. “We are very pleased that the administration wants to continue afterschool funding in this time of deficits and significant economic challenges, when so many other valuable programs are being targeted for consolidation or elimination.”

“But afterschool funding falls far short of meeting the need, so we had hoped for an increase and, in particular, we hoped the Department of Education would abandon its ill-advised quest to divert afterschool dollars to other programs,” Grant continued. “We remain deeply concerned about the Department’s plan to open 21st CCLC funds to programs that would extend the school day. 21st CCLC funds should support afterschool, before school and summer programs that offer hands-on learning opportunities that

Budget continued on page five...

MLB ALL-STAR GOES TO BAT FOR AFTERSCHOOL ON CAPITOL HILL



U.S. Sen. Barbara Boxer (D-Calif.), New York Yankees first baseman Mark Teixeira, Afterschool

Alliance Executive Director Jodi Grant and other afterschool and physical fitness experts [spoke to congressional staff](#) earlier this month about the link between physical activity and academic success, and the critical role afterschool programs can play in helping kids stay active.

Boxer, chair of the bipartisan Senate Afterschool Caucus, opened the briefing by emphasizing that afterschool and fitness are a good fit. She said parents, teachers and afterschool providers know that physical activity is being left out of the school day for many students. “If physical activity can be worked into the afterschool hours, it is absolutely essential to our children,” the Senator said.

Teixeira discussed his experiences at [Harlem RBI](#), a nonprofit that provides more than 1,000 boys and girls ages 5-21 with year-round sports, educational and enrichment activities. Teixeira had met youth who had been told they never had a chance but, because of their afterschool experiences and exposure to sports through Harlem RBI, were now going to college. “Harlem RBI literally saves lives,” Teixeira said.

All-Star continued on page seven...

OUTREACH

The administration's new budget proposal makes it more important than ever that afterschool supporters spread the word about the benefits afterschool programs provide to students, families, the education system and communities. A steady drumbeat of outreach and advocacy is most effective. Here are some ways you can help educate people about the enormous value of these programs:

- Write or email your U.S. Senators and /or your U.S. Representative to tell them you support increased funding for afterschool programs, and you want 21st Century Community Learning Centers funds to support afterschool, before school and summer programs only. Check out the Contact Congress button on the right side of the homepage at www.AfterschoolAlliance.org for sample messages.
- Write a letter-to-the-editor to a local newspaper describing the many ways your afterschool program supports student achievement, or encourage a parent to write a letter about the program. Your letter can key off an event the program holds, a report of juvenile crime in your community, reports about high dropout rates, or student achievements. Most letters-to-the-editor are no more than 200 words and can be submitted via email. Consider submitting yours to a mainstream, community, ethnic or other newspaper in your area. *More information is [here](#).*
- Invite a lawmaker to your program to see youth in action. Consider having afterschool students issue the invitation by sending letters, writing cards, or in other creative ways. If a lawmaker or a lawmaker's senior staffer comes to the program, be sure to plan engaging activities for them to see, and invite supportive parents to come that day as well so they can talk about what the program means to their families. *See some tips and sample materials [here](#).*
- Blog about the afterschool program or host a blog carnival on which students, parents, teachers and others can share their views about how it supports student success and helps working families. Diverse voices can be very effective in spreading the word.
- Dial into a local radio talk show, preferably during morning or afternoon drive time, to talk about your afterschool program, the activities it offers and how students in the program benefit. *Learn more [here](#).*
- Go to a candidate forum in your city or town. Afterschool is a bi-partisan issue that has always earned support from candidates, officials and voters on both sides of the political aisle. Be sure to raise the issue at candidate forums in a way that is completely non-partisan. Doing so may draw media attention to the issue. One good way to do so is to attend such a forum and asking how all the candidates there will support afterschool programs if elected, and whether they would increase afterschool funding once in office. *See some specific suggestions [here](#).*
- Tweet, tweet! If you are on Twitter and have a significant number of followers, or followers who are influential, tweet out links to your program's website, timely information on the Afterschool Alliance's website, and more.



FUNDING NEWS

The Afterschool Alliance's website has numerous resources for afterschool providers looking for new ways to raise money for their programs, including tips for initiating relationships with funders and businesses, and for identifying funding opportunities.

GRANTS/AWARDS AVAILABLE

America's Music Grants

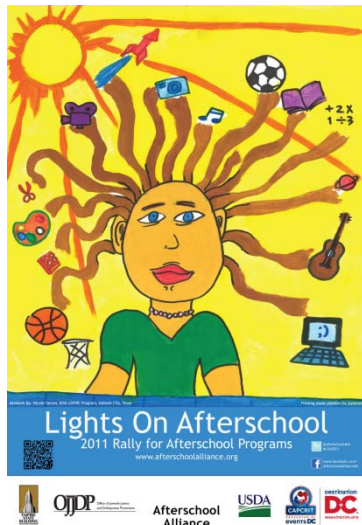
Libraries (public, academic and special), nonprofit institutions and venues related to music or American history are invited to apply for \$2,500 grants to host *America's Music: A Film History of Our Popular Music From Blues to Bluegrass to Broadway*, a six-week National Endowment for the Humanities (NEH) program that features documentary film screenings and scholar-led discussions of 20th-century American popular music. The NEH will provide DVDs of compelling documentary films, discussion guidelines, essays by eminent scholars, extensive resource guides and Web support. The NEH will also offer training in how to organize, promote and run the series successfully. The deadline to apply is March 14 and programs should begin in October. Click [here](#) for more information.

Change the World Challenge

The *Siemens We Can Change the World Challenge* encourages students to solve environmental problems through project-based learning. Groups of students and teachers/mentors are challenged to come up with solutions and innovations in areas such as food waste-to-energy, community-scale battery recycling, phantom-power load reduction, systematic behavior change, erosion control and more. The contest is for student and teacher/mentors groups in three categories: elementary school (grades K to 5); middle school (grades 6 to 8); and high school (grades 9 to 12). Prizes vary and are in the form of scholarships, savings bonds, school grants, adventure trips and a chance to present their idea at the United Nations. The deadline is March 15, 2012. Click [here](#) for more information.



CALLING ALL ARTISTS



This year's *Lights On Afterschool* poster contest is officially underway!

Afterschool program participants are encouraged to submit artwork that celebrates afterschool programs and conveys the

importance of keeping the lights on afterschool.

The deadline for submissions is **May 1**. Keep in mind that the winning artwork will be scanned and converted to a digital image, so students should avoid using textures or raised materials. Also remember that bright colors jump off the poster, so students should choose materials that won't smear or rub off. Markers, paint and pens generally work better than crayons, watercolors or chalk. Digital designs are welcome, too! [Click here](#) for contest details and submission guidelines.

The winning design will be printed on 70,000 posters sent out to support *Lights On Afterschool* celebrations across the country, and the winning artist will be featured on the Afterschool Alliance's website, [blog](#) and [Afterschool Storybook](#).

Don't forget to mark your calendars for the 13th annual *Lights On Afterschool* on Oct. 18. We can't wait to see what our afterschool artists come up with!



MAKING AFTERSCHOOL AN ELECTION ISSUE IN 2012



The Afterschool Alliance has released updated versions of its [Campaign Toolkit](#) and its [Candidate's Guide to Afterschool](#). Particularly during

presidential election cycles, voters' concerns are brought to the forefront of the public debate and widely discussed in the media. But what concerns will be raised? Whose voices will be heard? What will candidates and pundits focus on? It is the voices of people in local communities that drive candidates' campaigns.

The Campaign Toolkit contains step-by-step instructions on rules of engagement for nonprofits, how to make the case to candidates that voters care about increasing access to high-quality afterschool programs, developing talking points, targeting key audiences, and post-election follow-up. It also includes sample questions for candidates, tips for planning a candidate forum, and answers to questions about whether an organization can state its position on public policy issues that candidates for public office are divided on.

The Candidate's Guide to Afterschool is a primer on afterschool as a political issue, including facts, quotes, polling information and research showing the strong support for afterschool around the nation. It also contains information on the demand for afterschool programs in each state, data on how afterschool programs are essential partners in STEM (science, technology, engineering and math) education, information on constituents' views on extended learning time, and quotes

from members of Congress expressing their support for afterschool.

Whether you have the time and resources to run a coordinated, multi-pronged afterschool issue campaign or are just looking for a few ideas on how to raise the profile of afterschool during the election season, the Toolkit and Candidate's Guide can inform your planning, help you assess what you can manage, and make it easy to advocate for afterschool. *Click [here](#) to get started.*



Budget continued from page one...

complement but do not replicate school day activities. The experiment to extend the school day should be supported by new funds and informed by the afterschool experience.”

With the President's proposal in hand, Congress now begins work on a budget for the next fiscal year which begins on October 1, 2012. In recent years, as bi-partisan agreement has proven elusive, the federal budget has been extended through a series of “continuing resolutions” that extend existing budgets into the future. Many analysts predict that bi-partisan consensus will be especially challenging this year, with an election looming.

Some other funding streams that can support afterschool programs fared somewhat better in the administration's proposal:

- The President proposed to increase funding for the Child Care Development Block Grant (CCDBG) by \$300 million in discretionary funds, and \$500 million in mandatory funds, for a total increase of \$800 million. About one-third of CCDBG funds support students in school age care.
- The administration recommended a \$40 million increase over Fiscal Year 2012 for Promise Neighborhoods, to \$100 million.
- The administration proposed to put \$140 million into critical juvenile justice

programs, including \$70 million for the Juvenile Justice and Delinquency Prevention Act (JJDP) Title II State Formula Grants Program, which is an increase of \$30 million over this year; \$40 million for the JJDP Title V Delinquency Prevention program, an increase of \$20 million over this year; and \$30 million for the Juvenile Accountability Block Grant program.

- The President recommended a one percent increase, to \$1.1 billion, for the Corporation for National and Community Service, which includes AmeriCorps and VISTA, which helps support afterschool programs.
- Proposed funding for Title I, at \$14.5 billion, is unchanged from the current year.

The picture for science, technology, engineering and math (STEM) funding is complex, because programs across numerous federal agencies promote STEM learning. The administration proposed spending about \$3 billion on STEM learning next year, with much of it going to programs designed to improve K – 12 teacher effectiveness and post-secondary STEM education. However, the President proposed a significant cut to NASA's Office of Education, and a 22 percent cut for the National Science Foundation's Informal Science Education (ISE) program, which in the past has supported STEM programming in afterschool. The administration also proposes to change the ISE program's name to “Advancing Informal STEM Learning.”

“The Obama administration's proposal is only a starting point as lawmakers develop a budget for next year,” Grant said. “The imperative for those of us who support afterschool programs is to speak out and be clear and vocal. We need to remind members of Congress that these programs are valuable, popular and in high demand, and that children

and families rely on them because they keep kids safe, inspire them to learn and help working families.”

Waiver Clarification

Last week the Department of Education released a long-awaited clarification to [the No Child Left Behind waivers](#). The afterschool community has expressed serious concern that states opting for the optional 11th waiver would be able to use 21st CCLC funds to add time to the school day without any guidance about how the additional time will be used, and without partnering with community-based organizations.

The new clarification emphasizes that states cannot waive existing 21st CCLC requirements prioritizing school-community partnerships; and that the “programming provided through a longer school day, week, or year, must not be ‘more of the same’ but instead should involve careful planning by the eligible entity to ensure that the programs or activities will be used to improve student achievement and ensure a well-rounded education that prepares students for college and careers.”

It also says existing 21st CCLC grantees cannot lose their funds under the waiver process, and that the 21st CCLC “supplement not supplant” provision applies to the use of 21st CCLC funds to support expanded learning time under ESEA flexibility.

The Afterschool Alliance welcomed the clarification and plans to work with states to ensure that it is followed.

To learn more and see the complete question-and-answer from the Department of Education, click [here](#).



WALLACE FOUNDATION AWARDS GRANTS TO NINE CITIES FOR AFTERSCHOOL

The Wallace Foundation is awarding up to \$7.8 million in new grants to nine cities to strengthen their efforts to provide low-income urban youth with more high-quality afterschool programs. The selected cities—Baltimore; Denver; Fort Worth, Tex.; Grand Rapids, Mich.; Jacksonville, Fla.; Louisville, Ky.; Nashville, Tenn.; Philadelphia; and St. Paul, Minn.—will formally knit together the municipal agencies, schools, nonprofit youth programs and other institutions vital to providing afterschool programs to enable them to gather reliable data and improve program quality.

In some of the cities, planned work includes: building a management information system to track program quality and participation data, customizing a commercial software package to a city’s particular afterschool needs, and developing an online tool to help families find quality programs. Many cities intend to link their afterschool data with school data to better understand the connection between afterschool participation and children’s learning and development.

To improve the quality of afterschool programs, some cities plan to develop and adopt citywide quality standards, increase the use of quality assessment tools and develop training initiatives for those who work in afterschool programs, such as providing joint professional development for school and afterschool employees.

“Research tells us that more children and teens can get access to high-quality afterschool experiences when communities coordinate the work of the many different groups involved,” said Nancy Devine, director of communities at Wallace. “We want to encourage more cities to adopt this system-building approach, and one of the things we can expect to see is more cooperation between schools and afterschool

programs as they collaborate to better the education of our neediest urban kids.”

The nine new grants are the second phase of an initiative Wallace began in 2003 to help cities better coordinate afterschool programs to improve opportunities for low-income children and teens. *More information on the grants is available [online](#).*



IN THE NEWS

CONNECTICUT — A meal program serving supper to afterschool students will expand in Hartford and other parts of the state later this year. The extra meal is “a reward in some ways, and the students are able to talk more freely with teachers,” New London school system’s food service director, Gail Sharry, told the *Hartford Courant*. At some of the pilot sites, students arrive at school by 7:45 a.m. and do not leave until 6 p.m. Registered dietician Lonnie Burt called feeding the students the “right thing to do.”

OREGON — The Boys & Girls Club of Salem, Marion and Polk Counties opened a new communications program this month to teach newspaper layout, branding, news writing, Web design, broadcasting, and editing video, photos and music to fifth- to eighth-grade afterschool students. Not only will the students develop skills in the communications field, they will also become familiar with a college campus, since the program is hosted at a center at Chemeketa Community College, the *Statesman Journal* reports. A \$40,000 grant from the Verizon Foundation was instrumental in opening the magnet-style program.

PENNSYLVANIA — The City of Harrisburg last month kicked off the Ironkid Challenge, an afterschool program designed to reinforce healthier diets, proper nutritional education and daily physical exercise in family lifestyles, as part of Mayor Linda D.

Thompson’s Health, Wellness and Recreation Initiative. The five-month afterschool program will have weekly incentives and competitive challenges and culminate in a prize to the families of children who perform the best in the Ironkid Challenge.

WEST VIRGINIA — Second-year students at the West Virginia University School of Pharmacy are working with afterschool students at the Shack Neighborhood House to educate them about bullying. During an event last month, the student pharmacists presented a puppet show on the harmful effects of bullying and worked with youth on exercises to teach them how to recognize it when it occurs.

WISCONSIN — The YWCA Child Care Program in Janesville marked its 25th anniversary last month. The program began serving 12 students at Washington Elementary School and now serves more than 500 in the before-school and afterschool program, the *Janesville Gazette* reports. YWCA Child Care Program Director Lisa Peternel said the program started as a response to a need in the community, since children who were going home to empty houses. It has grown as more and more households have working parents.



All-Star continued from page one...

Richard Berlin, Harlem RBI’s executive director, said that the afterschool program uses baseball and softball as the hook to engage students. By playing sports, youth learn skills—like teamwork, cooperation, sacrifice and leadership—that help them become successful on the playing field and in the classroom.

Team-Up for Youth’s Deputy Executive Director, Lynne Lee, discussed the wealth of research linking physical fitness with academic success. [Team-Up for Youth’s Coaching Corps program](#) helps create

afterschool sports opportunities that build students' confidence and skills, connect them to mentors and improve their academic performance. Lee said that sports help students feel more connected to their schools. In addition, for low-income and minority students, being coached by volunteer college students positively affects their college aspirations. In the hours after the school day ends, some of these students are talking with coaches for the first time about going to college.

Afterschool Alliance Executive Director Jodi Grant moderated the briefing and pointed out that afterschool programs are a great way to combat physical inactivity and childhood obesity.

Children spend a significant part of their waking hours at school and in afterschool programs. Grant noted that programs like Harlem RBI and Coaching Corps offer children and youth opportunities they would not otherwise have, often giving them healthy snacks and a safe place to play and socialize in the hours after school.

The U.S. Department of Health and Human Services recommends that young people participate in at least 60 minutes of moderate to vigorous physical activity each day to reduce their likelihood of facing serious health problems. But according to the Centers for Disease Control and Prevention, in 2009, fewer than one in five adolescents participated in physical activity for at least 60 minutes a day, and about one in four do not engage in 60 minutes of physical activity on any days of the week. Studies have also shown that physical activity boosts social and emotional health, and improves concentration, memory and classroom behavior.

Continued Push for Funding

At the briefing, Senator Boxer also addressed the need for a dedicated funding stream to support innovation in before-school, afterschool and summer learning programs. She encouraged her colleagues in Congress to

support the *Afterschool for America's Children Act* ([S. 1370](#) and [H.R. 3821](#)).

"When I see what afterschool programs have done in East Harlem and what we can do with afterschool programs, I echo Senator Boxer's thoughts [that] we really need to make sure that these afterschool programs have the funding they need," Teixeira said. "[Afterschool programs] don't have enough support right now. It doesn't matter what side of the aisle you're on.... I'm here for kids."

In addition to participating in the briefing, Teixeira spent the day in Washington, D.C. meeting with lawmakers to discuss increased federal funding for afterschool.

Watch video of the briefing, "*Afterschool Programs: Linking Physical Activity and Academic Success*," [here](#).

More information on the Afterschool for America's Children Act is available [here](#). Encourage your member of Congress to become a co-sponsor [here](#).



RESOURCES

Neighborhood Safety Network

The [Neighborhood Safety Network](#) is a U.S. Consumer Product Safety Commission initiative that supplies educators, youth workers, parents, neighbors, safety officials and community leaders with free resources and safety information. [Join the effort](#) now to help keep youth safe in communities across the country.

Guide for Educators Working with California Pregnant and Parenting Minors

Rates of teen pregnancy in California are high, and pregnant and parenting teens are at a greater risk of experiencing poor health outcomes and failing to graduate from high school or get GEDs than other teens. Afterschool programs can play a critical role in helping pregnant and parenting teens who might otherwise drop out. Supportive school personnel, including afterschool program

staff, who are knowledgeable about the rights of minor parents can significantly improve the prospects for these students.

The [California Pregnant and Parenting Teen Guide](#) is a new resource and website designed to help. Simply, clearly and without bias, it conveys what a pregnant or parenting minor and her/his family may want to know about the laws that affect the minor's situation. There is a companion, quick-reference guide for [educators](#) to help inform their work with pregnant or parenting minors. Afterschool program leaders and other school educators can sign up for [free online trainings](#) to learn more about the *Guide*.

The *Guide* covers a range of issues, including staying in school, custody, health care, domestic violence, emancipation, immigration and more. If you are based in California, check out the professional [guide for educators](#) and direct youth who need this kind of resource to the [youth guide](#).



IN THEIR OWN WORDS

“In this time of tight budgets, we need strategies with proven benefits for children and families. Schools in Alameda County have turned to after-school programs to extend learning time and critical enrichment activities that have been cut from the regular school day.... The evidence is strong—after school works. A child who attends a program operating three hours a day for five days a week throughout the school year has gained an extra 90 days of education. Children who participate in state and federally funded after-school programs are more engaged in school and exhibit better behavior and higher grades and test scores.... At the low cost of \$7.50 per child per day, we have removed the stigma of staying after school and turned it into a time of growth and inspiration for our students in Alameda County. Our ACOE [Alameda County Office of Education] team of educators and coaches work to develop

hands-on, integrated learning opportunities for students that tie directly to classroom instruction. Innovative projects featuring STE(A)M (Science, Technology, Engineering, Arts and Mathematics), along with healthy eating, wellness and service learning are provided to thousands of children throughout the county.... Resources are scarce, but providing our children with appropriate after school activities is vital.”
—Alameda County Superintendent of Schools Sheila Jordan, “[After-School Programs Can Add Value to a Child’s Education](#),” *Contra Costa Times*, Jan. 23, 2012

“If we really want to prepare our youth for life—including academic success—we can’t expect everything to happen in the classroom.... The issues we face are complex with no simple solutions.... Let’s focus on at least one factor we all can agree needs more attention. What are our kids doing OUT of school? Research confirms that out-of-school programs measurably affect three key adolescent outcomes. Youth engage in fewer risky behaviors, achieve greater social competency and achieve measurably better school performance. Effective after school programs, wherever delivered, blend: physical exercise and age appropriate “play;” preferably out of doors; homework time and tutoring; learning around topics selected by the youth; and reflection.... If we acknowledge the potential for positive outcomes from out-of-school programs, realize the value to our kids and understand how to develop a successful program, I suggest we have the agenda for a crucial discussion. Who is willing to join me at the table?”

—President and CEO of Camp Fire USA Cathy Tisdale, “[Let’s Leverage the Power of Hope with Out-of-School Programs](#),” *Kansas City Star*, Jan. 31, 2012



MARK YOUR CALENDARS...

March 10, 2012

NASA's Discovery and New Frontiers Program will host a series of workshops to update K-12 educators on the latest NASA imagery from exciting space missions. The workshop will present fantastic new images of Mercury from the [MESSENGER mission](#), incredible detailed photos of the asteroid Vesta from the [Dawn mission](#), and the first ever close-up images of Pluto and the Kuiper Belt from the [New Horizons mission](#).

Speakers include: Dr. Ralph McNutt, New Horizons; Dr. Bonnie Buratti, Dawn; Dr. Nancy Chabot, MESSENGER; and Monica Aiello, planetary science artist. The workshop will be held simultaneously in four locations, all featuring the speakers and activities, tied in through NASA's Digital Learning Network. The locations and times are:

- NASA Jet Propulsion Lab, Pasadena, Calif., from 8:30 a.m. to 2:30 p.m. PST;
- Oregon Museum of Science and Industry, Portland, Ore., from 8:30 a.m. to 2:30 p.m. PST;
- Johnson Space Center, Houston, from 10:30 a.m. to 4:30 p.m. CST; and
- Johns Hopkins University Applied Physics Lab, Laurel, Md., from 11:30 a.m. to 5:30 p.m. EST.

There is a small registration fee; click [here](#) for more information. Educators who cannot attend one of the workshops can watch the presentations via a [free webinar](#)! *If you have questions, contact [Shari Asplund](#).*

March 16-17, 2012

Presented by THIRTEEN and WLIW21, the Celebration of Teaching & Learning will bring together more than 10,000 educators in New York. The conference will feature experts from all 50 states and will focus on the arts, global awareness, health and wellness, instructional technology, social studies, special education, STEM (science, technology, engineering and math) and other topics. Attendees will experience four distinct learning environments through six plenary sessions, more than 40 featured speaker sessions and 100 hands-on "In the Classroom" workshops. *For more information, click [here](#).*

May 8-9, 2012

The Afterschool Alliance will host the 11th annual *Afterschool for All Challenge* in Washington, D.C. The annual event brings together afterschool leaders, advocates, educators, and local and state officials to discuss the hottest issues in afterschool, meet with members of Congress and celebrate afterschool accomplishments. Registration information is coming soon! *For more 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, jcpenny Afterschool Fund, Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation.

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