

# Afterschool Advocate

A media outreach newsletter published by the Afterschool Alliance

Volume 4, Issue 15, December 17, 2003

## OUT-OF-SCHOOL PROGRAMS PROMOTE ACHIEVEMENT, STUDY CONCLUDES

Afterschool and summer programs have a small, though statistically significant positive impact on student achievement in reading and mathematics, finds a recent study conducted by Mid-continent Research for Education and Learning (McREL).

*The Effectiveness of Out-Of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis* analyzed 56 studies conducted since 1984; each met high standards for rigor in exploring the impact of out-of-school time (OST) strategies. Researchers found reading gains for students in kindergarten through second grade and for high school students. One-on-one tutoring brought the greatest reading gains.

“It’s important to note that these results were achieved with strategies that represent a relatively small period of exposure with students,” said McREL President and CEO Tim Waters. “Even more striking, these results have been achieved with students who struggle most to meet high standards for learning.”

Additional findings include:

- OST strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics.
- Students in early elementary grades are more likely than older students to benefit from OST strategies to improve reading; older students may benefit more from OST strategies to improve mathematics.

*Continued on Page Four...*

## CANDIDATES TOUT SUPPORT FOR AFTERSCHOOL PROGRAMS

As the election season gets underway, candidates for office – from the White House to Congress to state houses to city halls – are talking about and pledging support for afterschool programs. With good reason: not only are afterschool programs effective, but they are immensely popular with the public. A public opinion survey conducted in September for the Afterschool Alliance found that nearly nine out of ten voters are concerned that children are unsupervised after school with too much unstructured time. Half are very concerned. And nine out of ten voters agree that children need some type of organized activity or place for children and teens to go after school every day.

“It is a measure of the great popularity of afterschool programs that candidates for office at all levels and from both political parties are pledging their support as a way to tell voters that they share their values and priorities,” said Afterschool Alliance Executive Director Judy Y. Samelson. “More and more, candidates understand that afterschool is a winning issue in elections from coast to coast.”

Whether by visiting afterschool programs or touting the benefits that afterschool programs offer communities, the candidates competing in the early Democratic presidential primaries and caucuses are expressing support for afterschool programs. The following is a sampling of their afterschool statements, as well as excerpts from relevant information posted on their campaign web sites.

In future issues, the *Afterschool Advocate* will look at statements on afterschool from candidates for other offices.

**Wesley Clark**

[www.clark04.com](http://www.clark04.com)

“One of [our ideas for what to do with returned Bush tax cut money], I know, is to have afterschool programs for children because most of our forward looking school districts are trying to do this now, they have ideas about it, but it’s money. It means hiring staff, it means keeping people on there, and so forth. And you’ve got to have the resources to do it. So that’s what I’m encouraging that we would do with some of that money.”

- Every Child Matters Education Forums with the Democratic presidential candidates, October 29, 2003

**Howard Dean**

[www.deanforamerica.com](http://www.deanforamerica.com)

“I will support afterschool programs such as the 21<sup>st</sup> Century Community Learning Centers. Students who participate in extracurricular activities have better grades, feel greater attachment to school, have lower truancy rates, and reach higher levels of achievement in college.”

- Excerpt from K-12 Education Issue statement, [www.deanforamerica.com](http://www.deanforamerica.com)

“The question you asked about afterschool programs is not let’s make things nicer for our kids so they don’t have to go home and live by themselves after school. The question really is, are we serious about reducing teen pregnancy? Are we serious about reducing crime, breakings and enterings, those kinds of crimes that high school kids can often get into, or actually, unfortunately, middle school kids? And are we serious about reducing drug abuse because that’s also the time that those problems occur as well. Here’s what I would like to see. We can’t force school districts to have afterschool programs, but we can make it possible for them financially. The state of New Hampshire runs its school

programs entirely on the property tax, or virtually entirely on the property tax, and if we were able to offer significant amounts of money to local schools to have afterschool programs, I think most school just would do that, and that’s what we’re going to have to do.”

- Every Child Matters Education Forums with the Democratic presidential candidates, October 31, 2003

**John Edwards**

[www.johnedwards2004.com](http://www.johnedwards2004.com)

“My wife and I started what’s called the Wade Edwards Learning Lab, or the WELL, just across the street from the high school my kids attended. We started it because we loved the YMCA and other afterschool programs when our kids were little... But we’d seen how, when kids were older, they didn’t have places to go. The WELL gives teenagers a free afterschool computer center, a place to do homework, to study, to relax. Kids who could go lots of places go to the WELL, and kids with very few options go there, too. We get the whole community involved, and we see the whole child grow. Instead of chopping down afterschool efforts, we should make a simple commitment as a country: Parents who need a safe and nourishing place for their children after school are going to have one.”

- Remarks from speech at George Washington University, March 12, 2003

“I have seen [an afterschool program] up close and personal, I know how important it can be in the lives of kids, and not just kids who need a place to go where they’re safe and productive, but all children... we have gone from a country where 40 years ago 70 percent of our families had at least one parent at home all the time, now it’s 30 percent. We have had a sea change in America in the last 40 years. We’ve got to make sure that these kids get the opportunities that they need, and that they’re doing things that they feel good about for their own self-image, and it makes them productive, and they’re off the streets, and

they're not getting in trouble. This is obviously something I feel very strongly about."

- Every Child Matters Education Forums with the Democratic presidential candidates, October 20, 2003

**Richard Gephardt**

[www.dickgephardt2004.com](http://www.dickgephardt2004.com)

A Gephardt Administration will increase the federal government's investment in afterschool programs. Studies have shown that juveniles are more likely to engage in illegal activities during the unsupervised hours following school. Afterschool programs keep kids off the street and provide needed educational structure and adult supervision for students at the end of the school day. Afterschool programs are a smart investment in students, their families and the communities in which they live.

- Excerpt from Position Paper on Education, [www.dickgephardt2004.com](http://www.dickgephardt2004.com)

"One of the things I say is, children do not raise themselves. We thought there was no cost to everybody going to work. Guess what, there is. We're not paying it. We're not dealing with it. We've got to deal with it. It is one of the biggest problems we have in losing children is not dealing with those idle hours after school. We need school to last longer, to 5:00, 6:00. I've been in schools that go to 8:00 at night because many times families work odd hours, and they can't really get their kids until later in the evening. And so we need to adapt, we need to work with the modern circumstances, afterschool programming. And the federal government needs to help with it much more than they are."

- Every Child Matters Education Forums with the Democratic presidential candidates, November 3, 2003

**John Kerry**

[www.johnkerry.com](http://www.johnkerry.com)

John Kerry will ensure that all 7 million "latch-key children" have a safe place to go after school that will allow them to improve their academic performance and also provide them with opportunities to develop other skills and interests, such as music and the arts. Kerry will fully fund the successfully 21<sup>st</sup> Century Community Learning Centers program. He will also offer a new After-School tax credit to help parents of millions of children afford afterschool programs.

- Excerpt from Issue statement, A Real Deal for Education: John Kerry Outlines Detailed Plan to Strengthen Public Schools, [www.johnkerry.com](http://www.johnkerry.com)

"...we need afterschool programs. We need programs also targeted towards at-risk children: kids with a specific set of issues that need to be focused on in a labor-intensive way. And I'm going to make sure that we have the 21<sup>st</sup> Century Learning Centers, which we began to do with President Clinton. We're going to have afterschool programs, every school in America that needs it. No child in this country should be abandoned anywhere in the afternoon or evening, and we're not going to prepare our kids for school the next day if we do that and leave them to their own devices."

- Every Child Matters Education Forums with the Democratic presidential candidates, October 20, 2003

**Dennis Kucinich**

[www.kucinich.us](http://www.kucinich.us)

"I support federal funding to local school districts that offer quality afterschool programs."

- Excerpt from Children's Issue statement, [www.kucinich.us](http://www.kucinich.us)

"As president I intend to look at education in a much broader way. It's not just about the time that's spent in the structured environment of the classroom, but the

environment outside the classroom after school which schools help to support with the infrastructure that they have – with the rooms, with the gyms, with the pools and other facilities they have... Children go to school for a lot of reasons, but some go to school because they love being part of that – those afterschool programs. So we must make sure that our educational budgets include funding for a whole range of afterschool programs that support those programs and provide ways of reaching out and getting more and more young people involved.”

- Every Child Matters Education Forums with the Democratic presidential candidates, November 3, 2003

### Joseph Lieberman

[www.joe2004.com](http://www.joe2004.com)

Joe Lieberman knows that the hours after school are full of risks to kids. And he knows that many school districts are effectively filling that time and supporting parents by offering enriching afterschool programs. That is why he has consistently supported plans to expand funding for afterschool programs, to give more students a safe place to learn and play when school's out.

- Excerpt from Issue statement, Improving Education For Every Child, [www.joe2004.com](http://www.joe2004.com)

“I’ve been a big supporter of afterschool programs for a long time... the statistics show that crime committed by children is disproportionately carried out by young adults really, teenagers, during the late – the hours between the end of school and evening, logically enough, because the parents aren’t around. So afterschool programs are a tremendous opportunity to diminish that. Also, give kids an environment in which they can get further help with their schoolwork.”

- Every Child Matters Education Forums with the Democratic presidential candidates, October 27, 2003

### Carol Moseley Braun

[www.carolforpresident.com](http://www.carolforpresident.com)

“...afterschool programs play an important role in addressing the needs of the latchkey generation. And the fact of the matter is that so many children – young people – are left to their own devices because both parents are very often outside of the home working, where there are two parents in the family. And so changes in our society I think make it more important than not that we provide opportunities for activities, and those activities, I believe, should go to not just school-type activities, but music and art.”

- Every Child Matters Education Forums with the Democratic presidential candidates, November 3, 2003

### Al Sharpton

[www.sharpton2004.org](http://www.sharpton2004.org)

“Instead of setting up a multi-tiered way to permanently incarcerate people, we ought to be setting up programs that will prevent people from becoming repeat offenders... things like afterschool and tutorial programs that would prevent young people from becoming repeat offenders.”

- *Al On America*, by Rev. Al Sharpton, p. 131-32 Jan 1, 2002



### McREL Study Continued From Page One...

- OST strategies need not focus solely on academic activities to have positive effects on student achievement.
- OST strategies that provide one-on-one tutoring for low-achieving or at-risk students have strong positive effects on student achievement in reading.

For a copy of the full report, visit:  
[www.mcrel.org/topics/productDetail.asp?topicID=12&productID=151](http://www.mcrel.org/topics/productDetail.asp?topicID=12&productID=151)



**Let President Bush know how important afterschool programs are to this country**

The Bush Administration is currently working on the President’s proposed fiscal year 2005 budget. This is an important time when Americans can make a difference by letting the President know how much they value afterschool programs and want their government to help fund them. For tips and sample letters, visit the “Contact Your Policy Maker” page on the Afterschool Alliance web site at:  
[www.afterschoolalliance.org/prog\\_tools\\_contact.cfm](http://www.afterschoolalliance.org/prog_tools_contact.cfm)



**EVERY CHILD MATTERS EDUCATION FUND**

Launched a year ago, the Every Child Matters Education Fund is educating the public and political candidates about the importance of children’s issues, including afterschool programs. Its mission is “to promote the adoption of smart policies for children and families by making children’s needs a national political priority.” Through public opinion polling, media outreach, community organizing, political forums and paid advertisements, the Every Child Matters Education Fund is calling upon the community to support children’s issues and holding candidates accountable.

The Every Child Matters Education Fund web site, [www.everychildmatters.org](http://www.everychildmatters.org), provides valuable information and tools, including:

- ✓ Transcripts from the Every Child Matters Education forums with the Democratic presidential candidates;
- ✓ Issue briefs;
- ✓ Recent polls and reports on children’s issues;

- ✓ State statistics and reports;
- ✓ Tips on writing a letter to the editor; and
- ✓ Tips on engaging a candidate.



**C. S. MOTT FOUNDATION HELPS EXPAND STATE AFTERSCHOOL NETWORKS**

Afterschool networks in Arizona, Connecticut, Iowa, Massachusetts, Nebraska, New Mexico, New York, Ohio and Washington have been chosen to receive support from the Charles Stewart Mott Foundation to promote quality afterschool programming. Three-year grants will fund formal statewide collaborations among policy makers, educators, childcare providers, youth development workers, program developers, advocates, parents and others – all in service of improving the quantity and quality of afterschool programs in each of the states.

These nine states join others that were funded by the Mott Foundation last year. All will focus their collaboration on three related goals:

- Supporting statewide, regional and local afterschool partnerships at all levels, particularly school-community partnerships;
- Supporting statewide efforts to secure the resources needed to sustain new and existing afterschool programs; and
- Supporting statewide systems to ensure that programs are of high quality.

For more information about the Charles Stewart Mott Foundation, visit [www.mott.org](http://www.mott.org).



**IN THE NEWS...**

**National** – On December 8, the U.S. House of Representatives passed the Omnibus Appropriations bill, which includes \$444 million for AmeriCorps for fiscal year 2004. That is \$100 million more than was originally included in either the House or Senate Appropriations bills, reports SaveAmeriCorps.org. For additional updates on the upcoming Senate vote, visit [www.SaveAmeriCorps.org](http://www.SaveAmeriCorps.org).

**National** – In late October, JCPenney Afterschool Fund awarded \$5,000 grants to 450 YMCAs across the country. The funding will enable YMCAs to pay for staff training, transportation of participants to and from program sites, and general expenses as well as to provide scholarships to hundreds of kids so they can participate in interactive, safe afterschool programs. For more information on the YMCA, visit [www.ymca.net](http://www.ymca.net); additional information on JCPenney Afterschool Fund is available at [www.jcpennyafterschool.org](http://www.jcpennyafterschool.org).

**Arizona** – The Phoenix Office of Arts and Culture (formerly the Phoenix Arts Commission) recently received a 21<sup>st</sup> Century Community Learning Centers grant on behalf of nine local arts organizations, reports Jocelyn Hanson, Director of Arts Education. The program is a collaborative partnership with the Phoenix Office of Arts and Culture, the City of Phoenix Parks & Recreation Department, Arizona State University Herberger College of Fine Arts, the Arts & Sciences in Education Network (a consortium of arts organizations that provide educational outreach activities for schools and communities) and nine under-performing schools in Phoenix. The project establishes new and alternative pathways to meeting the state standards in reading, writing and mathematics through arts and academic

assistance programs for underserved and low-income children.

**California** – On November 12, Los Angeles Mayor Jim Hahn and Los Angeles Unified School District (LAUSD) Superintendent Roy Romer convened the city's first-ever Education Summit with the Los Angeles Business Council (LABC). The event's goals were to improve collaboration between the City, LAUSD and the private sector, and to promote successful business strategies for enhancing LA's economic and educational performance. The summit brought more than 150 academic, non-profit, government and corporate leaders together to remove development barriers and foster innovation to maximize the economic benefits of billions of dollars in current and future school construction bonds. "Helping build new schools to alleviate overcrowding and providing access to afterschool programs have been top priorities throughout my administration," said Mayor Hahn. "By working in collaboration with the business community and LAUSD, we are improving the quality of life in neighborhoods and creating learning and community centers that will bolster our economy for generations."

**California** – In early October, California National Bank joined with Stone Soup Child Care to help raise at least \$60,000 this year for the low-cost afterschool child care program, reports Judith Brandlin, Founder and President of Stone Soup. Through December 31, local branches of California National Bank will be accepting cash donations for the afterschool program. "Stone Soup Child Care Program has grown in 17 years from one school with 17 children to over 80 school sites with 4,000 children served daily," said Brandlin. For more information, visit [www.stonesoupchildcare.org](http://www.stonesoupchildcare.org).

**Illinois** – In late September, the Black Pearl Workshop in Chicago received a \$200,000 grant from the Marguerite Casey Foundation to expand the capacity of its afterschool program in Chicago’s south side. The funding will help transform the cultural center into a commercial gallery and tourist destination that can support the program’s successful multi-disciplinary youth curriculum. For more information about the Casey Foundation, visit [www.caseygrants.org](http://www.caseygrants.org).

**Minnesota** – On December 5, University of Minnesota President Robert Bruininks announced the creation of Minnesota Commission on Out-of-School Time, which will research the role that out-of-school-time has on young people’s learning and development. The Commission will be comprised of parents, researchers, business community members, youth and afterschool program directors. In Minnesota, 42 percent of children age ten to 12 are home alone after school, according to Urban Institute research based on data from the 1999 National Survey of American Families. The Commission’s goals include: building a foundation of public awareness surrounding the importance of out-of-school time; enhancing strategic use of public and private resources for out-of-school time programs; forming policies that enhance learning and development for Minnesota youth; enhancing the quality and impact of youth programs and activities; and establishing clear benchmarks for the state when it comes to success in the area of out-of-school time. For more information, visit [www.umn.edu](http://www.umn.edu).

**Virginia** – Concerned about the lack of afterschool programs for middle school students, a group of public officials, community activists and parents have formed the Fairfax County After-School Network to raise awareness about the need for programs for seventh and eighth graders, reports the

*Washington Post*. In the coming year, the coalition will hold five public meetings, showcase model programs, and educate the community about the need for programs for middle-schoolers.



## WE WANT TO HEAR FROM YOU

Is there an interesting program in your area? Has a corporation or business in your community become involved in funding or establishing an afterschool program? Please share with us, and other readers, your success stories, comments and suggestions. Contact *Afterschool Advocate* editor Ridgely Benjamin with story ideas or information via email: [afterschooladvocate@prsolutionsdc.com](mailto:afterschooladvocate@prsolutionsdc.com); phone: 202/371-1999; or fax: 202/371-9142.



## IN THEIR OWN WORDS...

“In the mid-1990s, welfare reformers took into account the needs of young children but overlooked the needs of adolescents. Perhaps they ascribed to the fallacy that was repeated to me as a new mom: The older they get, the less kids need their parents. Now research shows that the adolescent children of welfare recipients have suffered. According to the nonpartisan research organization, Child Trends, even when a family on welfare started improving financially, older children experienced a plunge in academic achievement and an increase in drug use, school suspensions and arrests... Well, it may be time to take another look at welfare reform, allowing parents with teens more work flexibility or creating more afterschool programs for adolescents. We can’t keep fooling ourselves: Parenting doesn’t end at

puberty. When it comes to kids, you're in it for the long haul."

- Editorial by Desiree Cooper, *Detroit Free Press*, November 6, 2003

"As Salt Lake City's budget is squeezed tighter, fewer services fall into the 'essential' category. But as the City Council does its job to protect such items as fire and police departments, it should not be too quick to dismiss the city's youth programs as fodder for the chopping block... There are about 4,500 youth, ages five to 20, kept busy with non-academic activities in Salt Lake City's youth programs. Summer and afterschool programs are held at five schools and community centers throughout the city, offering children worthwhile activities while their parents work. Taking into account that parents are at work while children are out of school in 60 percent of both the city's one- and two-parent households, it's easy to see what an impact the program has. Money spent keeping teens out of trouble is likely to mean less money spent dealing with trouble later on... There is no doubt the City Council will be facing some tough decisions as it formulates a budget for the coming year. The council had to shift \$ 2.6 million from the city's savings to cover shortfalls in the current budget, and the outlook for 2004 looks no brighter. Still, the city would be penny wise and pound foolish not to protect its relatively small investment in youth."

- Editorial, *Salt Lake Tribune*, December 2, 2003

"We believe in supporting public schools, but we send our children to private schools. Why? More than anything, because we were appalled by the lack of resources in the public system. We knew that afterschool programs, a sound student-to-teacher ratio, and numerous opportunities for enrichment were available for our children only if we sent them to a local private school. But all children

deserve a quality education, and budget priorities need to be properly aligned to ensure they get one. I am one of many Marylanders who would prefer a modest tax increase to delaying funding for improving the education system across Maryland. The [*Baltimore*] *Sun* has reported poll numbers that show that I am in the majority. Our lawmakers need to wake up and realize Maryland's passion for education. It's an investment for all of us."

- Letter-to-the-Editor by Carole and Neil Goldberg, *Baltimore Sun*, November 11, 2003



## MARK YOUR CALENDAR

### **February 15 – 18, 2004**

FOUNDATIONS, Inc. will host its Beyond School Hours VII conference in San Diego, California from February 15 to 18. Through speakers, institutes, sessions and exhibitors, participants will find out about successful, content-rich, extended-day program models; network with community, school, university and government leaders; make connections with faith-based organizations; discuss No Child Left Behind and other current policies and practices that impact programming; and more. For more information, call 888-977-KIDS (5437) or visit [wwwFOUNDATIONSINC.org](http://wwwFOUNDATIONSINC.org).

### **February 26 – 28, 2004**

The National School-Age Care Alliance will host its 16<sup>th</sup> Annual Conference in Tampa, Florida from February 26 to 28. More than 3,000 afterschool professionals will participate in a broad array of programs, sessions and events. For more information, go to [www.NSACAconference.com](http://www.NSACAconference.com).



 **March 11 – 12, 2004**

The Kansas Community Education Association (KSCEA) will host its 3<sup>rd</sup> Annual Conference, “Making Life Easier- Connecting Youth With Your Community Through Youth Development” on March 11 and 12 in Wichita, Kansas. Featured speakers will be Alexa Pochowski, Assistant Commissioner of Education in Kansas, and Alicia Wilson-Ahlstrom, Program Associate for the Forum on Youth Development in Washington, DC. Other speakers will present on various topics in youth development such as management and professional development, programming, health and wellness, policy and advocacy, and communities and families. For more information about the conference, please contact President Elect Tonya Phillips at 785/986-6286 or visit the KSCEA web site at [www.kscea.org](http://www.kscea.org).

 **March 18 - 19, 2004**

The Center for Summer Learning at Johns Hopkins University will host its 2004 National Conference from March 18 to 19 at the Inner Harbor of Baltimore, Maryland. The theme of the conference is “Summer Learning for All: Programs, Policy, and Research.” Participants will include summer program providers, researchers, teachers, informal educators, youth development professionals and policy makers interested in improving the quality and quantity of summer learning opportunities for all young people. Conference registration materials are available online at [www.summerlearning.org/about/conference.html](http://www.summerlearning.org/about/conference.html).



## RESOURCES AVAILABLE

### Homeland Security Youth Mentor Program Kits

The Good Knight Child Empowerment Network, Inc. has developed a crime prevention training kit to raise awareness about violence against youth and crime prevention. Participants are “knighted” and asked to educate and protect their peers. The Homeland Security Youth Mentor Program Kit includes an audio book, presenters guide, curriculum guide and workbook, and Spanish/English crime prevention workbooks.

The program:

- Promotes character development, criminal behavior detection skills and conflict resolution;
- Highlights the behavior patterns of criminals to easily identify potentially dangerous individuals before crimes are committed;
- Provides information in an easy to learn format so children and adults can acquire basic protection skills to stay safe in their communities; and
- Activates volunteers to join in the fight against terrorism and child-related crimes.

Founded in 1985 by retired military and law enforcement officers, the Good Knight Child Empowerment Network’s mission is to educate children about responsible crime prevention and child empowerment. For more information on the campaign or to order Homeland Security Youth Mentor Program Kits, visit [www.goodknight.org](http://www.goodknight.org).



## **AFTERSCHOOL ADVOCATE: MCCORD HELPS PROGRAM STAY AFLOAT**

Mary McCord's path to coordinating an afterschool program in Chillicothe, Ohio began with her own children. A stay-at-home mom for 21 years, she began caring for other children in the neighborhood, until finally her own were in school full time, and she was providing daycare for friends and neighbors. So she applied to be the Executive Director of the Carver Community Center, and soon started an afterschool program there.

The program serves 15-plus children each day, providing a meal, supervised homework time and assistance, and an activity – art lessons one day a week, for example, and a range of safety- and health-related activities. McCord says that late closing times for neighborhood elementary schools – new this year – have squeezed her program, cutting into available time for activities. Still, she says, “our real goal is to give the kids a safe place to be afterschool, because our neighborhood can be dangerous. The new schedule doesn't get in the way of that at all.”

The Carver Center itself was created in 1945 to provide services for the local African American community – at the time, denied access to a variety of public amenities. The Center's arts program teems with energy; acting, music, and visual arts opportunities are daily fare.

The addition of the afterschool program to the Carver Center's program in 2000 required new funding sources. Turned down for 21<sup>st</sup> Century Community Learning Centers grants, the program has made ends meet with support from elsewhere. The program's food budget is covered by U.S. Department of Agriculture and the Ohio Department of Education – every student in the program is eligible for free or reduced price lunches. In addition, contributions through the local United Way chapter provide almost 40 percent of the total program budget.

The Columbus Foundation, a large community foundation focused on giving in central Ohio, provides significant support through the Burton E. Stevenson Endowment for Children Fund, as well. And several community businesses have made contributions, although not major ones, McCord says.

The tight budget makes partnerships with local organizations all the more critical. The program participates in the local 4-H Reading Out-Of-Class Kids Succeed (4-H ROCKS) initiative. The program works to help children learn to enjoy reading, and provides materials and other support to afterschool programs toward that end. At Carver, the support has been in the form of a mobile library and reading center.

McCord also works with local Boys and Girls Scouts organizations, the police department, and students from the Ohio University-Chillicothe. All come to work with students at the program, some during the program's summer sessions.

“In a way, not having access to 21<sup>st</sup> Century funds has pushed us to be more creative in developing partnerships, and perhaps better equipped us to sustain ourselves over the long term,” McCord says. “I wish we'd gotten federal funding, but I wouldn't trade all the local support and connections we've made for anything. They're a great support for our program, and for our kids.”



## **HOLIDAY GIFTS**

**JCPenney** – JCPenney is selling AFTA, “the Record & Play Plush Puppy” as a fundraiser for its afterschool initiative. AFTA is exclusive to JCPenney. If you press AFTA's RECORD ear, you can record a message. If you press his PLAY ear, the message plays back. AFTA retails for \$7.99 and all proceeds are donated to the JCPenney Afterschool Fund, which in turns supports the

Afterschool Alliance, Boys and Girls Clubs, YMCA of the US, 4-H and Junior Achievement.

JCPenney will also donate five percent of Joyville product sales to the JCPenney Afterschool Fund. Joyville products include snow globes, ornaments, holiday treats, mugs, plates, stuffed animals and linens decorated with snowmen. For more information or to purchase a Joyville product, visit the gift & registry page on the JCPenney web site, www.jcpenney.com.

**Brookstone Inc.** – From November 1 through December 31, Brookstone Inc. is selling a greeting card to support Save the Children’s in-school and afterschool programs for children living in poor, isolated rural areas throughout the United States. The holiday card features original children’s artwork and is available for a donation, which will help Save the Children provide quality literacy, physical activity and nutrition programs to children in need throughout the U.S. For more information or to purchase a card, visit www.brookstone.com.



**EXAMPLES NEEDED:  
AFTERSCHOOL PROGRAMS  
THAT HELP TO PREVENT TEEN  
PREGNANCY**

The National Campaign to Prevent Teen Pregnancy is developing a publication that highlights the important connections between

afterschool programs and efforts to reduce teen pregnancy. It is the third installment in the Ready Resources series, which focuses on programs, partnerships and funding sources outside the traditional realm of teen pregnancy prevention. The new publication will provide an overview of why afterschool programs are important potential partners in preventing teen pregnancy.

The National Campaign to Prevent Teen Pregnancy is currently looking for compelling examples to highlight in this guide. If you operate or know about an afterschool program that helps to prevent teen pregnancy, or other risky behaviors, please fill out the brief form at the link below, which will allow the organization to gather information on this topic. If you have questions, contact Jennifer Widness at jwidness@teenpregnancy.org.

Survey:  
<http://www.teenpregnancy.org/formgen.asp?surveyid=209>

**Receiving the *Afterschool Advocate*  
via email**

We would prefer to send you the *Afterschool Advocate* via email so that you can receive it in a more timely manner. If you would like to receive the newsletter by email, please contact editor Ridgely Benjamin via email (afterschooladvocate@prsolutionsdc.com) or fax (202/371-9142). She will need your name, organization, phone and fax number, and email address. Thank you!

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The Afterschool Alliance is a nonprofit public awareness and advocacy organization supported by a group of public, private, and nonprofit entities dedicated to ensuring that all children and youth have access to afterschool programs by 2010. 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.

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