

Afterschool Advocate

A media outreach newsletter published by the Afterschool Alliance

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SPECIAL ISSUE: NEW EVALUATIONS OF AFTERSCHOOL

Last winter, the *Afterschool Advocate* reported on a number of independent, academic evaluations of afterschool programs. Each of the studies examined different programs, using a variety of research models. All reached very similar findings: that afterschool programs help kids learn, keep them safe, and help working parents overcome childcare problems during the afternoon hours.

Those findings should come as little surprise to the readers of the *Afterschool Advocate* – providers and advocates who have helped build the impressive record of achievement that has fueled the afterschool revolution of the last several years.

At the time of the *Advocate*'s first report, a number of evaluations were still underway, including the since-released first-phase of Mathematica Policy Research's evaluation of a number of 21st Century Community Learning Centers conducted for the U.S. Department of Education. The Mathematica study was funded in part by the Charles Stewart Mott Foundation, a funder of the Afterschool Alliance.

In addition to the Mathematica report, which was covered in the last issue of the *Afterschool Advocate* (Volume 4, Issue 2, February 5, 2003), a number of other evaluations have been completed and released since the *Advocate*'s first report on evaluations.

In this issue of the *Afterschool Advocate*, editors do not repeat summaries that were published in last winter's issue on

evaluations. However, readers can download an Afterschool Alliance backgrounder that covers all the studies in this and that previous issue. Go to

www.afterschoolalliance.org/press_room.cfm, and follow the link for "Afterschool Alliance Backgrounder: Formal Evaluations of Afterschool Programs."

The California Afterschool Learning and Safe Neighborhoods Partnerships Program

By contrast to the Mathematica study, a recent evaluation of California's Afterschool Learning and Safe Neighborhoods Partnership Program (ASLSNPP) had more clear cut findings. ASLSNPP began in 1998 and now provides \$117 million annually in matching funds to local partnerships of school districts, community groups, and local governments to provide before-school and afterschool programs for students. In selecting grantees, the state gives priority to schools where 50 percent or more of pupils are eligible for free or reduced-cost meals. Programs are designed locally, but are required to include an "educational and literacy component to provide tutoring or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, or science;" and "an educational enrichment component, which may include but is not limited to, recreation and prevention activities. In all, 947 afterschool programs were funded during the ASLSNPP's first two years.

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Working with the California Department of Education, the Education Department of the University of California at Irvine conducted evaluations of two academic years of the program, from 1999 to 2001, releasing results in February 2002. The evaluation relied on data supplied to the state by participating programs, as required by law, and examined student and parent satisfaction with their programs, as well as students' academic outcomes.

Findings included:

- ◆ SAT-9 scores of participating students increased faster than those of students statewide. In reading, 4.2 percent of afterschool students moved from out of the lowest 25 percent of their classes. "This increase is more than twice the increase found among all students statewide (1.9 percent)..." ["Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program," Department of Education, University of California at Irvine, February 1, 2002, page 4.] In math, similar findings: 2.5 percent of afterschool participants moved out of the lowest quartile, compared with 1.9 percent statewide. ["Evaluation," page 6.]
- ◆ Significantly, gains were closely related to individual students' levels of participation in the program. "Among students who participated for more than 150 days (approximately 7.5 months), there was an increase of 4.9 percent in students above the 25th percentile, an increase considerably larger than that found statewide. *The scores suggest that, particularly for students who participate in the ASLSNPP for substantial periods of time, there is a closing of the gap in Math achievement between low-income and other students.*" ["Evaluation," page 6. Emphasis in original.]
- ◆ "The regular school day attendance of students in the ASLSNPP increased between 1999 and 2000. Among the

ASLSNPP participants who were absent 5 percent or more days in 1999, the average increase in attendance was 5.6 days.

Among those who were absent 10 percent or more days in 1999, the average increase in attendance was 11 days. For those absent 15 percent or more days in 1999, the average increase in attendance was 17 days." [Harvard Family Research Project, Summary of ASLSNPP Evaluation, www.gse.harvard.edu/~hfrp/projects/after-school/mott/aslsnpp.pdf, September 3, 2002.]

The After-School Corporation

The After-School Corporation (TASC) is a New York City-based nonprofit, established by the Open Society Institute in 1998, representing a \$25 million five-year commitment by the foundation. TASC provides grants to nonprofit organizations to establish partnerships with individual public schools, and the resulting afterschool programs follow a core set of program components. In all, 143 public schools in New York City and 73 schools in other parts of New York State participate. Funding is based on enrollment and is \$1,000 per student, excluding start-up, facilities and staff training.

The Charles Stewart Mott Foundation and the Carnegie Corporation provided funding to the Washington-based Policy Studies Associates to conduct a five-year evaluation, including annual summary reports. Third year findings are summarized below; previous years findings were covered in the December 2001 *Afterschool Advocate*, and are available on the Afterschool Alliance web site. Third year findings, for the 2000-2001 school year, include:

- ◆ "Students who were active participants in TASC projects for more than a year showed significantly greater gains on citywide math tests than did similar nonparticipating classmates. Students

who participated in TASC after-school activities the most consistently and for the longest period of time experienced the greatest math gains, when compared to similar nonparticipants. Among students who participated actively in TASC projects in each year of their enrollment, students participating for two years gained an average of four scale -score points more on the city-wide standardized tests than similar nonparticipants. Among active participants, students participating for three years gained six points more than similar nonparticipants. Demonstrating the value of even higher levels of participation, students classified as 'highly active' (participating 80 percent or more of the days they were enrolled in the year and at least 80 days) gained six scale-score points more than similar nonparticipants after only two years of TASC participation. The performance of TASC participants on the citywide tests of reading and English/language arts was not significantly different from that of similar nonparticipants." ["What Have We Learned from TASC's First Three Years? Evaluation of the TASC After-School Program," December 2002, page 7, at www.tascorp.org/pages/psaYear3.pdf.]

- ◆ "In general, the TASC participants who were at greatest academic risk made the largest math gains, when compared to other students. (Reporting of subgroup analyses focuses here on math because of the consistent relationships with TASC participation, as found in the aggregate analyses of math achievement.) Math benefits were clearly evident for students who scored in the lowest of four proficiency levels in the year prior to TASC participation. The gains for these low-achieving students were evident for active participants regardless of their number of years of participation. Among students from low-income families, the evaluation also found evidence of after-school benefits in math after two or more

years of active participation." ["What Have We Learned," page 7.]

- ◆ "Among the various subgroups examined, African-American students were especially likely to benefit from active participation in TASC projects, demonstrating gains in math over similar nonparticipants after one or more years of active participation. Hispanic students benefited in math after two years of participation." ["What Have We Learned," page 7.]

Houston's After-School Achievement Program

In 1997, Houston's After-School Achievement Program (ASAP) began providing significant funding for afterschool programs in the city. The program has grown steadily since, and in the 2000-2001 academic year, it provided \$2.3 million to 95 sites. ASAP has six programmatic goals: to reduce crime committed by and against juveniles; to prevent delinquency; to provide a safe, supervised place for youth; to provide academic enhancement and enrichment; to promote school attendance and discourage school drop-out; and to motivate youth to develop good citizenship.

The program has been evaluated annually by independent evaluators, with the most recent study conducted by Dennis W. Smith, Ph.D., and James J. Zhang, P.E.D, covering the 2000-2001 school year. Among their findings:

- ◆ "In both science and fine arts, ASAP participants improved significantly over the course of the school years compared with students not in the ASAP. While student achievement in the remaining nine subject areas [reading, other language arts, mathematics, social studies, handwriting, physical education, health and safety, computers and science lab] was not significantly different between the ASAP and non-ASAP groups, the post-test mean scores for ASAP participants clearly

indicated improvement over the span of the program year.” [“Shaping our Children’s Future: Keeping a Promise in Houston Communities, 2001, Year 4 Evaluation of the After-School Achievement Program,” page 4, published by ASAP. Contact: Jennifer Brimer, ASAP Coordinator, 713/437-6981.]

- ◆ Surveys conducted for the evaluation found that 22 percent of parents of ASAP children said “their children would be by themselves” without ASAP, and “close to 16 percent of parents said that their children would be watched by a sibling.” [“Shaping,” page 6.]

San Diego’s ‘6 to 6’ Extended School Day Program

San Diego has developed one of the nation’s most ambitious afterschool programs, with the goal of making affordable programs before-school and afterschool available to every elementary and middle school student in the City of San Diego.

Two significant evaluations of the program have been conducted, one an interim report by WestED, released in April 2001, the other by Hoffman Clark and Associates released in July 2001.

Using random sampling of sites, document review, interviews, focus groups and site observations, WestED found:

- ◆ Parents expressed high levels of satisfaction with the program, “including their perceptions of the quality of academic enrichment, the degree to which children looked forward to the program, communication with staff, success at helping children complete homework, and the promotion of positive behavior in children.” [Harvard Family Research Project web site at www.gse.harvard.edu/~hfrp/projects/after-school/mott/sd66esdp.pdf, hereafter HFRP-SD.]

- ◆ “Almost two-thirds of responding parents noticed improvements in their children’s academic performance.” [HFRP-SD.]

Relying on random sampling of program participants and reviewing a variety of data, WestED’s study concluded:

- ◆ Reading scores for ‘6 to 6’ students improved. Fifty-seven percent of students increased their reading scores over the course of the studied year, and SAT-9 reading scores increased. [HFRP-SD.]
- ◆ Nearly ten percent of children moved up into the 25th percentile or higher in 2000 by comparison to 1999 reading scores. [HFRP-SD.]
- ◆ Forty-four percent of students increased their SAT-9 math scores. [HFRP-SD.]

Ohio Urban School Initiative School Age Child Care Project

The Urban School Initiative School Age Child Care Project (SACC) funds a variety of afterschool programs in Ohio urban school districts. The University of Cincinnati College of Education’s Evaluation Services Center conducted a thorough review of the program’s 1998-1999 school year, measuring both project design and its outcomes. Data collection included document reviews, observation of programs, surveys and questionnaires. Among the findings:

- ◆ “Ohio Proficiency Tests scores for both 4th and 6th graders showed that SACC children exceeded the state-wide percentages of students meeting proficiency standards. SACC 4th grade students’ scores exceeded the statewide percentages of students meeting proficiency standards in every subject area tested: writing, reading, mathematics, citizenship, and science. SACC 6th graders exceeded the statewide percentages of students meeting proficiency standards in four of the five areas: writing, reading, mathematics, and

citizenship.” [Harvard Family Research Project at www.gse.harvard.edu/~hfrp/projects/after-school/mott/osisaccp.pdf, hereafter HFRP-Ohio.]

- ◆ “School absence and tardiness were reduced for participating students. First graders who were not in a SACC program during kindergarten reduced the number of school days they missed from an average of 8 during their kindergarten year to an average of 3 days during their 1998-99 1st grade year. Eighth graders who were not in a SACC program during 7th grade reduced the average number of school days missed from 18 to 5.” [HFRP-Ohio.]
- ◆ “Suspensions and expulsions, when comparing the 1998-99 school year to the prior school year, were reduced for both elementary school students and middle school students who participated in SACC programs.” [HFRP-Ohio.]
- ◆ “School buildings housing SACC programs were in use more hours of the day and weeks of the year because of these programs.” [HFRP-Ohio.]
- ◆ “The adults in the participating children’s families had a greater awareness of community agencies, their facilities, and their services because of the SACC programs.” [HFRP-Ohio.]
- ◆ “Parents participating in interviews or completing surveys felt the programs had positive impacts on their families.” [HFRP-Ohio.]
- ◆ “Participating children spent more hours in a safe, supervised environment, before and/or after school, than they had prior to program involvement.” [HFRP-Ohio.]
- ◆ “Participating children’s television and video viewing decreased because of attendance in this program.” [HFRP-Ohio.]

Massachusetts After-School and Other Out-of-School Time Grant Programs

In early 2003, the Massachusetts Department of Education released, via the Internet, a draft executive summary of an evaluation the state’s After-School and Other Out-of-School Time Grant Programs. The purpose of the program is “to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students’ regular academic program.”

[www.doe.mass.edu/ose/asost/execsum_drft.pdf] The evaluation report was submitted jointly by Beth Miller and Wendy Surr of the National Institute on Out-of-School Time at Wellesely College, and Karyl Resnick and Kelly Church of School Enrichment Services of the Massachusetts Department of Education. The report covers Fiscal Year 2002.

According to the report, “Building an Outcome Evaluation System For the Massachusetts Department of Education’s 21st Century Community Learning Centers,” FY 2002 saw important gains for students in a number of areas. According to the report:

- ◆ “Results indicate that 56% of the students participating had positive gains on measured outcomes.” [“Building an Outcome Evaluation System,” www.doe.mass.edu/ose/asost/execsum_drft.pdf.]
- ◆ “Student gains in Math and/or English Language Arts were statistically significant in 73% of the ASOST programs.”
- ◆ The areas with the greatest percentage of youth improving were Learning Skills, Communication Skills and Engagement in Learning.

The Foundations After-school Enrichment Program

For more than a decade, Foundations, Inc., has operated extended-day enrichment programs and provided technical assistance to other afterschool sponsors. During the 2001-2002 school year, Drs. Stephen P. Klein and Roger Bolus of Gansk & Associates (Santa Monica, CA) administered pre- and post-tests in mathematics and reading to first- through fifth-grade students in 19 Foundations programs in three states. A summary of the report is available on the Foundations web site at

www.foundationsinc.org/ExtendedDayFolder/conclusions.asp. The full report, issued in December 2002, concludes:

- ◆ “Foundations students made substantial improvements in average scores between the fall pretest and spring posttest. In fact, their average score gains in mathematics were somewhat greater than what would be expected given the results obtained in CTB/McGraw-Hill’s national norm sample. The Foundations students’ gains in reading kept pace with those made in this national norm sample.” [“Improvements in Math and Reading Scores of Students who Did and Did Not Participate in the Foundations After School Enrichment Program During the 2001-2002 School Year,” Stephen P. Klein, Ph.D., and Roger Bolus, Ph.D., Gansk & Associates, December 2, 2002, page 2.]
- ◆ Over the course of the school year, Foundations’ afterschool students’ test averages moved them up national percentile rankings – by an average of 10 percentile rankings in mathematics reading, and an average of 2 percentile rankings in reading. [“Improvements in Math and Reading Scores,” page 10.]
- ◆ Foundations students fared very well by comparison to non-Foundations students at the studied schools. The mathematics “effect size” difference averaged .39

(representing 39/100ths of a standard deviation unit), in afterschool students’ favor. In reading, a similar finding: a .41 effect size advantage for afterschool students. [“Improvements in Math and Reading Scores,” page 14.]

YS-CARE After School Program for California Work Opportunity and Responsibility to Kids

The YS-CARE After School Program was established in 1999 by the Los Angeles County Board of Supervisors. The afterschool program is “designed to offer a safe environment that includes academic assistance, homework help, enrichment activities, recreation, and quality childcare provided by caring adults in well-supervised school site environments.” [“Evaluation of the YS-CARE After School Program For California Work Opportunity and Responsibility to Kids” (CalWORKS), March 2002, at www.gse.uci.edu/asp/aseval/resources/YSCARE13.pdf, page 5, hereafter YS-CARE Evaluation.] The program is targeted at K-5 children attending schools in neighborhoods with high concentrations of families receiving Temporary Assistance to Needy Families (TANF). The Department of Education, University of California at Irvine and Research Support Services conducted a formal evaluation of the program, and released findings in March 2002.

The evaluation compared the test scores and behavior of participating students with a comparable group of non-participating students. The study’s chief conclusions:

- ◆ “YS-CARE participants had larger gains on SAT-9 Reading and SAT-9 Math scores than non-participants.”
- ◆ “YS-CARE participants had larger gains on Reading Achievement than matched non-participants.”
- ◆ “YS-CARE participants initially in the lowest decile reading group had

significantly larger reading gains than matched non-participants.”

- ◆ “YS-CARE participants had significantly lower scores on all Work and Study Habits and Citizenship measures at baseline. The participants narrowed the gap by the time of the end-of-year ratings, with almost half of the initial differences substantially smaller.” [YS-CARE Evaluation, pp. 5-6]

The Extended-Service Schools Initiative: 2002 Report

In 1998, the Extended-Service Schools Initiative (ESS) began funding community organizations across the country to partner with local schools to create a total of 60 afterschool programs in 20 communities. Each of the programs follows one of four nationally recognized program models – Beacon, Bridges to Success, Community Schools, or West Philadelphia Improvement Corporation – to provide youth-development activities in low-income areas in programs located in school buildings during non-school hours. ESS was funded as a five-year program by Wallace-Reader’s Digest Funds. Separately, the Wallace-Reader’s Digest Funds provided financial support to Public/Private Ventures (PPV) to conduct an evaluation of the program. PPV, with subcontractor Manpower Demonstration Research Corporation, began a four-year, multi-phase evaluation. Issued in June 2002, “Multiple Choices: Findings from the Extended-Service Schools Initiative,” is available online at www.ppv.org/content/reports/ess-multi-full.html.

According to researchers, “Students who participated in the school-based, afterschool programs seemed to experience positive change in four key areas: staying out of trouble; improving their school attitudes and behavior; strengthening their social networks; and learning new skills, seeing new possibilities and improving their self-confidence.” [“Multiple Choices,” page 30,

www.ppv.org/content/reports/ess-multi-full.html.] Specifically:

- ◆ “One particularly important outcome desired for after-school programs is that they decrease the risktaking behavior of youth. By providing them with structured, supervised activities, the time they have to get into trouble is decreased. In addition, the social rules and tone implemented by staff can teach youth to deal more appropriately with negotiation, social conflict and anger. When we asked parents and youth if ESS helped them stay out of trouble and more appropriately deal with conflict, both groups—but especially the parents—believed ESS was very useful in this regard.” [“Multiple Choices,” page 31.]
- ◆ “Given that most of the ESS programs were new and the levels of participation were well below five days a week, it was not thought likely that we would observe changes in grades or test scores. However, to gauge whether ESS was starting to have positive academic effects, we asked parents and youth if they thought the program helped the youth do better in school. In addition, we measured some “leading indicators” of academic improvement (a sense of academic mastery and the level of school effort) to ensure that we did not miss an important change if one had occurred. As Table 7 illustrates, approximately two-thirds of the youth believed the program helped them do better in school, and it was even more likely that the parents found the program helpful to their children in this way.” [“Multiple Choices,” page 32.]
- ◆ “Interestingly, the parents’ survey responses are consistent with the expected pathway of change that could ultimately lead to increased academic success. High percentages of parents felt that ESS helped their children like school more and try harder in school, factors that may lead

to learning more and doing better.”
[“Multiple Choices,” page 32.]

- ◆ “When we examined how the youth’s academic attitudes and behaviors changed over time, we found a consistent story. Youth who participated in ESS activities experienced a greater increase in their sense of belonging at school and paid more attention in class. Again, consider the two groups of similar youth.... [A]mong the youth who did not go to ESS during the 13 months between the initial and follow-up surveys, 20 out of 100 reported that they started skipping school, 29 said they really paid attention in class, and 76 said they were very proud to belong to their school. Among similar youth who went to ESS two days a week, only 11 out of 100 reported starting to skip school; 49 said they really paid attention in class; and 84 said they were very proud to belong to their school.” [“Multiple Choices,” page 32.]
- ◆ “Responses on the parent survey administered in Spring 2001 suggest that the after-school programs were having some of these beneficial outcomes: 80 percent of parents said they were less worried about their child’s safety after school. 57 percent said their child’s participation helped them manage their own work schedule. 47 percent said it let them attend classes or job training more easily. 45 percent said it helped them get a better job or do better at their job.” [“Multiple Choices,” pages 33-34.]



WHAT THE DATA DEMONSTRATE; WHAT ADVOCATES CAN SAY

Taken together, the studies reported in the December 2001 *Afterschool Advocate* and those covered in this issue make a powerful case that afterschool works for students and their families. The following are some

examples of what afterschool advocates can say the data demonstrate:

Afterschool programs help kids achieve in school.

- ★ Evaluations of LA’s BEST show that program students’ attendance improved once they began participating in the program. That improved attendance led to higher academic achievement on standardized tests of math, reading and language arts. In addition, language redesignation rates favored LA’s BEST students when compared with non-LA’s BEST students.
- ★ A statewide evaluation of California’s After School Learning and Safe Neighborhoods Partnerships Program (ASLSNPP) by the University of California at Irvine demonstrated gains closely related to individual students’ level of participation in the program: “Among students who participated for more than 150 days (approximately 7.5 months), there was an increase of 4.9 percent in students above the 25th percentile, an increase considerably larger than that found statewide. *The scores suggest that, particularly for students who participate in the ASLSNPP for substantial periods of time, there is a closing of the gap in Math achievement between low-income and other students.*” [Emphasis in original.]
- ★ Children in the Ohio Urban School Initiative School Age Child Care Project (SACC) scored higher than non-participating students across the state. “SACC 4th grade students’ scores exceeded the statewide percentages of students meeting proficiency standards in every subject area tested: writing, reading, mathematics, citizenship, and science. SACC 6th graders exceeded the statewide percentages of students meeting proficiency standards in four of the five areas: writing, reading mathematics, and citizenship.”

- ★ Reading scores for San Diego's '6 to 6' students improved. Fifty-seven percent of students increased their reading scores over the course of the studied year, and SAT-9 reading scores increased. Nearly ten percent of children moved up into the 25th percentile or higher in 2000 by comparison to 1999 reading scores.
- ★ Forty-four percent of students in San Diego's '6 to 6' program increased their SAT-9 math scores.
- ★ In Los Angeles' YS-CARE program, aimed at children from families on TANF, students' reading and mathematics gains outpaced those of non-participating students, as measured by SAT-9 scores.
- ★ Policy Research Associates' evaluation of The Afterschool Corporation (TASC) program "found significant differences in proficiency-level shifts among active participants and nonparticipants who scored in the lowest proficiency level on the 1998-99 mathematics tests. In math, 31 percent of active participants scoring at the lowest proficiency level in 1998-99 scored at a higher proficiency level in 1999-2000, compared to 23 percent of nonparticipants who demonstrated the same improvement. Two percent of these active participants increased their performance to grade level, compared to 1 percent of nonparticipants. A similar but less pronounced pattern was observed on the reading tests administered in grades 3-8. Among those scoring at the lowest proficiency level in 1998-99, 45 percent of active participants improved their scores in 1999-2000 enough to move to a higher performance level, and 3 percent scored at grade level. Forty percent of nonparticipants who scored at the lowest proficiency level in 1998-99 increased their scores enough to move to a higher proficiency level a year later, and 2 percent reached grade level."
- ★ Policy Studies Associates' study of TASC's third year of operation concluded: "Students who participated in

TASC after-school activities the most consistently and for the longest period of time experienced the greatest math gains, when compared to similar nonparticipants. Among students who participated actively in TASC projects in each year of their enrollment, students participating for two years gained an average of four scale - score points more on the city-wide standardized tests than similar nonparticipants. Among active participants, students participating for three years gained six points more than similar nonparticipants. Demonstrating the value of even higher levels of participation, students classified as 'highly active' (participating 80 percent or more of the days they were enrolled in the year and at least 80 days) gained six scale-score points more than similar nonparticipants after only two years of TASC participation."

Afterschool programs keep kids safe.

- ★ The LA's BEST evaluation found that parents and children alike found the safety of the afterschool program far superior to the safety within the neighborhood.
- ★ The evaluation of the New York City Beacons program concluded that "the vast majority of youth (85 percent) reported that it was 'always true' or 'mostly true' that they felt safe at the Beacons."
- ★ Eighty percent of New York Beacons students who took part in intercept interviews described the Beacon as either "very helpful" or "pretty helpful" in helping them avoid drug use.
- ★ Seventy-four percent of New York Beacons students interviewed said that the Beacon was either "very helpful" or "pretty helpful" in helping them avoid fighting.
- ★ In Ohio's SACC program, "school absence and tardiness were reduced for participating students. First graders who were not in a SACC program during kindergarten reduced the number of

school days they missed from an average of eight during their kindergarten year to an average of three days during their 1998-99 1st grade year. Eighth graders who were not in a SACC program during 7th grade reduced the average number of school days missed from 18 to five.”

Similarly, “suspensions and expulsions, when comparing the 1998-99 school year to the prior school year, were reduced for both elementary school students and middle school students who participated in SACC programs.”

- ★ The TASC evaluation concluded that “staff, students, and parents provided examples of student improvements that they attributed to the after-school program. Among the most common were improvements in students’ social skills, including the ability to maintain self-control, make constructive choices about their behavior, and avoid fights.”

Afterschool programs help working parents.

- ★ The LA’s BEST evaluation found that “three-quarters of the parents [surveyed] indicated that they worried significantly less about their children’s safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable savings in their time.”
- ★ Parents in the TASC study said that the program helped them balance work and family life: 94 percent said the program was convenient; 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it allowed them to work more hours.
- ★ In Ohio’s SACC program, “the adults in the participating children’s families had a greater awareness of community agencies, their facilities, and their services because of the SACC programs.” Similarly, “parents participating in interviews or

completing surveys felt the programs had positive impacts on their families.”



ADDITIONAL RESOURCES AVAILABLE ON THE WEB

★ The Forum for Youth Investment’s October 2002 policy commentary, which explores the impact of scientifically-based research mandates on the afterschool movement, provides expert opinions on what role this type of evaluation should play and examines reasonable expectations of afterschool programs.

www.forumforyouthinvestment.org/comment/ostpc1.pdf

★ The Rose Institute’s study, *The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002*, concludes that afterschool programs are cost-effective through an in-depth analysis of the California ballot measure popularly known as Proposition 49. The passage of Proposition 49 by an overwhelming margin – 56.6 percent of the vote – is further evidence that voters believe in the benefits of afterschool.

http://rose.research.claremontmckenna.edu/publications/pdf/after_school.pdf

or

www.afterschoolalliance.org/research_links.cfm

★ *Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs*, by Priscilla Little, Sharon DuPree, and Sharon Deich (September 2002), provides programs with evaluation resources that are necessary to improve programs and demonstrate results for sustainability.

www.financeproject.org/OSTlocalevaluation.htm

★ *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, released by the National Center for Family & Community Connections with Schools at the Southwest Educational Development Laboratory, examines the impact of different school, family and community connections on student achievement. Authors Anne T. Henderson and Karen L. Mapp reviewed more than 50 research studies published since 1995. The report highlights different kinds of school, family, and community connections and the different results these connections can have. It also discusses how schools can effectively connect with families from all backgrounds. Readers can also explore summaries of the 51 studies reviewed.

www.sedl.org/connections/resources



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@prnsolutionsdc.com) or fax (202/371-9142). She will need your name, organization, phone and fax number, and email address. Thank you!



FUNDING OPPORTUNITY UPDATE

Federal Notices:

➤ **Improving Literacy Through School Libraries Program**

The U.S. Department of Education has opened the application process for the Improving Literacy Through School Libraries Program. The purpose of this program is to improve student literacy skills and academic achievement by providing students with increased access to up-to-date school library materials; a well-equipped, technologically advanced school library media center; and well-trained, professionally certified school library media specialists. Applications will be accepted until April 28, 2003. For more information, contact Margaret McNeely or Beth Fine, U.S. Department of Education, 400 Maryland Avenue, SW., room 5C130, FOB-6, Washington, DC 20202-6200. Telephone: 202/260-1335 (Margaret McNeely) or 202/260-1091 (Beth Fine) or via Internet: LSL@ed.gov. Applications and program information can be found at www.ed.gov/offices/OESE/LSL/.

➤ **TRIO Dissemination Partnership Program**

Closing Date: April 7, 2003

Program Description: The TRIO Dissemination Program provides grants to TRIO Program grantees to enable them to work with institutions and organizations that are serving low-income and first-generation college students, but do not have TRIO Program grants. The purpose of the TRIO Dissemination Program is to promote the replication or adaptation of successful TRIO Program components, practices, strategies, and activities by institutions and organizations that are not TRIO Program grantees.

Contact Persons: Eileen S. Bland or Virginia Mason, Office of Federal TRIO Programs, U.S. Department of Education, 1990 K Street, NW., Suite 7000, Washington, DC 20006-8510. Telephone: 202/502-7600 or via Internet: TRIO@ed.gov.

➤ **AmeriCorps Technical Assistance Teleconference**

Nonprofits interested in applying to participate in the AmeriCorps national program may participate in scheduled technical assistance teleconference calls.

- For new national program grant applicants - March 11, 2003, 1-2:30 p.m (EST)
- For national planning grant applicants – March 12, 2003, 1-2:30 p.m. (EST)
- For continuation grant applicants – March 26, 2003, 1-2:30 p.m. (EST)

Applicants may also participate in special conference calls to help you understand application toolkits. To Register for a call: Select one of the call dates specified above, then contact Sueko Kumagai via e-mail skumagai@cns.gov or phone (202/606-5000, ext. 418) with your selected date. Please register no later than 3 days prior to your selected call.

Foundation Notices:

➤ **Coming Up Taller Awards Opportunity**

The President's Committee on the Arts and the Humanities, and its partners, the Institute of Museum and Library Services, National Endowment for the Arts, and National Endowment for the Humanities, announce the 6th year of the national Coming Up Taller Awards. These awards recognize and support outstanding afterschool and out-of-school arts and humanities programs for children and youth. All nominations must be postmarked by Friday, April 4,

2003. Ten awardees will get \$10,000 each. Eligible candidates are nonprofits, schools, governments and tribes. For more information, visit www.cominguptaller.org.

➤ **National Fish and Wildlife Foundation**

The National Fish and Wildlife Foundation is offering grants to schools partnering with environmental nonprofits for Nature of Learning grants. The goal is using natural areas, such as wildlife refuges, as outdoor classrooms to promote conservation and boost student achievement. Deadline for applications are June 30, 2003. For more information, visit www.nfwf.org/programs/tnol.htm.

➤ **Beaumont Foundation of America** grants Toshiba branded equipment to support digital inclusion for underserved individuals. **The Foundation will grant \$350 million over 5 years in all 50 states and the District of Columbia.** The BFA has two pertinent grant programs:

- Community Grants of technology equipment to community based-organizations – these organizations must be 501(c) 3 or a non-school government entity; and must primarily serve citizens at or below the poverty level. Each organization will be eligible for an award that ranges from \$20, 000 to \$100,000. There will be between 200 and 2000 grants given this year.
- Education Grants of technology equipment for schools – Any school is eligible as long as 50 percent of the students qualify for the National School Lunch Program. There will between 100-350 grants awarded that range in size from \$60,000-\$200,000.

Community, Education and Individual grant applications will be accepted until March 31, 2003. Please note that Community and Education grants must be completed via the Foundation's online application form. For more information, visit www.bmtfoundation.org/grants/?index=4.

Blockbuster Inc. video-store chain. Requests for funding for national efforts should go to the firm's headquarters. Local programs should send their requests to the closest regional offices, whose contact information is available online. For more information, visit www.blockbuster.com/bb/about and click on the "Community Relations" link.

Corporate Funding Notice:

➤ **Target Stores**

Target stores are accepting community grant applications in the areas of arts, education and family violence prevention, and helping teens achieve their dreams through the "Start Something" program. Public and private nonprofits are eligible for grants ranging from \$1,000 - \$5,000. If you are involved with a nonprofit program and would like to be considered for a Target grant, follow the steps listed on their web site to get started. To view the Target grantmaking guidelines, visit http://target.com/common/page.jhtml?content=target_cg_grant_guidelines. For more information, visit <http://target.com> and click on the "Community Giving" link.

➤ **Blockbuster Grants**

Nonprofits that work with children and families may apply for grants from the

Other Resources:

➤ **State Child Data**

State-by-state data on certain measures of children's well-being is available online from the Children's Defense Fund's *Children in the States* database, which allows users to compare how children are doing in their state with other states and nationally. To access the database, go to www.childrensdefense.org/statesdata.htm.

➤ **New Funding Publication**

The Finance Project has recently released *Replacing Initial Grants Tips for Out-of-School Time Programs and Initiatives* by Elisabeth Wright with Sharon Deich. To download a copy of this publication, go to www.financeprojectinfo.org/Publications/fptips.pdf.



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, Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation.

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