

# Afterschool Advocate

A media outreach newsletter published by the Afterschool Alliance

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## NEW REPORT ANALYZES EFFECT OF PROPOSED 21<sup>ST</sup> CCLC BUDGET CUT IN EVERY STATE

The demand for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) far exceeds the resources available, even at the current federal funding level of \$1 billion. If Congress adopts President Bush's budget proposal for the 21<sup>st</sup> CCLC program, more than half a million more children nationwide will be without access to afterschool programs.

Those are among the findings of *Closing the Doors on Afterschool Programs*, a new Afterschool Alliance report that analyzes the current shortfall in federal afterschool funding and looks at the impact of the President's proposed cut in every state and the District of Columbia.

The Afterschool Alliance also collected data from the 32 states where it was available

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- *Closing the Doors on Afterschool Programs*

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to gauge how well 2002 funding met the need for afterschool from would-be grantees. *Closing the Doors on Afterschool Programs* concludes that the current funding shortfall  
**Continued on Page Two...**

## LINK BETWEEN AFTERSCHOOL PROGRAMS & ACHIEVEMENT IN NYC

New York City students enrolled in programs supported by The After-School Corporation (TASC) are making greater gains in several key areas of academic progress than students who don't participate in afterschool, according to a recently released study. Conducted by the independent Washington D.C.-based firm Policy Study Associates (PSA), the study is part of ongoing, longitudinal research that follows approximately 30,000 students at 96 TASC-supported programs that were first established in the 1998-99 and 1999-2000 school years.

"We've long known that afterschool programs stem negative social behaviors and help working families," said TASC President Lucy Friedman. "But this research proves that afterschool programs are also critical to our students' academic success. That's why it would be a huge mistake to abandon funding for them."

**Continued on Page Three...**

**Join the Afterschool for All Challenge on May 14**, and help the Afterschool Alliance launch its new campaign, *Afterschool is Key to Kids' Success!* Go to [http://www.afterschoolalliance.org/new\\_campaign.cfm](http://www.afterschoolalliance.org/new_campaign.cfm) for information and watch for the next issue of the *Afterschool Advocate*, which will tell you how to participate from your own community!

**Closing the Doors Continued...**

left more than 76 percent of 2002 requests for federal afterschool support unfunded in those states. The problem is likely to be exacerbated if federal afterschool funds are cut.

**State Findings**

In two states, more than 90 percent of requested dollars were denied – Minnesota, which was able to fund just eight percent of grant requests, and Mississippi, which was able to fund just nine percent. Five other states fell below the 20 percent mark: Hawaii (16 percent), Michigan (12 percent), North Carolina (17 percent), South Carolina (16 percent), and Tennessee (17 percent).

“This data should frighten anyone who cares about keeping children safe in the afternoons and providing them with academic support,” said Afterschool Alliance Executive Director Judy Y. Samelson. “We know from past research that afterschool programs can make a huge difference for children and their working parents. This new analysis makes it painfully clear that we’re not close to meeting current demand for afterschool. To cut back further on afterschool, as the President proposes, would be to betray our children, their parents and communities.”

**Impact of President Bush’s Proposed Budget**

*Closing the Doors on Afterschool Programs* finds that the proposed cut’s impact would be even more pronounced when compared to the funding authorization the President signed into law in his No Child Left Behind Act. The legislation called for \$1.75 billion in funding in FY 2004. The dollar gap between the Bush proposal (\$600 million) and the No Child Left Behind authorization (\$1.75 billion) would have funded afterschool care for 1.6 million children. Experts say as many

as 15 million children are without adult supervision during the afternoon hours.

**KEY FINDINGS**

- Nationwide, the cut from the current \$1 billion to \$600 million would mean that more than **550,000** children would be denied afterschool care.
- The dollar gap between the Bush proposal (\$600 million) and the No Child Left Behind authorization (\$1.75 billion) would have funded afterschool care for **1.6 million** children.

To calculate the per-child cost for afterschool care, the Afterschool Alliance used the U.S. Department of Education’s afterschool cost estimate of \$700 per child. The Afterschool Alliance contacted each of the 50 states and the District of Columbia to request data on grants requested and provided in 2002. For a variety of reasons, not all states were able to provide data.

Much of the funding for the 21<sup>st</sup> CCLC program is committed in multi-year grants, so not all 21<sup>st</sup> CCLC funds were available for new grants in 2002. According to the U.S. Department of Education’s budget justification, across all 50 states and the District of Columbia, \$289 million was available for new grants in 2002.

*Closing the Doors on Afterschool Programs: An Analysis of How the Proposed Cut to the 21st Century Community Learning Centers Program Will Affect Children and Families in Every State* is available online at [www.afterschoolalliance.org](http://www.afterschoolalliance.org).



## TASC Study Continued...

### Findings

Among the study's key findings:

#### ★ *Afterschool Programs Improve Academic Achievement*

Students who were active participants in TASC-sponsored programs for three years gained an average of six points more than similar non-participants on New York City's standardized math examinations. Students who participated for two years gained an average of four points more. Highly active students gained six points more after only two years.

#### ★ *Afterschool Programs Increase School Attendance*

Students enrolled in TASC-sponsored programs increased their regular school attendance at a higher rate than non-participants, especially in middle school. While school attendance of non-participants decreased steadily between grades five and eight, the attendance of active TASC participants generally rose after one year in the afterschool program. Afterschool attendance also increased substantially from an average of 80 days in 1998-99 to 109 days in 2000-2001.

#### ★ *Afterschool Programs Encourage Parental Involvement*

TASC-sponsored afterschool programs led to greater parent participation and helped establish closer links between schools and their communities. In 2000-2001, 93 percent of principals said the afterschool program enhanced the school's overall effectiveness. Fifty-four percent of program coordinators reported that more than half the parents of students enrolled in the afterschool program attended special events hosted by the program.

#### ★ *Afterschool Programs Increase Students' Ties to Their Communities*

Both students and parents said they benefited from their participation in TASC-sponsored programs.

- 85 percent of high school participants said the program provided a stronger sense of community;
- 73 percent of middle school students said the program had helped them master a performance skill, such as playing a musical instrument, singing, or speaking in front of a group.
- 85 percent of elementary-grade participants noted that the TASC-supported program provided them with academic benefits.

#### ★ *Afterschool Programs Particularly Benefit Minority Students*

African-American students were especially likely to improve their academic performance as a result of their participation in TASC-sponsored programs, posting math gains after just one year on average. Latino students tended to post math gains after two years of participation, as did students from low-income families.

The After-School Corporation was established by the Open Society Institute in 1998 to enhance the quality and availability of afterschool programming. Its goal is to make afterschool education a public responsibility. Through a combination of city, state, and private funding, TASC serves more than 45,000 K-12 students at 264 schools, in programs operated by 130 community-based organizations.



## LEADING RESEARCHERS BRIEF CONGRESSIONAL STAFF ON AFTERSCHOOL

Afterschool programs can help students learn, keep them safe, help them avoid crime and other harmful activities, and improve

their confidence, according to a group of leading researchers who spoke at a Capitol Hill briefing for congressional staff members on March 7. A bi-partisan group of Senators sponsored the briefing, at which the researchers provided a brief history of the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program and discussed what benefits afterschool programs provide, how best to evaluate these programs, and how to use evaluations in policy making.

Senators Barbara Boxer (D-CA), Christopher Dodd (D-CT), John Ensign (R-NV), Edward M. Kennedy (D-MA) and Gordon Smith (R-OR) sponsored the event, which served as a forum for discussion of afterschool evaluations, the accomplishments of specific afterschool programs in California and New York, and the contributions afterschool programs can make in the future.

Held in the aftermath of the release of the federal evaluation of afterschool programs by Mathematica Policy Research, Inc. – which many advocates and practitioners have charged was biased – the congressional briefing helped put the Mathematica study in perspective for lawmakers and their staffs.

Priscilla Little of the Harvard Family Research Project offered an overview of a range of afterschool evaluations, noting that many out-of-school time evaluations show positive outcomes for students. Studies show that students attending afterschool programs exhibited better performance in school, improved attendance, increased engagement in school and learning, and improved confidence, Little said.

Barry Ford of The After-School Corporation (TASC) in New York noted that TASC serves 49,000 students in more than 200 schools. He said TASC has always relied on program evaluation to identify best practices and share successes, and said TASC places great importance on training and technical assistance to help directors build quality programs. Liz Reisner of Policy Studies Associates discussed her firm's evaluation of TASC programs, reporting that

students who participate in TASC programs improve their academic performance, increase attendance and build stronger relationships with adults. She praised TASC's decision to partner with community-based agencies, schools and non-governmental organizations in order to build and sustain programs.

Tiffany Barrie of LA's BEST said the program worked with the University of California – Los Angeles (UCLA) to evaluate its work. UCLA found that participating students achieved significant gains academically and had higher aspirations than students who did not attend afterschool programs. LA's BEST and UCLA found that attendance was key to positive results.

Karen Pittman of the Forum for Youth Investment said evaluations should be used to inform policy decisions but should not be the basis for such decisions. She expressed concern that the Bush Administration's decision to use the Mathematica evaluation to justify a deep budget cut in federal afterschool spending had curtailed reasoned discussion of the study.

Afterschool Alliance Executive Director Judy Y. Samelson moderated the event.



## **RESPONSES TO PRESIDENT BUSH'S BUDGET**

“Administration officials have argued that policy should be based on sound research. But the Bush administration bases its proposed 40 percent funding cut in the federal 21st Century Community Learning Centers afterschool program on the negative findings of the first year of a multi-year [Mathematica] study. The study's own authors caution that the findings are ‘preliminary’ and ‘do not generalize to all elementary school centers.’ Further, the administration ignores not just this study's positive findings - that afterschool programs have significant academic benefits for minorities and girls, for example - but also

the dozens of credible, independent studies with strongly positive conclusions about the value of afterschool programs.”

- Former U.S. Secretary of Education  
Richard W. Riley, *Washington Post*,  
April 8, 2003

“The cuts proposed for afterschool programs will be devastating to children and their families. DeKalb County was a part of the Mathematica study. We provided honest information and evaluation about a program in its infancy...There were very positive findings in this evaluation. We should celebrate the successes of communities, their children and families rather than use a single criteria that disregards the whole picture. The findings of this evaluation could serve as a road map to improve existing and new programs, NOT close the doors to them. Before student achievement becomes a priority for many of our children, a safe place, with a caring adult, friends, a healthy snack, and a promise of security comes first. When these things are disconnected in a child’s life, academic achievement is impossible. We know that we have touched lives today and given children and families a chance and hope. We invite visitors to come and visit an afterschool program...to see what they are and what they are not...to see the children and understand the families.”

- Mindy DiSalvo, Program Director,  
Family Technology Resource Center,  
Decatur, Georgia

“In the \$2.2 trillion budget that Mr. Bush sent to Congress last week was an unconscionable proposal that would eliminate afterschool programs for 500,000 children. In the arena of bad ideas, that one’s a champion. It would result not just in hardship, but tragedy. For one thing, the peak hours for juvenile crime are 3 p.m. to 8 p.m., with the biggest, most dangerous burst coming in the very first hour

after school. That is also the time of day when most teenage girls become pregnant.”

- Columnist Bob Herbert, *New York Times*, February 13, 2003

“When President Bush labeled his education legislation, the ‘No Child Left Behind Act,’ we wanted to believe that his behavior would support the lofty language he borrowed from devoted advocates for children. Not only has the President broken his promise to support our nation’s working families, but he has also attacked the important 21<sup>st</sup> Century Community Learning Centers program that parents, young people, and their communities value. President Bush is taking this opportunity away from more than 500,000 children by deeply cutting the appropriated afterschool program dollars from the federal budget. We know that these afterschool programs help young people learn, keep them safe, and provide support to their families. We wish that President Bush had kept his word, and hope that the Congress will fulfill this important commitment and restore our confidence.”

- Representative Juanita Head Walton,  
Missouri House of Representatives,  
District 81

“If the funding (for 21<sup>st</sup> Century Community Learning Centers programs) is not restored, no one knows the financial future of these programs when the time comes to renew their funding. The proposed cut would severely diminish the 21<sup>st</sup> Century Community Learning Centers’ ability to provide funding to thousands of afterschool programs nationwide. The President’s action will have a tremendous impact on America’s cities for years to come.”

- Detroit, Michigan, Mayor Kwame  
M. Kilpatrick, February 6, 2003

“I worked for the Department of Education’s 21<sup>st</sup> Century program when the Mathematica study was commissioned. I can tell you that we never imagined that the study, and particularly the first year’s worth of data it generated, would be offered as justification for the kind of deep budget cut the Bush administration is proposing for afterschool programs. These data simply do not support the kind of broad, sweeping conclusions that some are offering. And one study certainly does not justify slashing the budget for the afterschool programs on which parents, students and communities rely.”

- Jennifer M. Rinehart, Associate Director of the Afterschool Alliance, Letter to the Editor, *Washington Times*, February 21, 2003



## IN THE NEWS...

**Arkansas** – On February 17, PARK (Positive Atmosphere Reaches Kids) received the Daisy Gatson Bates Award for Community Service, reports the *Arkansas Democrat-Gazette*. The award is in honor Daisy Gatson Bates, the civil rights activist who mentored the nine black students who integrated Little Rock Central High School. PARK afterschool program provides tutoring and enrichment activities for eighth through twelfth grade students.

**California** - Speaking at the *Exploring Afterschool in 2010* symposium in Los Angeles, actor and children’s advocate Arnold Schwarzenegger urged participants not to give up the fight for greater investment in afterschool programs. Schwarzenegger directly addressed President Bush’s proposed 40 percent cut to the federal 21<sup>st</sup> Century Community Learning Centers program. He suggested that lawmakers are out of step with reality if they do not support afterschool. Schwarzenegger called on local programs to help by reaching out to their communities and

promoting their programs. The symposium was convened by the Academy for Educational Development, Afterschool Alliance, Center for Educational Renewal, LA’s BEST, National Center for Community Education and The After-School Corporation to discuss the future of afterschool programming and what it might – and should – look like in the year 2010.

**California** – Fifteen-year-old Laurel Barchas of Truckee was named one of California’s top two youth volunteers for 2003 by The Prudential Spirit of Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. Barchas started an afterschool program that recruits members of her high school band to give private music lessons to elementary school children from low-income and Latino families. After developing a business plan and budget, she met with local school and community officials to obtain support, find space for lessons, and secure low-cost liability insurance. Barchas will receive \$1,000, an engraved silver medallion, and an all-expense-paid trip in May to Washington, D.C., where she will join other state recipients for several days of national recognition events.

**Florida** – Actor and children’s advocate Arnold Schwarzenegger attended an annual afterschool prep rally for South Florida Inner-City Games at the Golden Panthers Arena, reports the *Miami Herald*. Schwarzenegger, Co-Founder and Chairman of Inner-City Games, joined 2,000 Miami-Dade County middle school students to celebrate the accomplishments of Inner-City Games. More than 3,000 students in 12 Miami-Dade schools participate in Inner-City Games programs. Schwarzenegger is also Honorary Chair of the Afterschool Alliance.

**Missouri** - The Missouri Women Legislators recognized former Afterschool Ambassador

Marion Eisen as the semi-finalist for the DeVerne Lee Calloway Award for her work in drafting the state's afterschool legislation. The award honors Calloway, the first African American woman to serve as a Missouri state representative. She served nine terms in the House.

**New York** – Actor and former Mount Vernon resident Denzel Washington surprised the Mount Vernon Boys & Girls Club with a \$1 million donation at the club's 90th anniversary dinner, reports the *Associated Press*. "The Oscar-winning actor is truly a great person and very dedicated to the club," said Councilman Lyndon Williams. "He spent most of Friday at the club. He stayed there until sometime past midnight, hanging out with everybody and with no fanfare at all. Then he comes to the dinner Saturday with \$1 million for an endowment."

**New York** – The Forest Hills Community House and the Sports and Arts in Schools Foundation were awarded Discovering Community grants, funded by the MetLife Foundation and distributed by The After-School Corp, reports the *New York Daily News*. "Before many kids reach middle school, [they] start feeling that school has no connection to their lives," said The After-School Corp President Lucy Friedman. "This program says to kids, 'The school is part of your community.'" Both programs plan to use the additional funding to expand the civic leadership and community outreach components of their afterschool programs.

**New York** – Susan Fleminger, Director of Arts-in-Education, tells the *Afterschool Advocate* that her program received the Coming Up Taller Award from the President's Committee on the Arts and Humanities in December. The program was recognized for its Architecture and Design/Community Studies project for fourth through sixth grade students. The project is a year-long instruction by architects, design

educators and visual artists that expose students to their community's history, culture and architecture.

**South Carolina** – The Trinity United Way received a \$40,000 grant from the Arthur M. Blank Family Foundation to provide afterschool programs to students in Charleston, reports the *Charleston Post and Courier*. Currently, less than 20 percent of students attending schools serving low-income families have access to afterschool programs. Arthur Blank is owner of the Atlanta Falcons football team and co-owner of Home Depot.



## CALL FOR PROMISING PRACTICES

The Academy for Educational Development's Center for Youth Development and Policy Research (the Center) in Washington, D.C., is pleased to announce the first national call for promising practices in afterschool. The Center is looking for promising practices in any one of seven component areas:

- Community & Family Involvement
- Programming
- Management & Administration
- Staffing & Training
- Financing
- Research, Evaluation, & Knowledge Base
- Policy & Advocacy

The Center is collecting practices as part of the Promising Practices in Afterschool (PPAS) System funded by the Charles Stewart Mott Foundation. For more information, please visit [www.afterschool.org](http://www.afterschool.org) and click on "Submitting Practices." You may also send an email to [PPAS@aed.org](mailto:PPAS@aed.org) with any questions or call the Center at 202-884-8267.



## MARK YOUR CALENDAR

### **May 7**

Join thousands of teens nationwide who are expected to participate in the second annual National Day to Prevent Teen Pregnancy on May 7. Sponsored by the National Campaign to Prevent Teen Pregnancy and National Day founding partners *Teen People* magazine and Teen People online, the National Day is designed to focus the attention of teens on the importance of avoiding teen pregnancy and other consequences of sex – to get them to stop, think and take action. The Afterschool Alliance is an official National Day sponsor. For more information on the National Day, visit [www.teenpregnancy.org](http://www.teenpregnancy.org). Sample postcards and brochures are available on the web site in both English and Spanish as well as event ideas and sample press materials.

### **May 13 - 14**

The Afterschool Alliance will host its annual May Challenge - a two-day Capitol Hill event in Washington, DC. Hundreds of afterschool supporters will visit their U.S. Members of Congress, urging them to pledge their support for afterschool programs. Go to [www.afterschoolalliance.org](http://www.afterschoolalliance.org) for information and updates.

### **June 12 - 13**

The Research Network on Successful Pathways through Middle Childhood will host its national 2003 Middle Childhood Conference in Washington, DC, on June 12 and 13. This national conference will bring together researchers, practitioners and policy makers from across the country to discuss factors that promote successful development during the middle childhood years. Topics include: Supports and opportunities for positive development; Contexts and diversity as resources for children's pathways; Promising Practices to achieve successful

pathways through middle childhood; and Children's out-of-school time, implications for policies and programs. To find out more, visit the conference web site at [www.middlechildhood.org/conference/index.html](http://www.middlechildhood.org/conference/index.html).

### **June 23 - 24**

The U.S. Department of Education will host the 21<sup>st</sup> Century Community Learning Centers Summer Institute in Washington, DC, on June 23 and 24. The Department of Education strongly encourages participation from all current grantees (either directly supported by the Department or through new grants made by State education agencies), former grantees still operating afterschool programs, and other afterschool providers, as well as representatives from organizations that administer or support afterschool programs. Registration of about 1,200 participants will be on a first-come, first served-basis, but please note that through May 1, 2003, priority to register will be given to current federal and state grantees. Former grantees and other afterschool providers and organizations may register at any time; however you will not be confirmed until after May 1, pending availability. For more information or to register, go to [www.dbconsultinggroup.com/21stcentury](http://www.dbconsultinggroup.com/21stcentury).



## **'YES I CAN!' WINNER**

On April 11, 20-year-old Michael Mitchel received the *Yes I Can!* award for outstanding achievement in technology from the *Yes I Can!* Foundation for Exceptional Children. Michael is a student in the Tillson School's special education and afterschool program, administered by Ulster County Board of Cooperative Educational Services (BOCES) in Ulster County, New York. Each year, the *Yes I Can!* Foundation honors 27



children with disabilities for their achievements.

Michael was selected in recognition of his pioneering work on the Tillson School's yearbook, and for his service helping to maintain the school's computers. Michael began to learn the necessary computer and digital photography skills through Tillson's afterschool program, which is funded by the federal 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program. This year, Michael and his classmates will publish the school's first yearbook, in DVD, VHS and paper form. Michael was nominated for the award by Tillson principal Anne Kelly; his teacher Cassandra Thomas; 21st CCLC grant coordinator Christopher Karczmar; school-to-work coordinator Rik Flynn; and teaching assistant Sharon Russ.

Michael has mild mental retardation and a speech disorder that causes him to stutter. He and his parents, joined by principal Kelly, traveled to Seattle to accept the award at the annual convention of the *Yes I Can!* Foundation's parent organization, the Council for Exceptional Children.



## **MAKING THE GRADES THROUGH THE AFTERSCHOOL PROGRAM**

Submitted by Caroline Edwards & Elisapeta T. Alaimaleata  
Creating Futures, University of Hawaii Center on Disability Studies

Chantel Akiona is a prime example of what an afterschool program can do for the kids of Hawaii. In the past three years she has seen her grade point average rise from an admirable 2.3 to an outstanding 3.5. She attributes her success, of course, to hard work and dedication to her studies, but she also recognizes that her participation in the afterschool program has played a big part.

Chantel is 16 years old and in her junior year at Nanakuli High/Intermediate School. She is Hawaiian/Puerto Rican and is the oldest of six children, the youngest being two-and-a-half. Besides being elected the Student Council Secretary, she also participates in Nanakuli High/Intermediate Performing Arts Club, an afterschool program funded in part by the 21<sup>st</sup> Century Community Learning Centers grant in collaboration with the U.S. Department of Education.

Chantel began participating in the afterschool program at Nanakuli four years ago when she was in the seventh grade. She remembers seeing a performance put on by the school when she was a young student at Nanaikapono Elementary. She thought, "Hey that looks fun" and that's all it took to get her involved.

Now she attends the program five and sometime six days a week from 3 - 5:30 PM, after school. She says being a part of this program has given her experiences she never would have had and has helped her to become a more confident and outgoing person. She says this program has helped her to be more focused on school and also on improving her grades. "Before drama, I never used to participate in class because I was shy," she says.

Being in the program has also given her a support group. "Friends are a big part of the afterschool program. The friends I've made while in the program give me support with my school work," she added. When asked about her favorite part of being in the program, she says definitely the dramatics: "You get to be someone you're not." She enjoys playing different roles and becoming another person. Without the program, Chantel says she would probably, "go home and eat, talk to my friends, or watch TV" after school each afternoon.

With all of this acting experience you would think Chantel would want to move to Hollywood and pursue her acting career. Not at all. "I want to be an early education teacher," she replies when asked about her

future. After graduating from Nanakuli, she plans to attend the University of Hawaii and study education. She will be the first person in her family to graduate from college.



## AMERICA 24/7 CALLS FOR AFTERSCHOOL PROGRAM PARTICIPATION

Rick Smolan and David Elliot Cohen, the team behind some of the most successful photography events ever produced, have reunited to create America 24/7, the largest collaborative photo project in U.S. history. During the week of May 12 - 18, America 24/7 will dispatch 1,000 of the world's top photojournalists across the U.S. equipped with digital cameras. The results will be published in 53 illustrated books, web presentations, exhibitions and a television documentary. Smolan and Cohen are the creators of the "Day in the Life" series of photojournalism books and their projects consistently receive media attention.

The afterschool community has been invited to participate in the project. This is a unique opportunity to increase the country's awareness of afterschool programs. It is also a great opportunity to introduce students to the life of a working journalist by: researching story ideas, taking digital photographs, writing captions, and getting subjects to sign model releases.

There are two ways for the afterschool community to participate:

- Students (13 years or older) are encouraged to submit photos taken with digital cameras during the week of May 12 – 18 to be considered for publication. Students should sign up at: [www.america24-7.com/participate/students.shtml](http://www.america24-7.com/participate/students.shtml)
- Mentors and teachers are encouraged to photograph their programs during the

week of May 12 – 18 and submit those photographs to the America 24/7 project for possible publication. Teachers can register as an amateur photographer at: [www.america24-7.com/participate/amateurs.shtml](http://www.america24-7.com/participate/amateurs.shtml)

Please note that model releases and parental permission forms will be available on the America 24/7 web site beginning April 14th. To learn more about the overall project, go to: [www.america24-7.com](http://www.america24-7.com).

This is a completely digital project, so all photos must be taken with digital cameras.



## TALKING ABOUT AFTERSCHOOL

“Gov. Gray Davis’ decision to decrease school and other program budgets while increasing the prison budget once again shows the short-term mentality of our politicians. Building prisons might help crime rates in the immediate short term, but when sacrificed against spending for schools, afterschool programs and other programs, this only ensures that we will have to build more prisons in the long term.”

- Douglas W. Kieso, Letter to the Editor, *Los Angeles Times*, January 24, 2003

“It’s important to remember that the (Mathematica) study covers just one year’s worth of data, and that many of the programs studied were just starting up at the time. Also, since these data were gathered, federal support for afterschool has begun to focus more tightly on academics. Presumably that shift has been reflected in changes in local programs since then, and we should therefore expect to see the effect of that in later studies. That said, the study has some important data in it that will be of great value to afterschool

providers and policy makers both. Probably the most important thing to be learned from the study is that we cannot expect students to benefit academically from afterschool programs if they do not attend them regularly and over an extended period of time. That should come as no surprise, but the clarity with which the point comes through in this study suggests that we need to focus attention on improving attendance at afterschool programs if we expect to see academic gains.”

- Statement of Christopher T. Cross,  
Senior Fellow with the Center for  
Education Policy, February 6, 2003

“These are troubling times for our nation, and especially for children. While it is important to help our kids cope with the daily media doses of terrorism and war, there are other dangers much closer to home. Child predators, gang violence, drugs and academic failure are but a few of the challenges our kids deal with daily. We like to think of the home, with a healthy family life and parental guidance, as the answer to nurturing and protecting our kids. But for millions of children in America, there’s a gap. Research tells us that from 3 p.m. to 8 p.m. is the most dangerous time of day for young people – when crime involving youths doubles – as they leave school and return to an empty household or neighborhood street unsupervised. The answer, according to a consensus of experts, is to provide afterschool programs in every community. In places where programs are established, youth-related problems are minimized. Children are safe; they’re engaged in life-enhancing experiences with caring adults and meaningful challenges.

- Denzel Washington, Letter to the  
Editor, *USA Today*, April 8, 2003



## FUNDING OPPORTUNITY UPDATE

### Federal Notices:

#### *Carol M. White Physical Education Program*

The U.S. Department of Education has opened the application process for the Carol M. White Physical Education Program. These funds may be used to initiate, expand or improve physical education programs, including afterschool programs, for K-12 students. Eligible applicants include local education agencies and community-based nonprofits, including faith-based groups. “Novice” applicants (those not winning a federal grant within the past five years) will receive special treatment for this grant. The department is setting aside 25 percent of grant funds for novice applicants and will consider and score their applications separately. Applications are due by May 12. For more information, contact Ethel Jackson at 202/260-2812 or [Ethel.Jackson@ed.gov](mailto:Ethel.Jackson@ed.gov). Applications and program information can be found at <http://www.ed.gov/offices/OSDFS/pep.html>.

#### *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. For more information, contact Margaret McNeely or Beth Fine via mail: U.S. Department of Education, 400 Maryland Avenue, SW, Room 5C130, FOB-6, Washington, DC 20202-6200. They can also be reached via phone: 202/260-1335 (Margaret McNeely) or 202/260-1091

(Beth Fine) or email: LSL@ed.gov. Applications and program information are available online at <http://www.ed.gov/offices/OESE/LSL/>.

**Foundation Notices:**

***Help Us Help Foundation***

The Help Us Help Foundation offers grants of computer equipment and software to schools and youth organizations providing educational programs in low-income communities. Grantees will get new Internet appliances, laser printers and related equipment. Eligible K-12 public and charter schools must provide subsidized lunch to 50 percent of elementary students and 35 percent of middle and high school students. Nonprofit and tribally affiliated youth groups must serve mostly low-income youth. Deadline for applying is August 31. For more information, go to [www.helpushelp.org](http://www.helpushelp.org).

***KaBOOM!***

KaBOOM!, a nonprofit organization that builds playgrounds across the United States and Canada, will award 20 \$5,000 grants to community-based nonprofits to plan and build playgrounds. Applicants must show a compelling need, organize volunteers to build the site and raise money to complete the project. Grantees must finish projects by April 2004. Applications are due April 30, 2003. For more information, go to <http://www.kaboom.org/nooz.aspx?id=339>.

***Teammates for Kids***

The Teammates for Kids Foundation, a charitable organization co-founded by country singer Garth Brooks, has grants available to

nonprofit organizations on a semiannual basis. The purpose of the Foundation is to contribute financial resources to selected nonprofit organizations that effectively serve and benefit children with an emphasis on health, education and inner city services. Nonprofits must be at least two years old and get no more than 65 percent of their annual operating income from government. For more information, go to <http://www.touchemall.com/index.htm>

***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. The deadline for applications is June 30. For more information, go to <http://www.nfwf.org/programs/tnol.htm>.

**Other Resources:**

***SAMHSA Seminars in Grant Writing and Capacity Building***

The Substance Abuse & Mental Health Services Administration will be sponsoring grant writing and capacity-building seminars for community- and faith-based groups. Upcoming seminars begin April 25<sup>th</sup> through May 23<sup>rd</sup>. For details about locations and specific dates, go to <http://www.samhsa.gov/grants/grants.html>.



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

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