Afterschool Advocate

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# SCHWARZENEGGER'S NEW CRUSADE: AFTERSCHOOL FOR ALL BY 2010

Actor and children's advocate Arnold Schwarzenegger invited afterschool supporters to join a new "crusade" to make afterschool programs available to all children by the year 2010 as the first-ever After School Summit concluded on Friday, June 6. The two-day Summit featured U.S. Secretary of Education Rod Paige and included numerous other Administration officials, leading researchers, afterschool providers, educators, parents, students, law enforcement officials, resource providers and others from around the nation.

The Summit was designed to find ways to improve and measure the performance of afterschool programs that have as their core mission academic improvement. These programs include 21<sup>st</sup> Century Community Learning Centers and programs funded by other U.S. Department of Education initiatives, states, localities and foundations. The goals were to identify: student performance indicators for successful, comprehensive afterschool programs; strategies that can be used to evaluate afterschool programs; evaluation measures for identifying student performance indicators; and program elements that maximize the likelihood of achieving desired results.

Speaking to some 85 participants, Schwarzenegger said, "This Summit was a huge success and a major step toward my vision and goal that, by 2010, every child who needs it has access to an effective and comprehensive afterschool program." Schwarzenegger is Honorary Chair of the Afterschool Alliance and Chairman of the Inner-City Games Foundation.

The Summit was sponsored by the Charles Stewart Mott Foundation and held at the Department of Education headquarters in Washington, D.C. The Department of Education announced it at a Senate hearing on afterschool in May convened by U.S. Senator Arlen Specter (R-PA).

#### **Building Support for Afterschool**

The event took place at a time when funding for afterschool programs is in great peril, and many programs are struggling to survive. States are facing unprecedented budget deficits, foundation giving is down, and in February, the Bush Administration proposed a 40 percent cut in 21<sup>st</sup> Century Community Learning Centers, the federal afterschool funding stream, for next year.

# LIGHTS ON AFTERSCHOOL! 2003

Be sure to join afterschool advocates across the country for the fourth annual *Lights On Afterschool!* on **October 9, 2003**. Be part of this effort to save afterschool programs imperiled by funding cuts and underscore the need for quality afterschool programs for all children.

To learn more about how to participate, to register your event, or to request a *Lights On Afterschool!* Action Kit, visit

www.afterschoolalliance.org. Help turn the

lights on at afterschool programs!

"The hours between 3 and 6 o'clock are important hours to us," Secretary Paige said at the Summit's closing news conference. "While we know that there are some good afterschool programs, we also know that there are not enough of them. Every kid that needs one does not have one. We need more and we need better...We also need more research to tell us what works in afterschool programs."

Declining to comment directly on the proposed budget cut, Secretary Paige nonetheless assured Summit participants, "We of course will not abandon afterschool programs. We support afterschool programs. We are going to expand afterschool programs, work hard on afterschool programs."

Secretary Paige pledged to work with the Mott Foundation to link supplemental educational services, which are required under the No Child Left Behind Act of 2001, to afterschool programs.

The Department of Education, Mott Foundation and Schwarzenegger announced plans to work together on: The Department's 21<sup>st</sup> Century After-School Summer Institute; a back-to-school event celebrating afterschool programs this fall; a meeting of all state education agencies in the fall as a follow-up to the Summit; state summits to be held by 12 governors in partnership with the National Governors Association; and a partnership with the National League of Cities to work with mayors to link the school day and afterschool programs.

"These programs are about the future of this country and all countries," said Mott Foundation President and CEO William S. White. "At the end of the day, each kid in their own little way needs someone to help them find the hero that's within them. That's what we're about here today."

"This Summit was a real success and we are very grateful to Arnold Schwarzenegger, who was the driving force in making it happen," said Afterschool Alliance Executive Director Judy Y. Samelson. "This event brought together representatives from diverse afterschool communities to identify ways to improve afterschool programs, and we especially welcome the Bush Administration's leadership and involvement. But improving programs will be infinitely more difficult if Congress agrees to cut the 21<sup>st</sup> Century Community Learning Centers budget. We must continue to work every day to convince Congress to reject any cut in federal afterschool spending."

#### Indicators

Working in small groups, participants identified some 55 student performance indicators for identifying program elements to maximize success.

They include: improving social skills and social behavior; improving grades and test scores; increasing student community service; helping students establish lifelong goals and ambitions; improving students' overall adjustment to school; keeping kids safe; helping students read, write and do math at or above their grade level; showing students how to demonstrate respect for other cultures and subcultures; increasing participation in active physical activities; helping students demonstrate enthusiasm for learning; increasing extracurricular and voluntary activities; improving students' attitudes and self-esteem; reducing violence, injuries and delinquency; and increasing students' conflict resolution skills.

The Afterschool Alliance will disseminate the indicators to afterschool communities in the months ahead, and keep afterschool leaders apprised as they are refined and finalized.

# NEW RESEARCH ON UNSUPERVISED CHILDREN

How many young children are left alone or with a young sibling? How many hours a week are these children left alone? Are children in low-income families left unsupervised more often than children in higher-income families? These are some of the questions answered in Child Trends' latest research brief, *Left Unsupervised: A Look at the Most Vulnerable Children*.

Child Trends analyzed 1999 data from the National Survey of America's Families, a survey developed by Child Trends and the Urban Institute as part of the Assessing the New Federalism project. Researchers looked at two vulnerable groups – young school-age children and low-income children –to get a sense of how many children are "home alone."

The findings included:

- In 1999, 15 percent of six- to 12-year olds were in self care. ("Self care" means the children either took care of themselves or stayed alone with a sibling age 12 or younger on a regular basis, even for a small amount of time). On average, children left unsupervised spent nearly four-and-a-half hours per week alone or in the care of a young sibling.
- The actual numbers of children who are in self care may point to an unmet need for affordable or appropriate supervised care options. In 1999, 3.3 million six- to 12-year olds regularly spent time alone or with a young sibling. (This number is probably conservative because some parents may not want to report that they leave their children alone.)
- Children in low-income families, in general, are slightly less likely to be in self care than children in higher-income households, especially when they are young. In 1999, 12 percent of six- to 12-year olds in low-income families were in self care versus 17 percent of those in other families.
- 41.5 percent of six- to 12-year olds who regularly spent time unsupervised in 1999, also regularly spent time in other child care arrangements, including before- or afterschool programs, babysitter care or care by a relative.

Studies have found that, when children under age 13 are regularly left unsupervised or in the care of young siblings, they may be at risk of a variety of problems. Children in self care may be at increased risk for accidents and injuries, for social and behavior problems, and for academic and school adjustment problems.

Child Trends is an independent, nonpartisan research center dedicated to improving the lives of children and their families by conducting research and providing science-based information to the public and decision-makers.

The findings, along with implications for policy and research, are presented in the research brief, available at www.childtrends.org.

# BOSTON RALLIES FOR AFTERSCHOOL PROGRAMS

On June 4, speaking before a crowd of community leaders, public officials, parents, funders, and program providers, Boston Mayor Thomas M. Menino called on the state and federal governments to maintain their commitment to afterschool programs. The mayor cited two new studies, one by the Nellie Mae Education Foundation and the other by Boston's After-School for All Partnership, that underscore the benefits of afterschool programs.

"All the data tell us that afterschool programs are critically important to success in school," said Menino, who in 1998 created Boston's 2:00-to-6:00 After-School Initiative to improve access to afterschool programming. "But the state and federal governments are poised to walk away from our kids, just at the time when we are beginning to understand how important these programs are."

#### Critical Hours

At the rally, the Nellie Mae Education Foundation released its report, *Critical Hours: Afterschool Programs and Educational Success.* The study synthesizes the evaluation data currently available from studies of afterschool programs and offers a detailed series of conclusions based on that assessment. The report finds that afterschool programs can make a big difference in how well children perform in school.

"Much of the current policy debate in Washington and at the state level misses the mark," said Dr. Beth M. Miller, author of *Critical Hours*. "There is a consensus in the research community that high-quality afterschool programs – especially those that promote active learning and have consistent student participation – do increase student engagement. Increased engagement leads to positive, measurable academic outcomes."

Major conclusions in the report include:

- Students who lack adult supervision after school are at greater risk.
- Students who attend afterschool programs are more engaged in learning.
- Increased engagement in learning can result in higher academic performance.
- Afterschool programs have a special role to play in reducing racial and income achievement gaps.

For a copy of the report, visit www.nmefdn.org/CriticalHours.htm.

#### Strategies for Success

For the rally, Boston's Afterschool for All Partnership also released its recent report, *Strategies for Success: Strengthening Learning in Out-of-School Time*. The report summarizes seven analytical papers examining strategies for expanding beforeschool, afterschool and summer programs; the papers were commissioned by the Partnership and completed by distinguished researchers. The seven papers reviewed were:

- Learning to Bridge Bridging to Learn
- Promoting Positive Youth Development as a Support to Academic Achievement

- Project-Based and Experiential Learning in Afterschool Programming
- Expanding and Coordinating Cultural Education Opportunities in Out-of-School Time
- Enhancing Literacy Support in Afterschool Programs
- Tutor Training and Higher Education Involvement in Afterschool Programs
- Using Technology to Support Learning in Afterschool Programs

For copies of *Strategies for Success* and the seven papers highlighted in the report, visit www.afterschoolforall.org.

#### After-School Literacy Coaching Initiative

Boston's After-School for All Partnership also announced a new After-School Literacy Coaching Initiative that would provide nearly \$1 million for child literacy training for afterschool program staff. The initiative will train more than 200 staff at 40 programs across the city. The goal is to improve literacy for some 1,600 students in afterschool programs.

# TALKING ABOUT AFTERSCHOOL

"The report of the Coalition for Community Schools finds that afterschool and related programs are achieving their objectives and should be expanded. The findings on afterschool programs by Mathematica Policy Research allowed the Bush administration to claim that proposed cutbacks in federal funding of these programs was justified by the research conclusion that they were ineffective... The Mathematica group was asked to assess the impact of a diverse and broad-ranging set of evolving initiatives in 1,400 communities, most of which were only in their first or second year of operation. They were just beginning to explore and act on their understanding of the connections

between the outcomes they hoped to achieve and the activities that would help them get there... The programs that were the subject of the community schools report, on the other hand, were older and more stable. They had been able to learn from each other and from their mistakes over time, and were becoming ever clearer about their objectives and the routes likely to reach them. They were able, therefore, to document improvements in a number of important measures, including better attendance, reduced discipline problems, and improved grades and test scores... There is a fundamental lesson here that we, as a society, seem to find very difficult to learn and act on: We should use the research and experience we so painfully accumulate to figure out what it takes to reach valued social objectives, rather than draw on inadequate information to make mechanistic yes/no judgments that interfere with making sound investments of public and philanthropic funds, and ultimately make it impossible to attain the goals we share.

- Lisbeth B. Schorr, Director of Pathways Mapping Initiative, Harvard University's Project on Effective Interventions, Letter to the Editor, *Education Week*, June 4, 2003

"I strongly disagree with the Daily Mail's assertions in its May 19 editorial...that Senators Robert Byrd and Jay Rockefeller are unwilling to stick up for poor West Virginia families. In fact, one of the biggest disservices to families in the current budget proposal from the White House is the planned drastic cut in federal support for afterschool programs. The president's budget proposes slashing funds for 21st century Community Learning Center programs from \$1 billion to \$600 million in 2004... Does it make sense to give families a measly \$100 to put in their pockets now, as opposed to funding affordable child care that could save them over \$1,000 during the course of a year? Our

senators should be commended for their courageous stance on this issue, and their support of programs that benefit our poorest West Virginia families through our federal tax dollars. As a West Virginia taxpayer, I would much rather see my small tax refund go to support programs that help working families, keep kids safe, and support academic achievement."

> - Afterschool Ambassador Lynn B. Sobolov, Letter-to-the-Editor, *Charleston (WV) Daily Mail*, June 3, 2003

# IN THE NEWS

**California** – On June 4, Los Angeles Mayor Jim Hahn announced the launch of the After School Arts Program (ASAP) at 40 LA's BEST (Better Educated Students for Tomorrow) afterschool program sites. ASAP will include visual arts, music, dance, drama and poetry classes and will feature artists/educators-in-residence working with the children. Funding for the arts program was provided in part through a grant from The Broad Foundation, developers' fees from a local shopping development and a grant from Sony Pictures Entertainment.

Massachusetts – On May 8, the Boston Red Sox announced the creation of the Red Sox Scholars program with BELL, a communitybased organization focusing on improving academic achievement among children in under-served communities. Each year, 25 students from BELL's afterschool and summer programs will be awarded \$5,000 college scholarships. The Red Sox will also provide activities for the children, including Shadow Days in the club's offices. Former and current players will visit the programs.

**Pennsylvania** – In late May, the Philadelphia School Reform Commission passed a \$1.81 billion budget for 2003-2004 that includes expanding afterschool programs for 50,000 children, reports the *Philadelphia Inquirer*. Chief Officer Paul G. Vallas explained that the city will be able to afford the new budget with the savings from better managed facilities, workers' compensation and health costs, and other cuts.

**South Carolina** – Youth Service Charleston received a \$5,000 grant from the Staples Foundation for Learning for its Reading Soul Mates program, reports the *Charleston Post and Courier*. The reading program, implemented in schools and afterschool programs in Charleston County, trains older students to be reading tutors to younger students.

**Tennessee** – Both the State House and Senate unanimously passed an afterschool resolution that states, in part: "Whereas, the 21<sup>st</sup> Century **Community Learning Centers Program** provides a safe, positive, productive afterschool environment for adolescents who would normally be home alone or engaged in unsupervised activities; the program is especially valuable in light of the fact that juvenile crime peaks between 3 and 4 PM, the hour after school ends; now, therefore, be it resolved... that this General Assembly hereby memorializes the U.S. Congress to fully fund the 21<sup>st</sup> Century Community Learning Centers Program in the Fiscal Year 2004 budget at 1.5 billion dollars as was previously authorized by law."

# FUNDING OPPORTUNITY UPDATE

#### Federal Notices:

# COPS in Schools Program, U.S. Justice Department

Applications are available for Community Oriented Policing Services (COPS) program

grants from the Justice Department. Grants allow public law-enforcement agencies to hire additional police officers for three years, pay for their training and equip them. The COPS in Schools program funds police officers to be assigned to schools to provide law enforcement, teach crime prevention, mentor students and act as a link to the community. Afterschool programs who have not built relationships with local law enforcement groups may want to use this grant as an opportunity to create new connections or deepen existing relationships. For more information, go to www.cops.usdoj.gov or call (800) 421-6770. Applications are due June 13, 2003.

#### Housing and Urban Development Office – SuperNOFA: Public Housing Resident Opportunities and Self-Sufficiency (ROSS) Program, Resident Services Delivery Model-Family

The Housing and Urban Development Office (HUD) has issued its Super Notice of Funding Availability (SuperNOFA) which lists available funds and application information. Requirements for all programs are identified in the general section of the SuperNOFA and program specific requirements are in the program sections. Included in the SuperNOFA is the *Public Housing Resident* **Opportunities and Self-Sufficiency (ROSS)** Program, Resident Services Delivery Model-Family. These grants assist public-housing residents to achieve economic selfsufficiency. Fundable activities include youth jobs training, college-prep and literacy courses, afterschool programs, child care, transportation, parenting classes, and more. Eligible applicants include public-housing authorities, tribes, resident management corporations, resident councils, and other similar organizations. Afterschool programs will want to collaborate with their publichousing authority to access these funds. For more information, contact the Public & Indian Housing Resource Center at (800) 955-2232 or go to

www.hud.gov/offices/adm/grants/nofa/grpros s.cfm. Applications are due June 19, 2003.

# Parental Information and Resource Center (PIRC), U.S. Department of Education

Parent Information and Resource Center (PIRC) applications are available from the U.S. Department of Education. The PIRC program assists parents of children attending schools identified for improvement, corrective action, or restructuring under Title I, Part A of the Elementary and Secondary Education Act. The PIRC program supports school-based and school-linked parental information and resource centers that help implement effective parental involvement policies, programs, and activities that will improve children's academic achievement; develop and strengthen the relationship between parents and their children's school; and more. Eligible applicants include non-profit organizations, or consortia of non-profit organizations and local educational agencies (LEAs). LEAs alone are not eligible to apply for funding. To download a copy of the application, go to

www.ed.gov/offices/OII/portfolio/pirc.html. For more information, contact Patricia Kilby-Robb at (202) 260-2225 or patricia.kilbyrobb@ed.gov. Applications are due July 18, 2003.

#### **Private Funding Notices**:

#### Home Depot Funds At-Risk Youth Efforts

The Home Depot Foundation is looking to support nonprofits that work on at-risk youth efforts. The foundation will consider only one proposal from the same organization in a 12-month period. Nonprofit organizations may submit applications online. For more information, go to www.homedepot.com/hfus/enus/eligibility.h

ml. Applications are due July 15, 2003.

#### Captain Planet Foundation Supporting Youth Programs

The Captain Planet Foundation is providing grants of \$250 – \$2,500 to nonprofits with innovative programs empowering children and youth to work toward solving local environmental problems. These hands-on projects must serve youth ages six to 18. For more information, go to www.captainplanetfdn.org. Deadlines are June 30, September 30, and December 31, 2003.

#### Dental Health and Prevention Funding

The American Dental Association will support community-based, oral-health programs, including dental-health education at schools, health fairs, social agencies and mobile dental clinics. Fundable activities also include prevention efforts, educational materials and public-service announcements. Maximum grant amount is \$5,000. For more information, go to

www.ada.org/charitable/adahf/childgrant.html . Applications are due by July 11, 2003.

# MARK YOUR CALENDAR

# June 21

The VERB. It's what you do campaign will host the Longest Day of Play! on Saturday, June 21. VERB is an innovative, integrated marketing campaign coordinated by the U.S. Department of Health and Human Services' Centers for Disease Control and Prevention. **VERB** motivates tweens (nine to 13 year olds) to be active and have fun trying new activities that get their bodies moving, developing new skills, and enjoying physical activity with their friends and peers. The Longest Day of Play! crams every possible minute of daylight with fun and play. It offers unlimited access to involve as many kids as possible with the help of the Internet, public relations, media, event marketing, advertising on Radio Disney and more. For more information, call (770) 488-6480 or visit www.cdc.gov/youthcampaign/.

# *June* 23 - 25

The National Peer Helpers Association (NPHA) will host its 17th Annual NPHA International Conference for Peer Helping Professionals in Atlanta, Georgia, from June 23 through 25. Prior to the conference, from June 20 to 22, NPHA trainers will offer a wide variety of state-of-the-art training opportunities for new and experienced peer helping professionals. The conference will offer workshops, keynote addresses, panels and networking opportunities. For more information, visit the NPHA web site, www.peerhelping.org.

## July 21 - 23

YouthBuild USA will hosts its *Diversity Leadership: Healing & Dealing* workshop in the Boston-area from July 21 through 23. The training is an intensive, participatory threeday experience that provides useful frameworks for working on diversity issues with young people. It offers role plays and other activities to use in a program setting, action plans for organizational interventions, a focused exploration of the situation experienced by young people, a celebration of cultures, and ongoing support mechanisms for practicing diversity leadership. Scholarships are available for afterschool providers. For more information, visit www.youthbuild.org.

# *July 22 - 25*

The Girls and Boys Town National Resource Training Center (NRTC) will sponsor its Before and Afterschool Training of Trainers in Boys Town, Nebraska, from July 22 through 25. The training is for before- and afterschool program directors, supervisors, and staff. For more information, contact: NRTC Support Services, Box 145, Boys Town, NE 68010; (800) 545-5771, ext. 65; or visit the web site: www.girlsandboystown.org/pros/training/edu cation/

## October 9

Join afterschool programs and advocates across the country for *Lights On Afterschool!* and turn your lights on and host a rally in your community. *Lights On Afterschool!* 2003 is sponsored by JCPenney Afterschool. For information on the nationwide event, to find a local event or to host your own *Lights On Afterschool!* event, please visit www.afterschoolalliance.org/lights\_2002/get\_ involved.cfm.

## November 6 – 8

The California School-Age Consortium will host its National Middle School Conference in San Diego, California, from November 6 through 8. "The Ultimate Reality Show: Middle School from A New Perspective" conference is designed for professionals working with middle school youth in afterschool programs. For more information, contact pchase@calsac.org or visit www.calsac.org.

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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