



## VOTERS WANT LAWMAKERS TO INCREASE AFTERSCHOOL FUNDING IN '07

Voters want the new Congress and their newly elected state and local officials to increase funding for afterschool programs, according to a public opinion survey conducted on election eve and election day. Developed by Lake, Snell, Perry & Associates, Inc. for the Afterschool Alliance, the poll found that 72 percent of voters agree that “our newly elected public officials in Congress should increase funding for afterschool programs,” and just 24 percent disagree. When asked if they’d support “increase[d] funding for afterschool programs even if it leads to a tax increase,” 69 percent of voters said they want funding to increase. Seventy-three percent want their newly elected state and local officials to provide more funds for afterschool programs.

“Voters know that afterschool programs keep kids safe, inspire them to learn and help working families,” said Afterschool Alliance Executive Director Jodi Grant. “They voted for change, and now they want the officials they elected to invest in the future by making quality afterschool programs available to all children and families.” Despite an agreement embodied in the *No Child Left Behind Act* for steady increases in afterschool funding, federal support has been slowly eroding for five years.

Other findings:

- Eighty-two percent of voters agree that there should be some type of organized activity or safe place for children and teens to go after school

every day that provides opportunities for them to learn (66 percent strongly agree).

- Support for afterschool crosses party and ideological lines. Eighty-eight percent of Democrats, 84 percent of Independents and 76 percent of Republicans agree on the need for an organized activity or safe place for children and teens, as do 70 percent of conservative men.
- Two in three voters (65 percent) say that afterschool programs “are an absolute necessity” for their community. Seventy-eight percent of Democratic women, 60 percent of Republican women and 96 percent of African American voters agree with that statement.
- When told that kids in afterschool programs are less likely to get involved in criminal activity, use drugs or alcohol, become teen parents and drop out of school, 89 percent of voters – including 85 percent of

*Voters continued on page four...*

### SAVE THE DATES

The Afterschool Alliance has announced that the 2007 *Afterschool for All Challenge*, including the *Breakfast of Champions*, will be held on Monday, April 23 and Tuesday, April 24 in Washington, D.C. Events will be held at the Hilton Washington Hotel, 1919 Connecticut Avenue NW, Washington, D.C. Check future *Advocates* and the Alliance website, [www.afterschoolalliance.org](http://www.afterschoolalliance.org), for details in '07.

## OUTREACH

*The elections brought many new faces to the halls of power – Congress, the state houses, city halls and school boards across the country. Many newly elected officials will take office in January, and they are spending the next month learning more about the issues that matter to their constituents as they prepare for their new positions. Consider writing a letter congratulating newly elected officials in your community, and inviting them to visit your program in December, before they take office. In most cases, their campaign offices will still have skeletal staff that can respond to or forward invitations. An early site visit can do a tremendous amount to show officials how important afterschool programs are to children and working families, and build a relationship that can continue throughout their term. Here is some text to use in an invitation letter, but please alter it as needed to better fit your program and community.*

December 4, 2006

Dear [Senator-Elect Clark, Mayor-Elect Brown, etc.]:

Congratulations on your election! Everyone here at the [name of program] is looking forward to working with you for the next [two] years. I am writing to invite you to visit the [name of program] sometime in December. We serve [#] children at [#] sites every afternoon from [3 to 6 PM], providing homework help, mentoring, [field trips, fitness activities, arts-and-crafts, music lessons], and much more.

Afterschool programs are meeting a tremendous need in our community, keeping kids safe, inspiring them to learn and helping working families. Students here are safe and supervised, instead of spending the afterschool hours home alone or on the streets at risk for a host of problems. In fact, studies show that teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate, three times more likely to use marijuana or other drugs, and more likely to drink alcohol, smoke cigarettes and engage in sexual activity. Parents with children in afterschool programs are less stressed, have fewer unscheduled absences and are more productive at work. There is much more information on afterschool programs at [your website] and [www.afterschoolalliance.org](http://www.afterschoolalliance.org).

Unfortunately, there are not nearly enough afterschool programs to meet the need, and the federal government, state and city could be doing much more to make afterschool programs available to all children and families who need them. We would love for you to have the chance to learn more, and to see our students and meet some of their parents. We would be delighted if you could visit with us some weekday at [time], and would be happy to invite local media to join this visit. We will close for the holidays on [date].

I will call you shortly to follow up. Thank you so much for considering this invitation and, again, congratulations on your victory!

Sincerely,  
[Name, Title, Organization]

## FUNDING NEWS

The Afterschool Alliance has numerous resources on its website to help afterschool providers successfully navigate the funding universe, including tips on initiating new relationships with funders and businesses, and on identifying funding opportunities. The website hosts a sizeable database of funding sources that is searchable by funding agency, uses of funds, eligible applicants, and more, located at [www.afterschoolalliance.org/funding\\_data.cfm](http://www.afterschoolalliance.org/funding_data.cfm). Providers will also find other links, publications, success stories and tips. *For more information, visit [www.afterschoolalliance.org/funding\\_main.cfm](http://www.afterschoolalliance.org/funding_main.cfm).*

## GRANTS/AWARDS AVAILABLE

### Grants Promoting Physical Activity

Nickelodeon is sponsoring a “Let’s Just Play” Giveaway for afterschool programs to encourage youth to be more active and play. The grants total \$5,000 each and one winner per month will be randomly selected through December. Winners must use the funding for physical or active play and support a worldwide day of play. *For more information and to apply, visit <http://www.nick.com/myworld/letsjustplay/giveaway.jhtml>.*

### Grants Promoting Girls Education and Equity

The American Association of University Women is seeking applications from nonprofit organizations for Community Action grants that support projects and programs that promote education and equity for girls. Projects must have a direct public impact, be nonpartisan and take place in the United States. One year grants are funded up to \$7,000 and two year grants up to \$10,000. The deadline for applications is January 15. *For further information, visit [http://www.aauw.org/fga/fellowships\\_grants/community\\_action.cfm](http://www.aauw.org/fga/fellowships_grants/community_action.cfm).*

### Grants for String Instruments

Classics for Kids Foundation is offering matching grants for music programs to purchase high quality string instruments for students. Programs should demonstrate need, community support and a commitment to raise matching funds. Programs just beginning a string program, those in need of better instruments and those hoping to expand youth access to upper level instruments are encouraged to apply. *For more information, contact Surale Phillips, at 406/587-8183 or visit [www.classicsforkids.org/instrumentgrantsintro.html](http://www.classicsforkids.org/instrumentgrantsintro.html).*

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- Republicans, 86 percent of men, and 88 percent of people who attend a religious service every week – say afterschool programs are very (66 percent) or somewhat (23 percent) important.

“Support for afterschool programs is broad, deep and enduring,” Grant added. “Americans recognize that these programs provide tremendous benefits. Lawmakers should pay attention. The federal 21<sup>st</sup> Century Community Learning Centers afterschool initiative is badly under-funded and, with the exception of California, few states are doing as much as they could to support afterschool programs. The result is that too many students are alone, unsupervised and at risk when the school day ends. Addressing this need is a high priority for voters, and it should be a high priority for lawmakers as well.”

The public opinion telephone survey was conducted on November 7 and 8, 2006, and reached 1,000 registered voters nationwide. Its margin of error is +/-3.1%.



## LIGHTS ON AFTERSCHOOL HOSTS WIN TIVOS

Five lucky *Lights On Afterschool* event organizers won new TiVo boxes with six months of free TiVo service courtesy of TiVo Inc., the creator and leader in television services for digital video recorders. The winners were randomly selected from all registered *Lights On Afterschool* events. TiVo donated the service to recognize afterschool programs that participated in *Lights On Afterschool*. The company also sent an email about *Lights On Afterschool* and the importance of afterschool programs to millions of subscribers in honor of the day.

The winners are event organizers from: C.A.T.C.H at Roxbury Weston of Roxbury, Massachusetts; Fort Allen SACC of Greensburg, Pennsylvania; GRASP of Groton, South Dakota; Muller SACC of Tampa, Florida; and Wilkinsburg 21<sup>st</sup> Century-Secondary Community Learning Center of Wilkinsburg, Pennsylvania. Winners’ *Lights On Afterschool* celebrations included open houses with their respective communities, arts and crafts demonstrations, light bulb art decorating, bake sale fundraising and a volleyball tournament.

TiVo’s partnership with the Afterschool Alliance also includes a special program whereby new subscribers get discounted rates, and a \$25 contribution is made to the Afterschool Alliance. Go to [www.afterschoolalliance.org/TiVo.cfm](http://www.afterschoolalliance.org/TiVo.cfm) to learn more.

TiVo recently launched TiVo KidZone, a new service that enables parents to ensure that their children are watching programs they have pre-approved. TiVo KidZone creates an exclusive area within the TiVo service for children to enjoy these selections, while hiding all other content from view. Children will benefit from higher-quality programming choices, and parents will never be surprised by what their children are watching.



## EMPLOYERS: AFTERSCHOOL CAN IMPROVE WORKFORCE READINESS

A new report finds that many employers believe new entrants to the U.S. workforce lack the skills essential to succeed on the job, and that afterschool programs can contribute to workforce readiness. *Are They Really Ready to Work?* surveyed more than 400 employers across the country about the basic knowledge and applied skills of new entrants to the workforce. The study was conducted by The Conference Board, Corporate Voices

for Working Families, Partnership for 21<sup>st</sup> Century Skills, and the Society for Human Resource Management.

The survey asked employers to rate the workforce readiness of new workers with a high school education, two years of college and four years of college. Employers said professionalism and work ethic, oral and written communication skills, teamwork/collaboration, and critical thinking/problem solving were most important – and generally, that people with only high school diplomas were less prepared. The study includes a “Workforce Readiness Report Card” that lists employers’ assessments of each group based on perceived “excellence” and “deficiencies” in various skill areas. Among other things, it concludes that new workforce entrants with high school diplomas have greater deficiencies on “very important skills” than their counterparts with four years of college.

“The numbers don’t bode well for our future – the future of our workforce. It is in our interest to help solve the problem,” said Bill Shore, Director of U.S. Community Partners for GlaxoSmithKline. “Business has the capacity to help solve the problem by partnering with education and community leaders to create opportunities for young people to practice the skills they need to be successful.”

Employers said basic knowledge and applied skills are essential, and the report notes that activities such as afterschool and other programs that include mentoring, real-world experiences and community involvement “provide opportunities for students to acquire basic knowledge and skills, while cultivating applied skills.”

Survey participants said high school graduates have “adequate” preparation in three skill areas critical to current and future workplace needs: information technology, teamwork and diversity. “The adequacy of preparation in these areas is encouraging, as all three – diversity, teamwork and technology – are areas where business

leaders, educators and communities have focused unified energy and resources in recent years,” said Donna Klein, President and CEO of Corporate Voices for Working Families. “These results suggest that, when a particular skill is viewed uniformly as critical and is targeted, success and progress is possible.”

To view the complete report, visit [www.cvworkingfamilies.org](http://www.cvworkingfamilies.org).



## HELPING BUSINESSES CONNECT WITH AFTERSCHOOL

While many businesses understand the important effects that high-quality afterschool programs and services have on their bottom line and future productivity, they are still unsure about how to get involved. To make it easier, Corporate Voices for Working Families has released a new resource. *Afterschool Toolkit: Business to Business; Tools & Resources to Connect Businesses to Community Resources* is a guide for businesses interested in exploring the benefits of supporting afterschool.

The *Toolkit* provides a wealth of guidance for businesses just getting started engaging with afterschool programs. It includes an introduction to afterschool and a call to action from the business community, basic facts about afterschool, why businesses should care, how to get started, and case studies and profiles.

It is intended to be shared with human resource departments and from business to business. Afterschool providers can give it to local businesses as they explain how afterschool programs play a critical role in easing parental anxiety about the well-being of their children once the school day ends.

*The Toolkit is available at the Corporate Voices website at [www.cvworkingfamilies.org/Afterschool/Busi](http://www.cvworkingfamilies.org/Afterschool/Busi)*

ness%20to%20Business/After\_school\_booklet%20B2B.pdf.



**IN THE NEWS...**

**Kansas** – Youth in the Liberty Hall afterschool program in Lawrence learned about the voting process first hand through a “Rock the Vote” event at their program. They met politicians, learned about the electoral process and participated in early voting to familiarize themselves with the process before November 7. The event was sponsored by Kids Voting Douglas County. The *Journal World* reports that since Kids Voting Kansas began in 1992, an average of 60 percent of 18 to 24 year old Kansans in communities with the program have voted, compared to the national average of ten to 15 percent. For more information on the program, visit <http://kidsvotingkansas.org/>.

**Maryland** – Students enrolled in the English for Speakers of Other Languages Program at Annapolis High School receive bilingual driving classes after school. Although the driving test is in English, students are taught in both languages and have a better understanding of the laws. In order to participate in the afterschool program, students must have good grades and school attendance. The students told *The Capital* that they are delighted with the program which has helped them earn their licenses and, by doing so, given them the ability to drive to school or work and help their parents with errands.

**Washington** – BUBBLES, Building an Understanding of Basic Business, Life and Educational Skills, is helping middle schoolers in Spokane learn basic business skills and apply them to their lives. The children, who live in homeless shelters or with another family because they have no home of their own, spend their afternoons

running a small business and managing the profits under the guidance of YWCA counselors. The students sell their handmade soap at farmers’ markets and other venues, and use their earnings to purchase items they need. “I feel great,” Adrian Sherman, 13, told the *Spokesman-Review*. “I don’t have to ask my mom for anything, so she can pay the rent and get food.”



**AFTER SCHOOL HOURS POSE RISK FOR TEEN DRIVERS**

A new AAA Minnesota/Iowa study has found that the after school hours of 3 to 5 PM rival weekend nights as the most deadly for teen drivers.

AAA analyzed crash data from 2002 to 2005 and found that the totals for fatal crashes involving 16 and 17 year old drivers were 1,100 for Mondays through Fridays from 3 to 5 PM, and 1,237 for Friday and Saturday nights between 9 PM and 2 AM. The after school hours also have increased commuter traffic on the roads, creating a less forgiving environment for teen drivers.

AAA recommends that parents and educators take a more active role in promoting teen driver safety during this perilous time. To view recommendations from the study, visit <http://www.aaapublicaffairs.com/Main/Default.asp?CategoryID=14>.



**AFTERSCHOOL HELPS REDUCE TEEN PREGNANCY**

The National Campaign to Prevent Teen Pregnancy recently released information on the positive correlation between afterschool activities and a lower teen pregnancy rate. *Why the Education Community Cares About Preventing Teen Pregnancy* includes

snapshots of afterschool programs that are providing youth education to prevent pregnancy and are offering positive activities after the school day ends to keep them safe and out of trouble.

The National Council also released a report which finds that the cumulative public cost of teen childbearing from 1991 to 2004 was \$161 billion. It finds that the one-third decline in the teen birth rate from 1991 to 2004 produced significant savings to taxpayers. The new report offers state by state information, and notes that afterschool programs have played a role in the decline of teen pregnancies. *To view the fact sheet, visit [http://www.teenpregnancy.org/resources/reading/fact\\_sheets/education.asp](http://www.teenpregnancy.org/resources/reading/fact_sheets/education.asp). To view the "By the Numbers," visit <http://www.teenpregnancy.org/costs/default.asp>.*



## RESOURCES

### Online Resources for State Officials, Policy Makers and State Networks

The Afterschool Investments Project has released four new online resources dealing with afterschool issues.

- *Promoting Quality in Afterschool Programs through State Child Care Regulations* gives states strategies for adapting state child care regulations to better promote quality in afterschool programs. *It is available at [www.nccic.org/afterschool/childcareregs.pdf](http://www.nccic.org/afterschool/childcareregs.pdf).*
- *Making Smart Investments in Afterschool: A Policy Primer for State and Local Leaders* offers ideas for state and local policy makers to develop interagency collaboration, expand access to affordable afterschool programs, and advance general program quality. *To view this brief, visit*

*[www.nccic.org/afterschool/policyprimer.pdf](http://www.nccic.org/afterschool/policyprimer.pdf).*

- *A Guide for Effective Governance: Considerations and Lessons Learned for Afterschool Networks* can help statewide and local afterschool networks implement effective governance practices that help them meet their goals. Key components include: vision, structure and leadership, accountability, broad representation, communication and measuring results. *This guide is available at [www.nccic.org/afterschool/governanceguide.pdf](http://www.nccic.org/afterschool/governanceguide.pdf).*
- *State Afterschool Profiles* provides information on all 50 states and the District of Columbia on the state of afterschool. *The profiles can be accessed at <http://www.nccic.org/afterschool/statep.html>.*

### Nurturing Participation/Achievement in Science, Technology, Engineering & Math (STEM)

- The IBM Corporation, New York Hall of Science and Association of Science-Technology Centers have created two new online resources – [www.TryScience.org](http://www.TryScience.org) and [www.TryEngineering.org](http://www.TryEngineering.org). They offer experiments, and science and engineering activities, for teachers and students to share. The websites also offer online field trips to science museums and laboratories worldwide. IBM Corporation has also created [www.Mentorplace.org](http://www.Mentorplace.org), an online resource that matches adult science professionals with students interested in science careers.
- The Algebra Project provides resources and programs to improve the math literacy of minority students, including curriculum that is relevant to real life situations youth may

encounter, professional development for educators and advocacy at the national level. *For more information, visit [www.algebra.org](http://www.algebra.org).*

- Bayer Corporation has created a new resource guide for businesses and organizations interested in creating STEM education partnerships, “Planting the Seeds for a Diverse U.S. STEM Pipeline: A Compendium of Best Practice K-12 STEM Education Programs.” The guide features a sampling of some of the country’s most successful STEM outreach programs, which have helped students – especially girls and underrepresented minorities – participate and achieve in STEM. *To access an online version of the guide, visit [www.BayerUS.com/msms](http://www.BayerUS.com/msms).*
- The Heritage of America Educational and Cultural Foundation has launched a free online version of *Aprendamos Mathematica*, a Spanish-language course for students in first through third grades. The group has created a beta website hosting free podcasts of each of the program’s 450 lessons of 24 to 28 minutes each. The lessons are based on APREMAT/USA, a Spanish radio-based math course. *For further information, visit [www.apremat.org/bienvenidos.html](http://www.apremat.org/bienvenidos.html).*

### **Pedometer Walking Program**

Peaceful Playgrounds, Inc. is offering the new, award-winning, *We Count Pedometer Walking Program*, which includes a leader manual, ten-minute mini-lessons on physical activity and nutrition, a student newsletter, a parent newsletter, walking logs and certificates. *For further information, visit [www.peacefulplaygrounds.com/pedometers.htm](http://www.peacefulplaygrounds.com/pedometers.htm). For grant writing assistance in the implementation of this project, visit [www.peacefulplaygrounds.com/grants.htm](http://www.peacefulplaygrounds.com/grants.htm).*

### **Guidance for Young Entrepreneurs**

The Small Business Administration has joined Junior Achievement in promoting youth entrepreneurship by expanding student activities on the “Mind Your Own Business” website. New features include suggested group activities teaching the fundamentals of business ownership and a guide for volunteers assisting teens. In addition, the site provides general information on how to begin and run a successful small business. *For more information, visit [www.mindyourownbiz.org](http://www.mindyourownbiz.org).*

### **Promoting College Access for First Generation Scholars**

What Kids Can Do, Inc. has launched a new online resource site for youth who are the first in their families to go to college. The website provides advice for youth, resources on how to make the college application process less daunting, and planning checklists for students in ninth through twelfth grade. *To access the site, go to [www.firstinthefamily.org](http://www.firstinthefamily.org).*



## **GEOGRAPHY AWARENESS**

The National Geographic recently launched an online program, “Geography Action!” that aims to provide an academic and cultural appreciation of world regions. The program will focus on the African continent for the 2006 – 2007 school year; over the next several years, it will focus on different continents. The ultimate goal is to establish a world curriculum. In addition to educational resources, the website includes giveaways and prizes. *To visit the “Geography Action!” site, go to [www.ngsednet.org/ga](http://www.ngsednet.org/ga). To find state and regional alliances of geographers who are interested in sharing educational goals, visit <http://www.ngsednet.org/communities/>.*



## AFTERSCHOOL FOR ALL: PROJECT 2010

*Afterschool for All: Project 2010* provides a simple and visible way for city leaders to signal their support for afterschool programs, which keep youth safe and help working families. More than 200 mayors have signed on. Mayors who recently joined the effort include: New Bedford Mayor Scott W. Lang (MA); Rochester Mayor Robert J. Duffy (NY); Hempstead Mayor Wayne J. Hall, Sr. (NY); Harrisburg Mayor Stephen R. Reed (PA); Eugene Mayor Kitty Piercy (OR); Pembroke Pines Mayor Frank C. Ortis (FL); Evansville Mayor Jonathan Weinzapel (IN); and Los Angeles Mayor Antonio Villaraigosa (CA).

We encourage you to visit the *Project 2010* website to see if your community, city and state leaders are among the more than 5,000 who already have pledged their support for afterschool for all. To check, simply go to: <http://www.afterschool2010.org/partners.cfm>. If they have not yet done so, ask your leaders to sign on to demonstrate their support for afterschool programs.

*Thank you for your continued support for Afterschool for All: Project 2010. To share your success stories for Project 2010, contact [mcoichy@afterschoolalliance.org](mailto:mcoichy@afterschoolalliance.org).*

## NASA SPACE STATION CONTEST

The National Aeronautics and Space Administration (NASA) is running a contest for students in grades K through 12 to name the next American module addition to the International Space Station. Currently referred to as Node 2, the addition will provide space station crews more living and working space and will serve as a platform for the station's robotic arm. It will be launched next year.

In order to enter the contest, students should work in teams to create a model of what they believe Node 2 should look like. Students should also name their model, write a brief explanation of their name choice and send a digital photo to NASA. The photo will not be judged, but will serve as the "ticket" to enter the contest. The deadline for submissions is December 1. To register a student team, teachers should email [NASA-ESC@nasa.gov](mailto:NASA-ESC@nasa.gov). For more information on the contest, visit <http://esc.nasa.gov>. For more information on the International Space Station's Node 2, visit [http://www.nasa.gov/mission\\_pages/station/structure/elements/node2.html](http://www.nasa.gov/mission_pages/station/structure/elements/node2.html).



## MARK YOUR CALENDARS...

### **November 29 - December 2, 2006**

The National Community Education Association will hold its Annual Conference at the Nugget Hotel in Reno, Nevada. The conference will provide a showcase for community education as a way for people to enhance their lives as well as their communities and schools through learning and collaboration. Afterschool is one of five programs areas that will be addressed. *Please visit*

[www.ncea.com/meetingsandconferences.aspx](http://www.ncea.com/meetingsandconferences.aspx)  
*for information and to register.*

### **December 4 - 7, 2006**

The National Association of Workforce Development Professionals, the Great Lakes Employment Training Association and the National Youth Employment Coalition will sponsor the 7<sup>th</sup> Annual National Youth Development Symposium in Chicago, Illinois. Last year's symposium drew more than 600 workforce development, youth development, and education professionals from across the country. *For further information, visit*

[www.nawdp.org/youthsymposium.htm](http://www.nawdp.org/youthsymposium.htm).

 **December 5 - 7, 2006**

Youth Service America is sponsoring the 2006 Youth Service Institute in New Orleans, Louisiana. The Youth Service Institute is an ideal environment for individuals and organizations to further develop their programs while learning inventive ways to engage children and youth as assets and resources on National & Global Youth Service Day and throughout the year. Visit [www.YSA.org/institute](http://www.YSA.org/institute) to learn more about the conference.

 **February 7 - 10, 2007**

Foundations Inc., in partnership with the U.S. Department of Education's 21<sup>st</sup> Century Community Learning Centers Program, is sponsoring the 10<sup>th</sup> annual Beyond School Hours Conference in Greensboro, North Carolina. World renowned poet Dr. Maya Angelou will deliver the keynote address on February 8. The conference will include seminars and workshops on professional development, funding and programming strategies. Participants will learn more about current research, curriculum, evaluations and program improvement. For more information and to register, visit <http://www.foundationsinc.org/events/conference/beyond10/default.asp>.

**More information on upcoming conferences and events is available at [www.afterschoolalliance.org/states/calendar\\_main.cfm](http://www.afterschoolalliance.org/states/calendar_main.cfm).**

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The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs by 2010. More information is available at [www.afterschoolalliance.org](http://www.afterschoolalliance.org). 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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