

Afterschool Advocate

A media outreach newsletter published by the Afterschool Alliance

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URGE CONGRESS TO INCREASE 21ST CCLC FUNDING – TODAY

Afterschool supporters in the House of Representatives are organizing a letter to appropriators that urges them to increase funding for the 21st Century Community Learning Centers (21st CCLC) afterschool initiative in Fiscal Year 2007. *No Child Left Behind* authorized \$2.5 billion for 21st CCLC in Fiscal Year 2007. Congress funded it at just \$981 million in Fiscal Year 2006, and the President's budget would freeze the funding at \$981 million next year. That would be more than \$20 million in real cuts to the funding provided in 2002.

In response, this week Representatives Shelley Berkley (D-NV), Dale Kildee (D-MI) and Ileana Ros-Lehtinen (R-FL) are circulating a "Dear Colleague" letter that asks every Representative to join them in signing a letter to appropriators supporting full funding for the 21st CCLC initiative next year.

The letter to appropriators says, in part, "As the subcommittee begins its work on the fiscal year 2007 Labor, Health and Human Services and Education Appropriations bill, we urge your support for \$2.5 billion for the 21st Century Community Learning Centers program ... We appreciate the difficult budget situation you face, but we also note that federal funding for afterschool is supported by nine out of ten Americans who believe the nation's children need a safe, supervised learning environment to spend their after school hours."

"This is a critical moment in our work to increase funding for afterschool next year," said Afterschool Alliance Executive Director *Urge Congress continued on page two...*

AFTERSCHOOL IMPROVES GRADUATION RATES, ACADEMIC ACHIEVEMENT

Two powerful new studies find that afterschool programs improve graduation rates and academic achievement. Even afterschool programs that emphasize enrichment activities rather than academics help students improve in school. The studies were commissioned by two of the nation's largest and most respected afterschool programs – Los Angeles' Better Educated Students of Tomorrow (LA's BEST) and The After-School Corporation (TASC) in New York.

The LA's BEST study, conducted by UCLA's National Center for Research on Evaluation, Standards and Student Testing, looked at 6,000 students in sixth through ninth grades, comparing those enrolled in LA's BEST with those who were not over four years. Researchers found that LA's BEST students were 20 percent less likely to drop out of school than students who did not attend LA's BEST. Higher participation in the afterschool program led to better school attendance, which in turn, resulted in improvements on standardized tests.

"LA's BEST is a model afterschool program, and this study shows the rest of the nation that a dedicated effort to keep students in school can work," Los Angeles Mayor Antonio Villaraigosa said in releasing the study. It also found that former LA's BEST students said the program had a positive impact because it helped them maintain friendships, develop social skills, and find mentors. LA's BEST parents had higher *Afterschool continued on page two...*

Urge Congress continued from page one...

Jodi Grant. “We need as many House Members as possible to sign onto the ‘Dear Colleague’ letter, in order to have an impact and send a strong message.”

“If Congress accepts the President’s proposal, millions of children will be unsupervised each afternoon. Sadly, many will miss out on opportunities to learn and grow, and instead run the risk of getting into trouble,” Grant added. “Afterschool funding is critically important. We thank Representatives Ros-Lehtinen, Kildee and Berkley for their leadership and support.”

For contact information for your Representative, go to www.afterschoolalliance.org, and enter your zip code in the blue Contact Congress button on the left. Then call your Representative’s office and ask him or her to sign onto the “Dear Colleague” letter on afterschool by contacting Shannon.VonFelden@mail.house.gov (Rep. Berkley’s office), Lauren.Gibbs@mail.house.gov (Rep. Kildee’s office) or Yara.Lorenzo@mail.house.gov (Rep. Ros-Lehtinen’s office). Tell them that two million fewer children have access to afterschool programs than originally envisioned when the 21st CCLC program was reauthorized in No Child Left Behind, and that children and families in your community urgently need afterschool programs. Phone calls are most effective, so pick up the phone today!



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expectations with regard to higher education for their children, and 66 percent of LA’s BEST participants expect to go to college.

The TASC study, conducted in conjunction with the Southwest Educational Development Foundation (SEDL), examined ten high performing TASC afterschool programs in New York City. Researchers examined the change over a year in

mathematics and literacy standardized test scores for low-achieving students who actively participated in TASC programs, comparing them to those students who attended a TASC school but did not participate in an afterschool program. They also conducted interviews and observed students at each program.

“Shared Features of High Performing After-School Programs: A Follow Up to the TASC Evaluation,” finds that afterschool programs contribute to increased student achievement, and those offering enrichment opportunities that don’t necessarily focus on academics also contribute to better academic achievement. High-performing programs offer: a broad array of enrichment opportunities; opportunities for skill-building and mastery; intentional relationship building with host schools, participants and families; a strong, experienced Site Coordinator; and full administrative, fiscal and professional development support from a sponsoring organization.

Researchers note that, “for established projects that find themselves under duress to increase their focus on academics or hire more academically focused staff, this study reinforced the viability of an afterschool model that emphasizes a wide variety of compelling youth-oriented activities, a staff with diverse backgrounds and skills, an experienced site coordinator with strong ties to the community, the administrative and fiscal support of a committed sponsoring organization, and ongoing communication and relationship-building with the host school and participant families.”

LA’s BEST serves 24,000 students in 147 Los Angeles elementary schools. TASC provides support to more than 200 school-based afterschool programs in New York state, serving more than 35,000 students.

To download the TASC/SEDL study, visit www.tascorp.org/publications/catalog/psa. For information on the LA’s BEST study, contact LA’s BEST at 213/978-0801.



IN THE NEWS...

National – First Book received more than \$500,000 in a donation drive launched by Borders Inc. and Walden Book Company, Inc. The money will be used to purchase new books for children in afterschool programs and other non-profit organizations affiliated with First Book. Customers at Borders and Waldenbooks were asked to donate while they completed their holiday shopping. The donations went to gift cards that allow children to purchase new books. The stores will host story times and other special events for the children to provide a welcoming bookstore experience. For many of them, this will mark the first time they enter a bookstore.

California – Late last week, a bill that would have asked voters this June to delay implementation of Proposition 49 was withdrawn by its author. Proposition 49 would put more than \$400 million in state funds into afterschool programs. The Afterschool Alliance opposed the measure, which would have indefinitely postponed funding needed by afterschool programs, and advocates across the state urged their state senators to oppose the bill. It was withdrawn by State Senator Tom Torlakson on Friday. In 2002, 57 percent of California voters passed Proposition 49, to require that a small portion of the state budget be directed toward afterschool. Those seeking the delay had expressed concern about state budget deficits and support for other education priorities. They have not ruled out seeking a similar measure for the November ballot.

California – By year's end, some 5,000 4th to 12th graders will learn about career development, technology, math, science and art at the newly inaugurated Tiger Woods Learning Center in Anaheim. The \$25 million center includes a golf course, student

café and wireless Internet access throughout the complex. Sponsored by the Tiger Woods Foundation, Target, Nike and the State of California, the center is providing day and afterschool programs to low-income children in the community. Former President Bill Clinton, California First Lady Maria Shriver and Woods attended the opening ceremony. "This is bigger than golf. This is bigger than anything I've done on the golf course," Woods told the *Associated Press*. "This is getting someone prepared for life. And this (center) is going to do that." For information, go to www.twlc.org.

Indiana – Sumo wrestling robots are helping students at Southwick Elementary's afterschool program improve in science, reports the *Fort Wayne Journal-Gazette*. According to Principal Jeanne Zehr, the program is part of the school's effort to meet the state's science standards. The students created the "sumo robots" out of LEGOs and worked to make sure their robots came out of the ring as champions. Winning the match depended on the students' programming skills, but science teacher Michael Chen noted that, through the project, students also enhanced their problem solving skills and team-building techniques.

Maryland – Critical Exposure, a Baltimore-based nonprofit, launched a documentary photography project to record the status of Baltimore's public schools, educate policy makers and teach students to become advocates. The *Baltimore Sun* reports that, for the last year-and-a-half, youth in Baltimore's afterschool programs used cameras to shoot more than 1,500 black-and-white photographs of their schools. Legislators were treated to a closer look at a special reception across from the State House in Annapolis. "This is a picture of a heater that doesn't work," read one caption. "Our fingers get cold and we can't write." Students hope that their efforts will encourage lawmakers to increase funding for school

repairs. For information, visit www.criticalexposure.org/baltimore.htm.

New York – New York Rangers hockey team members recently rubbed shoulders with some students who may become rivals at a fundraiser for Ice Hockey in Harlem, an afterschool program that teaches children the sport and inspires them to succeed in life. The children play ice hockey one night a week at Lasker Rink in Central Park.

Younger children spend an hour a week in class brushing up on academics while older children do community service. The program strives to broaden children's horizons and offers some the chance to spend a week at hockey camp and gives others scholarships to out-of-town preparatory schools. Rangers center Dominic Moore told *National Public Radio*, "It's truly a pleasure for us to give back." For information, visit www.icehockeyinharlem.org/.

New York – Students at Hillside Elementary's afterschool program in Niskayuna have been posted at a crime scene and are hard at work trying to expose the culprit. According to the *Times Union*, the students have been eager participants in a hands-on forensic science course, modeled after the popular CSI television show, but for a G-rated audience. The young criminologists have conducted handwriting analysis and fingerprint samples on four suspects in the hope of discovering who broke the school's glass cookie jar. "There's not just a science element, but there's that literary story that comes through," said Stacy DeBritz, education director for Community Learning LLC of the program. After 15 weeks, the students expect to conclusively state whodunit.

West Virginia – The Partnership of African-American Churches in Kanawha Valley provided special programs and excursions to all of its 21st Century Community Learning Centers (21st CCLC) in celebration of Black

History Month, reports the *Charleston Gazette*. Recently the 21st CCLC students visited Heritage Towers, an African-American heritage center in Charleston, and learned about prominent figures in African-American history. The students also viewed exhibits on the Underground Railroad, slave ships and black coal miners in Appalachia. Throughout the year, the program offers educational field trips.

Wisconsin – Ten-year-olds have become a regular feature at the University of Wisconsin – Madison, experimenting in the chemistry lab, eating pizza, touring dorm rooms, and enjoying the college experience. The *Wisconsin State Journal* reports that these young scholars are part of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) program at the university. The PEOPLE program, originally designed for middle and high school age children, has recently expanded to include children as young as second grade to encourage more low-income and minority children to attend college.

South Korea – The South Korean government is making afterschool a priority in 2006. The *Korea Herald* reports that, in his New Year's address, President Roh Moo-hyun announced his determination to develop afterschool programs for children from low income families with particular emphasis in farming and fishing villages. "We decided to proclaim this year as the year to resolve the educational gap in society," said Education Minister Kim Jin-pyo. "Having afterschool programs as a focal point of the project, the government wants to create 'Edu-Safety Net' that puts education for children in low-income brackets and neglected communities first." The government has initiated a mentoring program with the prestigious Seoul National University through which college students serve as mentors for disadvantaged children.



LEGO BRICKS NEEDED FOR POST-KATRINA RECONSTRUCTION

Kids from every state can contribute to reconstruction efforts in New Orleans by participating in the LEGO Builders of Tomorrow program sponsored by LEGO Systems.

Builders of Tomorrow asks children to donate one or more of their LEGO bricks and send drawings, photos or notes describing something they think would help New Orleans become a strong city again. Some of the bricks will be used to construct a model of the rebuilt city as envisioned by children from New Orleans and across the country.

LEGO Systems will match each child's donation brick for brick, and make a matching donation to New Orleans schools including KID smART, a New Orleans non-profit organization that provides afterschool programs to public schools in the community. Each child will receive a LEGO-studded rubber bracelet to recognize his or her contribution. *To find out how to get involved, visit http://www.legobuildersoftomorrow.com/new_s_neworleans.html.*



TEACHING GOLF, LIFE SKILLS

Total Golf Adventures (TGA) has expanded its program from Los Angeles to 22 states, offering a school-based afterschool golf program for children in grades K-8. To date, the program has reached more than 25,000 students in more than 600 schools.

The program is designed to teach children the sport of golf while inculcating self-confidence, respect and integrity. Students advance through various levels of expertise, learning motor skills, life skills and golf

basics, until eventually they reach the competitive "black" level.

TGA works with schools to develop individual programs depending on schools' needs, and provides all needed equipment. It is a partner of the President's Council on Physical Fitness and Sports. *For more information, visit www.totalgolfadventures.com.*



RESOURCES

Afterschool Alliance's Online Guide to Funding and Sustainability

The Afterschool Alliance recently added a new section to its web site providing guidance and information for afterschool providers on funding sources and sustainability. The web guide offers helpful tips on how to find and build funding relationships, examples of funding success stories, entities that often provide funding for afterschool programs, and a database of funding sources that is searchable by agency, locality, or activity. *The web page is located at www.afterschoolalliance.org/funding_glance.cfm.*

Parent Involvement

A new paper from the Afterschool & Community Learning Network offers strategies to deploy afterschool programs to engage families in helping students learn, offering concrete steps for building parental participation and a parent talent survey. Author Terry Peterson and co-authors Bryan Fox and Kimberly Parker discuss the results of a study of 40 randomly selected 21st Century Community Learning Center coordinators from across the country, and summarizes their recommendations for better fostering family involvement in afterschool programs. It includes case studies from Wausau, Wisconsin and Los Angeles, California. *The paper is available at*

www.afterschoolalliance.org/documents/Peterson_Parent_Involvement.pdf.

Family Engagement

The Harvard Family Research Project, in collaboration with BOSTnet and the United Way of Massachusetts Bay, has released “Focus on Families! How to Build and Support Family-Centered Practices in After School,” a guide for afterschool providers looking to create or expand an existing family engagement program. It includes research findings, concrete strategies, case studies and an evaluation tool. *It is available at www.gse.harvard.edu/hfrp/projects/afterschool/resources/families.*

Literacy

Public/Private Ventures has issued a report on the effectiveness of literacy programs in the Communities Organizing Resources to Advance Learning (CORAL) afterschool programs in California. “Launching Literacy in After-School Programs: Early Lessons from the CORAL Initiative” examines CORAL’s push to implement high-quality and consistent literacy programming. The report identifies strengths that contributed to positive reading gains, identifies challenges the program faced, and offers lessons-learned and strategies for addressing the challenges. *The report is available at www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub192.*

Programmatic Success

“Getting It Right: Strategies for After-School Success” examines ten years of findings from Public/Private Ventures, and other research on creating programs that produce specific, policy-relevant outcomes. The report explores effective recruitment strategies, and qualities that make activities engaging and encourage regular attendance, as well as the importance of staffing, management and activity monitoring. It includes information on how program administrators can maximize their budget potential while enhancing

services. *The report is available at www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub192.*

For Policy Makers and Practitioners

American Youth Policy Forum recently released “Helping Youth Succeed Through Out-of-School-Time Programs” for policy makers and practitioners. Researchers found a positive correlation between OST activities and positive outcomes, including improved academic achievement, school attendance and student behavior. The report provides information on out-of-school-time programs and older youth, funding, and staffing issues using examples of successful programs. It also gives recommendations for policy makers and practitioners. *It is available at www.aypf.org/publications/index.htm.*

For Principals and School Administrators

“Beyond the Bell - Principal’s Guide to Effective Afterschool Programs” from Learning Point Associates gives principals and administrators information on how to ensure that afterschool programs enhance and complement the school day, rather than duplicate classroom instruction. The guide emphasizes the role principals and administrators play in facilitating quality after school care and offers guidelines for how to begin a program, effective management and financial considerations. *To view the guide, visit*

www2.learningpt.org/catalog/item.asp?SessionID=845589563&productID=218.

Starting an Afterschool Program

Learning Point Associates has a new resource available for those interested in developing afterschool programs. “Beyond the Bell – Start-Up Guide” offers advice for those who are developing an afterschool program. The guide stresses the importance of examining the unique needs of children in the community prior to program launch, explores different program options and offers a timeline of activities. *The guide is available*

at

www2.learningpt.org/catalog/item.asp?SessionID=845589563&productID=222.



PROJECT 2010 UPDATE

Project 2010: Afterschool for All continues to leverage support from a broad range of afterschool allies working to deliver a united and powerful message about the importance of afterschool programs.

The Afterschool Alliance would like to hear about ways that you have used *Project 2010* to build support for afterschool in your community. *Please send your Project 2010 success stories to info2010@afterschoolalliance.com.*

Check out the new Project 2010 website, sign on as a partner, or invite your friends and colleagues to do so at: www.afterschool2010.org. As the *Project* grows, voices for afterschool grow stronger.



FUNDING OPPORTUNITIES

Grants for Children in Need

Mattel Children's Foundation is accepting applications for grants of \$5,000 to \$25,000 for organizations that serve children in need. Proposals that focus on the following three areas will receive priority: supporting children's health and promoting active lifestyles; increasing access to education and promoting literacy; and promoting self esteem in girls through age 12. Applications are accepted now through April 7, and July 1 through September 30, 2006. *For information, visit www.mattel.com/About_Us/Philanthropy/ci_mcf_philanthropy_grantmaking.asp.*

Grants for Crime Prevention and Community Service

The National Crime Prevention Council is offering grants of up to \$500 for youth-implemented service-learning projects in their communities. Youth are encouraged to devise a project that addresses or prevents crime, violence and drug abuse in their schools or communities. Grants are intended to encourage crime prevention, community service and civic responsibility. Applications will be accepted through April 1. *For information, visit www.nationaltcc.org/old/files/cp_grant_2006_ap.pdf.*

Grants for Early Childhood Care and Education

Rosie O'Donnell's Rosie's For All Kids Foundation (RFAK) is accepting applications for grants of \$15,000 to \$30,000 from organizations that help low-income children and their families through quality child care and early childhood education curriculum. Grant types include tuition subsidies, small renovation projects in facilities, and playground renovations. Grants are accepted on a rolling basis throughout the year. *For information, visit www.forallkids.org/html/guidelines.cfm.*

Grants for Educational Programs

FedEx Global Community Relations Program provides financial contributions, in-kind shipping services and volunteer services of FedEx employees for education programs. Organizations that enhance education through innovative technology, global economics and trade, or cultural diversity programs are eligible. Applications are accepted on an open basis. *For information, visit www.fedex.com/us/about/responsibility/community/guidelines.html?link=4.*

Grants for Education-, Health- and Human Service-Focused Programs

The Liberty Mutual Foundation is accepting grant applications on a rolling basis for

projects that focus on education, health and human services and is giving priority to mentoring and afterschool programs. Grants are awarded to programs that encourage disadvantaged youth to excel in education, programs that improve quality of life or promote safe communities, programs that support arts and culture, or community development initiatives. *For information, visit www.libertymutual.com/omapps/ContentServer?cid=1078448948541&pagename=CorporateInternet%2FPage%2FStandardTeal&c=Page.*

Grants for Gardening

The National Gardening Association is offering Youth Garden Grants to schools or organizations that undertake gardening projects involving at least 15 children ages three to 18. Six hundred grantees will be selected to receive gift cards from Home Depot in \$250 or \$500 amounts for their projects. Projects should be child-centered, outdoor projects that focus on education, nutrition, environmental awareness, entrepreneurship or social awareness of gardening. Applications will be accepted through November 1. *For information, go to <http://www.kidsgardening.com/grants.asp>.*

The National Gardening Association also offers numerous grants and awards to organizations that introduce children to gardening. The Mantis Award gives 25 organizations Mantis tillers or composters for community gardens. The Healthy Sprouts Award gives \$200 Gardener's Supply Company gift certificates to 25 programs that use gardens to teach about nutrition and hunger. *Information on other grants, including deadlines and applications is available at www.kidsgardening.com/awards.asp#mantis.*

Grants for Relationship Building

The MetLife Foundation and the National Association of Secondary School Principals

are offering Bridge Builders grants to public middle and high school principals to implement a special initiative aimed at building better relationships between adults and students. Schools serving predominantly low-income or minority students are encouraged to apply. Grants are available in \$5,000 amounts and the application deadline is April 17. *For information, go to www.principals.org/s_nassp/sec.asp?CID=568&DID=48228.*

Grants for Visual Art, Music and Drama

Target is accepting grant applications for projects that create opportunities for students to explore, experience and create visual art, music and drama. Grants typically average \$1,000 to \$3,000. Grant guidelines and applications are available at local Target stores, from the Target store Team Leader. Applications will be accepted through May 31. *For information, visit target.com/target_group/community_giving/arts_in_education_grants.jhtml;jsessionid=LAZCRWBOAXQ1BLARAAVWW4FMCEACUIIX.*

Grants for Young Leaders Affecting Positive Social Change

YouthActionNet is offering grants of \$500 to young leaders to fund a social change project involving youth. Youth ages 18-29 who hold leadership roles in youth-led initiatives focused on creating positive social change are encouraged to apply. Recipients will be eligible to participate in an international capacity-building workshop. The deadline is April 15. *For information, visit www.youthactionnet.org/yan_awards.*




MARK YOUR CALENDAR

 **March 27, 2006**

Chicago's Children's Museum will host "Let's Get Real," a free workshop on name-

calling and bullying for educators and youth service providers. The workshop features the award-winning film, "Let's Get Real," where youth speak candidly about bullying. Participants will receive a DVD or VHS plus training manuals and curriculum guides. The workshop is made possible through a partnership with the National Education Association, Child Welfare League of America, Association of Children's Museums and Afterschool Alliance. For information, visit www.respectforall.org. To RSVP, email registration@respectforall.org or call 800/405-3322 ext. 380.

 **April 18 – 20, 2006**

The Linkages to Learning Afterschool Institute, co-sponsored by the SERVE Center at UNC Greensboro, the Southern Regional Advisory Committee for Afterschool Training, and the National Partnership for Quality Afterschool Learning SEDL, will take place in Atlanta. The Institute will help leaders sustain and strengthen programs through in-depth sessions on embedding academics into programs and program management. Ron Clark, former Disney Teacher of the Year, will be keynote speaker. For information and to register, visit <http://www.serve.org/calendar.php#Link>.


 **May 23 - 24, 2006**

Join the Afterschool Alliance and advocates from across the country for the 5th Annual *Afterschool for All Challenge* in Washington, DC. This year the Alliance is partnering with the National League of Cities to hold joint networking sessions, the *Breakfast of Champions* and visits to Capitol Hill offices. For more information or to register, visit http://www.afterschoolalliance.org/challenge_2006.cfm.

 **May 22 - 24, 2006**

The National League of Cities Institute for Youth, Education, and Families hosts the National City Afterschool Summit in Washington, DC. The summit will offer local

officials the chance to network and learn about afterschool investment and sustainability strategies, funding options and innovative city partnerships, and to meet with Congressional leaders about afterschool. The summit is being held in conjunction with the Afterschool Alliance's *Afterschool for All Challenge*. Municipal leaders may find additional details, including registration information at www.nlc.org/iyef or by contacting Bela Shah at shah@nlc.org or 202/ 626-3057.

 **July 10 – 12, 2006**

The U.S. Department of Education and the Charles Stewart Mott Foundation, in conjunction with the National Partnership for Quality Afterschool Learning at the Southwest Educational Development Laboratory, have announced that the 21st Century Community Learning Centers 2006 Summer Institute will be held July 10-12 in San Diego, CA. Get more information and register online at <http://www.synergyentinc.com/21stcentury/>.

 **July 27 – 29, 2006**

The Community Technology Centers' Network (CTCNet) will host the 15th Annual Community Technology Conference in Washington, DC. The conference includes training workshops, sessions and panels, plus the chance to network with more than 500 individuals in the field of community technology. Afterschool providers and youth development workers are encouraged to attend. CTCNet is currently soliciting proposals to present at the conference. The deadline to submit a proposal is March 22. For information and to submit a proposal, visit <http://www.ctcnet.org/what/conference>.

More information on upcoming conferences and events is available at www.afterschoolalliance.org/states/calendar_main.cfm.



WE WANT TO HEAR FROM YOU



Is there an interesting program in your area? Has a corporation or business in your community become involved in funding or establishing an afterschool program? Please share with us, and other readers, your success stories, comments and suggestions. Contact Johanna Diaz, *Afterschool Advocate* editor, with story ideas via email: advocate@afterschoolalliance.org; phone: 202/371-1999; or fax: 202/371-9142.

The Afterschool Alliance is a nonprofit public awareness and advocacy organization supported by a group of public, private, and nonprofit entities working to ensure 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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