



## CONGRESS NEARS ACTION ON AFTERSCHOOL SPENDING

Congressional leaders are preparing for votes in both houses that would have the effect of holding 2007 funding for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) initiative steady at the 2006 level of \$981 million – far below the \$2.5 billion level authorized in the *No Child Left Behind Act*. The bill would also eliminate “earmarks” – funding set aside for specific programs that have benefited some afterschool initiatives in recent years.

In most years, Congress adopts more than a dozen separate appropriations bills, each funding one or more departments or agencies of the federal government. In 2006, however, Congress did not do so.

With a new (2008) budget cycle about to begin, the new leadership has opted not to try to pass separate appropriations bills for 2007 and will instead adopt a single “continuing resolution” covering most federal spending. The bill provides fiscal year 2007 funding for the 21<sup>st</sup> CCLC at the same levels appropriated in 2006. The House version released Tuesday does include an increase of \$125 million for the Title I School Improvement Fund, some of which could be used for afterschool programs. The House is expected to vote this week, and the Senate is likely to do so next week.

Next week is also when President Bush will deliver his proposed fiscal year 2008 budget to Congress. The President has not indicated what he will propose for the 21<sup>st</sup> Century initiative. In recent years, he has *Congress continued on page two...*

## LEADERS CALL FOR ‘A NEW DAY’ FOR EDUCATION

A new report from a task force of education and policy experts calls for a sweeping reinvention of the American school day, “cast[ing] aside the notion that learning can occur only between 8 am and 3 pm and within the traditional school day.” The report from the Time, Learning, and Afterschool Task Force, supported with funding from the Charles Stewart Mott Foundation, calls for a national dialogue on how to re-imagine education in the United States – how, where and when it occurs, and what its best methods and most appropriate objectives are. Afterschool programs play a key role in the task force’s vision.

In releasing “A New Day for Learning” on January 11, the Task Force of researchers, foundation leaders, afterschool experts, education leaders, municipal officials, business people, and school reform experts called for the development of “a system rich with multiple ways to learn and develop, anchored to high standards, and aligned to educational resources throughout a community.” The task force did not offer a specific prescription for what the “new day for learning” should include, but it called instead for focused dialogue and local decision-making that accounts for community needs and resources. The Task Force’s vision for the end result of that process includes several elements:

- “Redefinition of student success beyond the acquisition of basic skills and including assessments for attributes such as teamwork, civic engagement, and analytical thinking.

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proposed flat funding below \$1 billion. “We are looking for more next year, and urging lawmakers to fund afterschool at the levels authorized by *No Child Left Behind*,” Afterschool Alliance Executive Director Jodi Grant said. “It’s past time we make this essential investment in our kids.”

In his State of the Union address, the President urged lawmakers to reauthorize federal support for education. “Five years ago, we rose above partisan differences to pass the *No Child Left Behind Act*,” he said. “Now the task is to build on the success.” In fact sheets released separately from the speech, the White House highlighted two specific policy objectives related to afterschool programs, calling for expanded access to afterschool tutoring via the Supplemental Education Services program, and increased focus on reforming high schools and on the needs of older youth, including a call to increase Title I funds, which many schools use to support afterschool programs.

In a related development, the U.S. Conference of Mayors has said it intends to play a bigger role in the *No Child Left Behind* reauthorization process this year than it did in 2001. The group specifically cited 21<sup>st</sup> CCLC as an initiative that should be fully funded at the authorized levels, and called on Congress to double education funding, in part to expand afterschool programs.

### **USE A4A FOR DISCOUNT ON SCHOOL SUPPLIES**

The Afterschool Alliance partnership with Discount School Supply gives friends of afterschool a ten-percent discount on all school supply orders. To receive the discount, put the code A4A (it stands for Afterschool 4 All) in the pink promotional box when ordering supplies at [www.discountsschoolsupply.com](http://www.discountsschoolsupply.com). Or mention it when you call 1-800-627-2829 to place an order.

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- “Use of research knowledge about how children learn best throughout the day, early to late, and year-round.
- “Integration of various approaches to acquiring and reinforcing knowledge such as the arts, service learning, and technology.
- “Intentional collaborations across communities and up and down government bodies that make student success possible.
- “New leadership roles and professional-development opportunities for teaching and managing a new learning system.”

Afterschool programs figure prominently in the Task Force’s vision, and are cited throughout their report in case studies highlighting successful approaches to accomplishing these elements. Citizen Schools of Boston’s national network of afterschool programs is spotlighted for its hands-on learning with adult mentors, and the NC NW 3 consortium in northwest North Carolina is hailed as an example of providing afterschool enrichment programs that draw on “place-based” resources integrated with the curriculum.

The Task Force calls for a national effort to design a comprehensive learning system “throughout the day, early to late, and year-round.” Task Force Chairman Vincent L. Ferrandino, Executive Director of the National Association of Elementary School Principals, issued a broad call to action: “All stakeholders involved with the development of children – whether it is educational, emotional, physical, or creative – need to tear down the barriers we’ve imposed on ourselves and partner more effectively to create a new learning day for children.” The report describes in short form what various institutions and leaders – schools, politicians, businesses, philanthropic institutions and advocacy groups – are doing to expand

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## **FUNDING NEWS**

The Afterschool Alliance has numerous resources on its website to help afterschool providers, including tips on initiating new relationships with funders and businesses, and on identifying funding opportunities.

The site 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).*

## **TIGER TEAMS WITH TARGET TO “START SOMETHING”**

Golf legend-in-the-making Tiger Woods and Target are continuing their “Start Something” program in 2007. Launched in 2000 and restructured in 2003, the program offers afterschool programs and others a multi-part curriculum to help children identify and achieve personal goals, develop character, and learn the habit of service to others.

After completing the curriculum – with leadership from afterschool providers or other educators, or on their own with downloadable materials – students are eligible to apply for scholarship grants of up to \$5,000 to help them further their goals.

In Los Angeles, middle-schooler Jesus Barajas completed the Start Something program with guidance from the After-School All-Stars program, then applied for and received a \$4,200 scholarship for a trip to England to attend a performing arts camp this summer. He was one of five students from the Los Angeles After-School All-Stars program to receive Start Something grants for 2006.

The Start Something website, <http://sites.target.com/site/en/spot/page.jsp?title=startsomething>, offers downloadable versions of the curriculum for students and educators, as well as grant application materials.

The next round of applications is due May 1, 2007.

*Leaders continued from page two... learning opportunities, and sketches out what role they might play in developing and supporting a new vision for education.*

*The report is available online at [www.edutopia.org](http://www.edutopia.org). The cover story of the February issue of Edutopia Magazine looks at the vital and growing role afterschool programs play in the lives of American kids. Articles online include profiles of afterschool programs in the Bronx, New York and St. Mary's County, Maryland, and an interview with Afterschool Alliance Executive Director Jodi Grant. Visit <http://edutopia.org/magazine/index.php> for these and other features.*



## **TITLE I FUNDS NOT REACHING DISADVANTAGED STUDENTS**

A new study by the Education Trust finds that rather than reducing inequalities between rich and poor students, current funding streams actually widen the achievement gap by providing less support to children in high-poverty areas. The data shows that Title I funding – which aims to level the playing field for all students – is not reaching students with the greatest need, and state and local funding often disproportionately goes to wealthier school districts.

“Funding Gaps 2006” examines Census Bureau and Department of Education financial data for 14,000 public school districts nationwide for 2003 – 2004, the most recent year available. In analyzing the distribution of federal education funding among states, researchers found that “rich states are rewarded with richer federal aid packages, and that poor ones get less.” Specifically, states that have a higher per-pupil expenditure receive greater federal funding, even though they may have a smaller number of low-income children. For example, while Maryland had fewer poor

children than Arkansas, it received 51 percent more Title I funding per poor child.

Researchers also found that, nationwide, \$908 less is spent per student in districts with the highest minority concentrations than in districts with the fewest number of minority students. “This year’s funding gap report paints a fuller – and even more painful – picture of how funding choices made at every level shortchange low-income students and students of color,” said Education Trust President Kati Haycock.

In addition to advocating for a greater federal investment in education, the study calls for specific federal, state and local action. Among its recommendations: targeting federal funds to high-poverty states rather than states that spend more on education. It also recommends that state governments provide more funds to high-poverty districts and local school districts allocate funds based on specific student needs.

*To view the report, visit <http://www2.edtrust.org/NR/rdonlyres/CDEF9403-5A75-437E-93FF-EBF1174181FB/0/FundingGap2006.pdf>.*



## **STUDY: AFTERSCHOOL PROGRAMS CAN IMPROVE SOCIAL, ACADEMIC SKILLS**

A newly released study concludes that afterschool programs employing evidence-based approaches to improving students’ personal and social skills “were consistently successful in producing multiple benefits for youth” and those benefits include improving children’s personal, social and academic skills, and their self-esteem

“The Impact of After-School Programs that Promote Personal and Social Skills,” by Roger P. Weissberg, President of the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Professor

Joseph Durlak, Loyola University – Chicago was intended to fill what the authors regarded as a gap in existing research. While many studies have focused on afterschool’s impact on students’ academic achievement, large-scale studies focused on programs’ impact on students’ personal and social skills were less common. So they conducted a meta-analysis, using data from 73 existing studies to identify broad conclusions. The two they deemed most significant:

- “[A]fterschool programs succeeded in improving youths’ feelings of self-confidence and self-esteem, school bonding (positive feelings and attitudes toward school), positive social behaviors, school grades and achievement test scores. They also reduced problem behaviors (e.g., aggression, noncompliance and conduct problems) and drug use. In sum, afterschool programs produced multiple benefits that pertain to youths’ personal, social and academic life.”
- “Programs that used evidence-based skill training approaches were consistently successful in producing multiple benefits for youth, while those that did not use such procedures were not successful in any outcome area.”

The authors considered programs to be using “evidence-based skill training approaches” if they used a “sequenced set of activities to achieve skill objectives,” “active forms of learning,” and at least one program element “focused on developing personal or social skills” that targeted specific skills.

The study was conducted for CASEL with funding from the William T. Grant Foundation. *It is available online at [www.casel.org](http://www.casel.org).*



## **AFTERSCHOOL GETS LICENSE TO DRIVE IN MS, BOOST FROM AN AMERICAN IDOL**

Drivers in Mississippi can now show their support for afterschool – and support local programs – by purchasing a new “Afterschool is Key” license plate. \$24 of the \$30 purchase price will go toward afterschool programs in the purchaser’s home county.

Mary Peavey, President of Peavey Electronics, noted that “Mississippi is home to more than half a million youth between the ages of five and 17, but Mississippi has only been able to cover nine percent of requests for afterschool funding.” The license plate, she said, will make a difference in communities.

The plate was made possible by the efforts of the Mississippi Afterschool Alliance and Peavey Electronics Corporation, which supports the Alliance. It was unveiled on November 28 at the Meridian *Lights On Afterschool* rally.

*American Idol* star and best-selling artist Bo Bice joined the festivities, serving as a celebrity judge for the Peavey “Afterschool (Not) Idle” *Lights On Afterschool* K - 12 singing competition in Meridian. Marisa Potate, the grand prize winner, was awarded \$1,000 in Peavey merchandise, and studio time with musicians.

“Afterschool programs are very important, because you never know who might be the next singing or guitar virtuoso,” Bice said. “It’s inspiring to see so many talented kids get excited about music, and to see this community rally around afterschool programs.”

*State residents can order the “Afterschool is Key” license plate and find out more about afterschool programs in Mississippi at [www.afterschoolms.org](http://www.afterschoolms.org).*



## TASC WEIGHS IN ON NY'S STATE OF THE STATE

In his first State of the State address, New York Governor Eliot Spitzer made a commitment to overhaul the education system, including lengthening the school day and extending the school year. The Governor also credited afterschool programs with making a difference in the lives of the state's youth.

Encouraged by the Governor's proposal, Lucy Friedman, President of The After-School Corporation, urged him to remember that "hundreds of thousands of New York students lack access to dependable, daily after-school." Friedman urged the Governor to improve coordination and accountability to maximize current afterschool funding, which is currently scattered among multiple state programs and agencies. She also recommended stretching tax dollars for afterschool programs by making better use of publicly-supported institutions, like museums and environmental centers; using afterschool programs as an economical first step to extending the learning day; and linking afterschool activities to the school day curriculum to improve students' understanding of the subject matter.

To view TASC's recommendations, visit [www.tascorp.org/about/president\\_message](http://www.tascorp.org/about/president_message).



## AFTERSCHOOL KEY TO MATH, SCIENCE LEARNING, MO GOVERNOR SAYS

Missouri Governor Matt Blunt has proposed \$1 million for expanding high quality afterschool programs that focus on math and science. That money is part of a \$4 million budget proposal to support education programs that promote math, engineering, technology and science among Missouri's youth.

"We are delighted that Governor Blunt has made support for afterschool programs a priority, and that he recognizes that quality programs can play a crucial role in expanding and reinforcing math and science learning," said Afterschool Alliance Executive Director Jodi Grant. "We commend Governor Blunt for this action, and urge state lawmakers to quickly adopt his afterschool funding proposal. Afterschool programs keep kids safe, inspire them to learn and help working families – but we don't have nearly enough quality afterschool programs in the U.S. today. Investments in afterschool programs are investments in our future."

The funding Governor Blunt proposes would help expand programs that feature math and science study or health promotion. The Missouri Afterschool Network developed and submitted the proposal to the Governor at his request. It encourages afterschool programming because it provides more time for students to study math and science than is possible during the regular school day.

During his announcement, the Governor lauded afterschool programs for providing a safe haven for children at the end of the school day. "The hours between three in the afternoon and six in the evening are the most dangerous for Missouri kids. Afterschool programs help to keep kids in a safe environment," Governor Blunt said.



## NEW STATE NETWORKS ANNOUNCED

The C.S. Mott Foundation has announced that it will fund new afterschool state networks in Delaware, Utah and West Virginia. Afterschool networks serve as formal statewide collaborations among policy makers, educators, childcare providers, youth development workers, program developers, advocates, parents and others – all in service of improving the quantity and quality of

afterschool programs in their respective states.

Afterschool advocates in Delaware were enthusiastic about the three-year grant – totaling \$390,000 including matching funds from community organizations – and held a news conference to announce it on January 26. *To learn more about state networks, visit [www.statewideafterschoolnetworks.net](http://www.statewideafterschoolnetworks.net).*



### IN THEIR OWN WORDS...

“Research has shown that children are at greatest risk of indulging in negative behavior in the hours right after school before their parents come home from work. Financial contributions to such prevention programs that target at-risk kids, such as the JFK Clubhouse, are not only investments in the development of each individual student, but the community as a whole.”

-- State Assembly Majority Leader Paul A. Tokasz (D-Cheektowaga), *Buffalo News*, December 25, 2006

“We’re a rural area, so kids have little to do. According to the Portland-area Drug Enforcement Administration, with one afterschool activity, 70 percent of youth are less likely to get involved in illegal drugs or bad behavior. With two activities, that percentage increases to 90.”

-- Shirley Morgan, Village Police Athletic League president and coalition founder, *The Oregonian*, January 4, 2007

“*No Child Left Behind* is a good program, but we can make it better. I want to improve access to after school tutoring programs so that all children have access to the learning they need for a brighter future.”

-- Senator Mel Martinez (R-FL), responding to the President’s State of the Union Address, *US Fed News*, January 23, 2007



### IN THE NEWS...

**California** – Kindergarteners at Lenwood Elementary School in Barstow and students in the school’s afterschool program have learned a new skill and are using it to help children tens of thousands of miles away. The children are knitting caps for newborn babies in Malawi and Bangladesh as part of the Save the Children “Caps to the Capital” program. The program planned to deliver the caps to the White House with letters from the kindergarteners urging the President to increase funding for health programs for mothers, babies and children in developing countries, prior to sending the caps on to their intended recipients. The children knitted 250 caps and hoped to finish 350 before the December holiday break, according to the *Desert Patch*. *For more information, visit <http://www.savethechildren.org/campaigns/caps-to-the-capital/index.html?WT.srch=1>.*

**New York** – Students in Buffalo City Court’s Youth Court afterschool program are training to be judges, prosecutors and defense attorneys and are responsible for cases involving young offenders who plead guilty to lower level offenses and have agreed to be judged by their peers. “The purpose of Youth Court is to persuade young offenders through positive peer pressure to take responsibility for their actions by carrying out constructive sentences that hold them accountable but also help them get back on the straight and narrow,” City Judge Thomas Franczyk told the *Buffalo News*. Sentences include letters of apology, community service, restitution and professional counseling through a City Court program. Students expect to hear cases beginning in late February.



## CALIFORNIA UPDATE

California continues to lead the way for afterschool in the nation. More than 2,000 new afterschool programs will receive funding from the \$550 million available from Proposition 49, After School Education and Safety (ASES). According to John Malloy of the California Department of Education, the influx of Proposition 49 funding will nearly double the number of publicly funded afterschool programs in the state. Equally noteworthy is the fact that demand far exceeded available funds; there were applications for more than \$700 million in afterschool funding.

Announced on January 23, the California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program began accepting applications for high school afterschool funding. 21st Century Community Learning Center (21<sup>st</sup> CCLC) funding is also available for middle and elementary school before-and after-school enrichment programs serving Title I youth. *For more information on ASSETs funding, visit <http://www.cde.ca.gov/fg/fo/profile.asp?id=1000>. For more information on 21<sup>st</sup> CCLC funding, visit <http://www.cde.ca.gov/fg/fo/profile.asp?id=99>.*

## ENGINEERING AFTERSCHOOL, NEWS GETS ANIMATED

PBS is launching a new live-action television program, *Design Squad*, geared toward generating interest in engineering and design among children ages nine to 12. The program will consist of 13 episodes on which high school teams battle for design superiority using real-life math and science concepts. The winner will be awarded a \$10,000 college scholarship provided by Intel Foundation.

The program will premier during Engineers Week, February 18 to 24. Engineers Week leaders are asking afterschool teachers of students in grades five to eight to participate by planning *Design Squad*-related activities. *For more information and to get ideas for activities, visit [www.pbskids.org/designsquad](http://www.pbskids.org/designsquad).*

PBS also recently launched a new website aimed at getting eight to 11 year-olds interested and engaged in current events. The site, "News Flash Five" features five animated child correspondents who report on national and world news, sports, entertainment and technology, and weather and science. The site also includes games and interactive programs for children and lesson plans for teachers. *To access "News Flash Five," visit <http://pbskids.org/newsflashfive/>.*



## MORE THAN \$7 MILLION IN AFTERSCHOOL GRANTS FROM JCPENNEY

Afterschool programs across the country have received a boost from the JCPenney Afterschool Fund, with more than \$7 million going to give children access to safe, enriching afterschool programs. The grants allowed more than 15,000 children to participate in afterschool programs this school year. JCPenney also provided more than \$1.5 million in gift cards to the JCPenney Afterschool Fund grants. Each child who received a grant also received a JCPenney gift card with which to purchase clothing and school supplies for the school year.

The grants were given to children who were not currently enrolled in afterschool programs because of the cost, or those in danger of dropping out for financial reasons. The grants were distributed to children in kindergarten through 12<sup>th</sup> grade in all 50 states and Puerto Rico. *For further*



information on the JCPenney Afterschool Fund, visit [www.jcpennyafterschool.org/](http://www.jcpennyafterschool.org/).

## **AFTERSCHOOL FOR ALL: PROJECT 2010**

*Afterschool for All: Project 2010* has launched a petition drive to build support for afterschool. The goal is to raise 14,000 voices through *Afterschool for All: Project 2010* for the 14 million children who need afterschool programs. If you have not yet signed on, or if you would like to invite friends and colleagues to do so, now is the time. Anyone can join at *Afterschool for All: Project 2010* at [www.afterschool2010.org/join.cfm](http://www.afterschool2010.org/join.cfm)

More than 1,600 new partners signed the national petition in January, bringing the total number of partners to 8,324. If you haven't visited the *Afterschool for All: Project 2010* website lately, do so now and check often to see new tallies and to learn who in your region has pledged support. Visit us at: [www.afterschool2010.org](http://www.afterschool2010.org).

If you have questions and comments, contact [mcoichy@afterschoolalliance.org](mailto:mcoichy@afterschoolalliance.org) or 212/548-0309.



## **MARK YOUR CALENDARS...**

### **February 7 - 10, 2007**

In partnership with the U.S. Department of Education's 21<sup>st</sup> Century Community Learning Centers Program, Foundations Inc. 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.foundationssinc.org/events/conference/beyond10/default.asp>.*

### **February 19 - 22, 2007**

The National At-Risk Educational Network (NAREN) is sponsoring the 4<sup>th</sup> annual NAREN Conference in Panama City, Florida. Topics include youth empowerment and engagement through extracurricular activities. *For more information and to register, visit <http://www.atriskeducation.net/news/conferences.html> or call (920) 907-8337.*

### **March 4 - 7, 2007**

The Georgia Southern University College of Education and Continuing Education Center will host the 18<sup>th</sup> annual National Youth-at-Risk conference in Savannah, Georgia. The conference offers more than 100 presentations on educational tools, strategies and best practices. *For more information and to register, go to <http://ceps.georgiasouthern.edu/conted/yar2007.html> or call 912/871-1755.*

### **March 15 - 17, 2007**

The California School-Age Consortium (CalSAC) will host the 25<sup>th</sup> anniversary statewide conference "Soaring With CalSAC," in Irvine, California. The conference will draw approximately 1,000 afterschool providers and offers more than 70 workshops, two general sessions, Awards of Excellence and an anniversary gala. *For more information and to register, visit [www.calsacconference.org](http://www.calsacconference.org).*


### **March 20, 2007**

The National Partnership for Quality Afterschool Learning and Northwest Regional Educational Laboratory will host a pre-conference event to the National Afterschool Association's Annual Conference in Phoenix, Arizona. The keynote speaker for the pre-conference will be Mindy DiSalvo, Ed.D.,


DeKalb County School System, Decatur, GA, who will discuss "Sustainability: Putting the Pieces Together." This keynote will be followed by state meetings to let Arizona, California, Nevada, and Utah afterschool program leaders discuss how to implement sustainability ideas in their states. *To register for the March 20 pre-conference, visit [www.sedl.org/afterschool/registration2007NAAPre.html](http://www.sedl.org/afterschool/registration2007NAAPre.html).*

 **March 21 - 23, 2007**

The National AfterSchool Association will host its 19<sup>th</sup> annual afterschool conference, the largest afterschool gathering in the world, in Phoenix, Arizona, with more than 300 events, seminars and workshops. *For more information and to register, visit <http://www.naaconference.org/> or call (800) 606-0061.*

 **March 27 - 31, 2007**

The Youth Leadership Council will sponsor the 18<sup>th</sup> annual National Service Learning conference in Albuquerque, New Mexico. The conference will draw approximately 3,000 participants from across the country and the world, and offers more than 200 workshops. *For more information and to register, visit <https://programs.regweb.com/metro/NYLC2007/registration/> or call (800) 366-6952.*

 **April 23 - 24, 2007**

The Afterschool Alliance will host the 2007 *Afterschool for All Challenge*, including the *Breakfast of Champions*, in Washington, D.C. Events will be held at the Hilton Washington Hotel. *Check future Advocates and the Alliance website, [www.afterschoolalliance.org](http://www.afterschoolalliance.org), for more information.*

 **May 8 - 9, 2007**

The After-School Institute of the Safe and Sound Campaign in Baltimore will host the Third Annual Eastern Regional Conference on After-School, in Baltimore, Maryland. Topics will include sustainability, rural programming, school/after-school partnerships, programming for older youth and staff recruitment. *For more information, visit [www.afterschoolinstitute.org/TASI/aboutn/calendar.aspx](http://www.afterschoolinstitute.org/TASI/aboutn/calendar.aspx).*

***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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