



Afterschool Advocate

A media outreach newsletter published by the Afterschool Alliance

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ADVOCATES TELL CONGRESS: FUND MORE AFTERSCHOOL PROGRAMS

The sixth annual “Afterschool for All Challenge” last week brought more than 300 parents, children, educators and advocates from around the country to Washington, D.C. to share their experiences and encourage Members of Congress to increase funding for afterschool programs. Organized by the Afterschool Alliance, the “Challenge” included a *Breakfast of Champions* on Capitol Hill at which select lawmakers and state and local leaders were honored for their work to increase children’s access to afterschool programs.

After the *Breakfast of Champions*, advocates held hundreds of meetings with Members of Congress and staff to discuss the benefits of afterschool programs and urge Congress to fully fund the 21st Century Community Learning Centers (21st CCLC) initiative, the chief federal funding stream for afterschool. The bipartisan *No Child Left Behind Act* authorized \$2.5 billion for the 21st CCLC in FY 2007, but funding has fallen far short of authorized levels. It was funded at just \$981 million this year – more than \$20 million in real cuts to the funding provided in 2002.

“Federal funding shortfalls have undercut the promise of afterschool,” said Afterschool Alliance Executive Director Jodi Grant. “We’re in our nation’s capital to remind lawmakers that all kids need the opportunities and experiences that afterschool programs provide. Families and communities are relying on Congress to support these programs.”

Participants at this year’s “Challenge” attended in-depth workshop sessions exploring issues affecting the afterschool field. From *No Child Left Behind* reauthorization to afterschool in rural communities to engaging the media, advocates shared experiences and learned to refine their advocacy work.

Breakfast of Champions

At the *Breakfast of Champions*, Representative Nita Lowey (D-NY) encouraged the crowd to educate lawmakers about the ways afterschool programs help families. “You and I know how important afterschool programs are... Never forget how important your voice is on Capitol Hill. It is the voices of the people around the country, knocking on the doors of their Members of Congress and letting them know the impact of this program on the children of their districts [that makes a difference]. I know how important this is in my district because I visit the programs on a regular basis. I came here today to tell you not to underestimate your power.”

Before calling attention to the New Hampshire Department of Education’s (NHDoE’s) support for afterschool, Senator John E. Sununu (R-NH) said, I “can’t tell you how proud we are in New Hampshire about our afterschool initiatives. What a difference good teachers and good role models, both inside and out of school, make.” NHDoE Commissioner Lyonel B. Tracy later described Senator Sununu as a “powerful champion for children.”

Senator Johnny Isakson (R-GA) told advocates that “afterschool is important” and that afterschool programs provide “meaningful experiences across the board.”

Individuals and organizations honored for championing afterschool were: Sandra McBrayer of The Children's Initiative in California; Connecticut's Tom Buckley of AT&T; Camille McCashland of the Office of the Governor in Idaho; Kansas State Senator Laura Kelly; Maine State Representative Chris Barstow; Massachusetts State Representative Robert DeLeo; the New Hampshire Department of Education; James Shaw of the Mayor's Coalition to Prevent Juvenile Crime in Florence, South Carolina; and Joan Yoshitomi of Washington State.

McBrayer, who played a key role in securing California's unprecedented \$550 million in state afterschool funding, said the effort began at the local level with concerned activists and spread from school boards to city halls to the state legislature. "It was about one person each day stepping up in their own community, in their own neighborhood, in their own school. It was about people throughout the state of California stepping up every day. It was about telling people around them what they did, speaking out. It was about sharing their experiences."

Youth Leaders

As in years past, dozens of youth told legislators how they benefit from afterschool programs. T-Mobile USA sponsored trips to D.C. for Michigan sixth-grader Zeaira Chestang and Washington State eighth-grader Evan Skandalis, and Bright House Networks sponsored a trip for Florida high school senior Danielle Morgan. "T-Mobile is proud to support afterschool programs, which keep children safe, inspire them to learn and help working families," said Glenn Zaccara, T-Mobile senior manager, corporate responsibility. "We are so happy to be able to support these programs, and to give young people like Zeaira and Evan the chance to come to Washington, D.C. and speak out for the afterschool programs that inspire them and millions of other students around the country."

Chestang was thrilled to have the chance to tell her representatives how much fun she has in her afterschool program. It is special to her because she has somewhere to go afterschool "instead of going back home and getting into trouble." It also gives her the chance to spend time with friends she doesn't see during the school day: "Pretty much it's the only chance I get to see a lot of the other sixth graders," she said.

In his afterschool program, Skandalis plays marimbas and is a student government representative. He said that the opportunities his afterschool program has given him help prepare him for the future.

Morgan said the Boys & Girls Club of Central Florida has played a critically important role in her life, and that the Club invested a great deal in her and encouraged her to grow. She shared her success with "Challenge" participants, talking with pride about her 4.3 grade point average and her acceptance to the University of Florida. The afterschool program changed her life, Morgan said.

All youth leaders attended special youth advocacy workshops on the first day of the Challenge to help them gain a better understanding of how the federal government works and the many ways their voices can affect public policy.

The 2007 "Afterschool for All Challenge" and *Breakfast of Champions* were made possible thanks to the generous support of the Charles Stewart Mott Foundation; The Atlantic Philanthropies; John S. and James L. Knight Foundation; The After-School Corporation; Nellie Mae Education Foundation; T-Mobile USA; Torani Inc.; United States Tennis Association; Open Society Institute; Bright House Networks; TiVo Inc.; Microsoft; and Sodexo School Services.



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. *For more information, visit www.afterschoolalliance.org/funding_main.cfm.*

GRANTS/AWARDS AVAILABLE

Grants for Youth Promoting Social Change

YouthActionNet is sponsoring grants for youth leaders aged 18 to 29, to coordinate volunteer efforts in their local communities that promote social change, outline clearly defined goals, and have the potential for further growth or replication. The application deadline for the \$500 grants is May 15. *For more information, visit http://www.youthactionnet.org/yan_awards.*

Grants for Community Schools

The National Guild of Community Schools of the Arts and the MetLife Foundation are sponsoring the Partners in Arts Education grant. It will award up to \$20,000 to exemplary community school of the arts/public school partnerships. The application deadline is May 25. *For more information and to apply, visit <http://nationalguild.org/programs/partners.htm/>.*

Grants for Youth Promoting Dropout Prevention among Latinos

Youth Venture, the Bill and Melinda Gates Foundation, and MTV's Tr3's Voces are sponsoring grants for the Tu Voz My Venture Program to support groups of two or more youth that create ventures that encourage Latino youth to stay in school and prepare for careers. Grants are for \$1,000 each, and five teams will be awarded additional \$5,000 scholarships. Youth ages 13 to 20 may apply. Grants are awarded on a weekly basis through June 29. *For more information, visit <http://www.youthventure.org/index.php?tg=articles&topics=388>.*

Grants Supporting Youth Environmental Action

The Captain Planet Foundation is sponsoring grants for youth ages six to 18 for projects that promote the understanding of environmental issues and focus on hands-on involvement. Grants are available in amounts of \$250 to \$2,500. Application deadlines are June 30, September 30 and December 31. *For more information, visit <http://www.captainplanetfdn.org/grants.html>.*

Grants for Youth Promoting Collaboration

The Southern Poverty Law Center is sponsoring the Mix It Up Grants program, which provides \$500 for youth-directed activist projects that identify, cross and challenge social boundaries in schools and communities. There is no application deadline. *For more information, visit <http://www.tolerance.org/teens/grants.jsp>.*



AMERICAN IDOL CASTS BIG VOTE FOR AFTERSCHOOL

On April 24 and 25, the hit television show “American Idol” held a special prime time charity fundraising event, “Idol Gives Back.” Select organizations that provide or support afterschool programs are among the organizations that will benefit from funds raised – according to initial reports, more than \$60 million.

Celine Dion and Kelly Clarkson were among the celebrities who lent their star-power to the effort to raise awareness and money to help children living in extreme poverty in the United States and Africa. Charity Projects Entertainment Fund will administer the funds, and recipients include the Boys & Girls Clubs of America, Save the Children and America’s Second Harvest – all of which work with afterschool programs.

In partnership with Scholastic, “Idol Gives Back” has created an interactive educational website to help students and teachers learn more about the issues discussed during the show and to raise youth awareness about “global citizenship.” The site includes a student magazine, *Teen Citizen*, for students in grades six through eight, plus a high school version and teacher guides. The website also features information and activities for younger students. *To view it, visit www.scholastic.com/idolgivesback. For more information on “Idol Gives Back,” visit <http://www.americanidol.com/idolgivesback/>.*



NEW STUDY: EVEN PROGRAMS NOT AIMED AT ACADEMICS IMPROVE ACHIEVEMENT

A new study by the Chapin Hall Center for Children, a research center at the University of Chicago, finds that youth in Chicago’s After School Matters program have

better class attendance, lower course failures and higher graduation rates.

The program, led by Maggie Daley, wife of Mayor Richard Daley, Jr., offers paid internships to teenagers in some of Chicago’s poorest neighborhoods. After accounting for student demographic characteristics and prior attendance records, researchers found that students who participated in the program missed fewer days of school than their classmates, and that students who participated most frequently failed fewer core academic courses (English, Math, Science, and Social Studies).

Furthermore, over their full high school careers, students enrolled in the program for three or more semesters and those who participated at the highest levels had higher graduation rates and lower dropout rates than similar students not in the program.

Authors noted that the finding of improved academic performance is particularly noteworthy because the program is not aimed at improving academics. Rather, it focuses on improving students’ work skills by creating internship and apprenticeship opportunities in the arts, technology, sports and communications. But the program requires that students attend school on days they are participating in program activities. So by creating an incentive for students to attend school regularly and giving them something to look forward to after school, researchers conclude, After School Matters helped improve academic performance, even though the program is not designed specifically for that purpose.

An issue brief on the study is available from Chapin Hall’s website at http://www.chapinhall.org/content_director.aspx?arid=1444&afid=335&dt=1.



CONGRESSIONAL NEWS ROUND-UP

**** A new Afterschool Alliance web page examines the upcoming reauthorization of *No Child Left Behind* (NCLB) and what it means for afterschool programs.** Because many afterschool funding streams fall under NCLB, Congress' deliberation on its future is critically important to parents, students, communities and afterschool providers. The new web page provides resources including a toolkit for taking action at the state and local levels. *Visit <http://www.afterschoolalliance.org/NCLB.cfm>.*

**** Senator Edward M. Kennedy (D-MA) introduced the Keeping Parents and Communities Engaged (Keeping PACE) Act on March 28 at a Health, Education, Labor and Pensions Committee hearing.** The act amends Title V of *No Child Left Behind* to expand parent and community involvement in schools, and to provide the integrated supports and comprehensive services children need to learn and stay in school. *For more information, visit http://kennedy.senate.gov/newsroom/press_release.cfm?id=E4107888-DABC-4866-861F-F782DDD8C757.*

**** The Partnership for Play Every Day, a new effort to bring the public, private and non-profit sectors together to ensure that all children and youth engage in at least 60 minutes of physical activity every day, has launched with a pledge from Senator Tom Harkin (D-IA) to sponsor the Promoting Lifelong Active Communities (PLAY) Every Day bill.** Co-sponsored by Senator Hillary Rodham Clinton (D-NY), the legislation would offer a community assessment tool or "community play index" to measure challenges to youth physical activity in communities.

The bill would also authorize federal agencies to fund model communities of play, support coalitions that develop plans to

promote physical activity and wellness, and provide for the creation of play spaces for children and families before, during and after school. "More than a century ago, groups came together to support the Playground Movement, which took kids out of factories and coal mines, and gave them parks and playgrounds where they could be children again," Harkin said. "We need a 21st century Playground Movement, and that's why we are launching with this legislation."

The Partnership for Play Every Day has recommendations for educators, afterschool providers and policy makers. *For information, visit www.playeveryday.org.*



NH EVALUATION FINDS STUDENT GAINS

A new study of New Hampshire afterschool programs finds a series of "positive effects" for "students who participate in academically focused afterschool programs, especially middle school students."

Susan L. Frankel, Ph.D., Kim Streitburger and Elizabeth Goldman of Portsmouth-based RMC Research Corporation conducted the study for the New Hampshire State Afterschool Task Force, with funding from the Nellie Mae Education Foundation. They examined student outcomes at programs focused on academics and operating with funding from the 21st Century Community Learning Centers initiative and/or the state's funding stream, Out-of-School Matters! New Hampshire. Research methods included gathering attendance records from programs, surveying teachers and students about behavior and academic achievement, and surveying afterschool program directors about their staffing and program characteristics.

The study's principal conclusions add further weight to already strong evidence that afterschool helps students with their studies.

The authors write, “More than half the students who attended regularly improved both academically and behaviorally.” Among other key findings:

- “Afterschool programs improve students’ learning skills. Classroom teachers reported that students made the most progress in turning in homework on time, completing homework to teachers’ satisfaction, and participating in class.”
- “Regular attendance seems to contribute to student success.... At the middle school level, where data were richer, more students who attended regularly showed academic improvement than students who attended less frequently. However, even students who attended sporadically showed improvement.”

The studied programs had varying curricula, but each shared three common components, authors said: “homework and tutoring; hands-on projects, service learning, and other enrichment activities to develop skills that support and deepen in-school learning; and non-academic activities, from sports to dance to drama club, that build positive relationships and improve critical thinking skills, motivation, and self-confidence.”

“*Afterschool Learning: A Study of Academically Focused Afterschool Programs in New Hampshire*,” is available online at http://www.plustime.org/_pdf/Plus_Time_Programs.pdf.



PHILLY WANTS NEW MAYOR TO SUPPORT AFTERSCHOOL

A poll commissioned by Philadelphia Safe and Sound finds that support for afterschool programs in Philadelphia is strong and that voters want their next mayor to expand afterschool. Released in March, the poll of

800 likely Democratic primary voters found that residents favor candidates who will push for afterschool programs and other anti-violence initiatives.

Four in five respondents said afterschool programs are important for their communities and want to expand them. 83 percent would support paying an additional 35 cents a day (the estimated cost of providing programs) in order to provide afterschool programs to the 45,000 youth who are currently not served. Nine in ten want children’s issues to be “the major focus” for the next mayor. According to the poll, conducted by Global Strategies Group:

- 64 percent of adults say they are much more likely to vote for a candidate who will work to expand both afterschool programs and violence prevention; and
- 83 percent say increasing access to quality afterschool programs for families who need them is an important issue for the next mayor to address.

Philadelphia Safe and Sound will use radio and television ads, a website and more to maintain an afterschool focus in the mayoral race. It has invited candidates to submit videos on the subject that will stream on its new website, www.afterschoolworks.org. “We hope [the campaign] moves voters to ask candidates when they see them at community forums how they’ll support these programs,” Philadelphia Safe and Sound President and CEO Shenberger told the *Philadelphia Daily News*.

For more information on Safe Kids, Sound Futures, visit www.afterschoolworks.org.



IN THE NEWS...

Arkansas – “Little Rockers” in the Keep the Pace afterschool program at Oaklawn Visual and Performing Arts Magnet Elementary School in Hot Springs have been busy competing in marathons on various fronts. The *Arkansas Democrat-Gazette* reports that these industrious youngsters have completed 26 accelerated reading books, 26 computerized math modules, 26 community acts of service and run 26 miles. They completed the final mile during the Little Rock Marathon on March 4.

California – Students at Hawthorne Elementary in Ontario regularly don colorful costumes and belts that jingle as part of their participation in the Egyptian Folkloric Dance afterschool program. Program director Rosalind Sabet told the *Inland Valley Daily Bulletin*, “Along with dance movement comes mathematics because many times we’re breaking up the steps into fractions. I’m teaching them coordination, bonding, self-awareness, and a bit of history because this is a dance form that’s 3,000 years old.” The students have performed at festivals, the district expo and the Los Angeles County Fair.

Missouri – Two young poets from the St. Louis SCORES afterschool program travel to New York City to perform in the America SCORES National Poetry Slam at the HBO Theater on April 30. The students’ poems incorporate various elements of their lives including how they have resisted gangs, reports the *St. Louis Post-Dispatch*. Nine-year-old Jimaniqua Baldwin of Lexington Elementary and ten-year-old Khalfani Muhammad of Sherman Elementary will have the chance to meet hip-hop entrepreneur and Def Poetry Jam producer Russell Simmons and rapper Chris “Ludacris” Bridges, who will be honored for their commitment to literacy and education through the spoken word. *For more information, go to*

<http://www.americascoreres.org/index.php?id=739>.

Nebraska – Quilling, cooking, archery and bowling are only some of the activities students in the afterschool program at Custer Elementary in Broken Bow participate in each week, reports the *Kearney Hub*. “We hope that giving them exposure to different areas that they may not otherwise try may lead into a lifetime activity for them,” said guidance counselor Mary Jane Garner. Students in the paleontology course are looking forward to spending their last class on a field trip to an area creek that is known for its fossilized rocks.

New Jersey – After school ends, the lobby of Gateway High School in Hackensack is transformed into a haven for youth who are homeless, at risk of becoming so, or at risk of dropping out. The youth drop-in center and afterschool program provides homework help and enrichment activities for children who often have few options in terms of quiet places to study, according to the *Bergen County Record*. The program is funded by a federal McKinney grant for homeless education, which allows the program to hire certified teachers to tutor the children.

North Carolina – Nearly 250 youngsters from Fort Bragg’s afterschool programs were treated to a special day at the Greensboro Children’s Museum on March 19. While many of their parents are serving in Iraq or preparing for a tour of duty, the youngsters spent the day enjoying the museum. Tommie Lynn Sullivan, special events director for the museum, told the *News & Record*, “We wanted to do something special for them.” According to the Jeannie Williams, children and youth coordinator for the afterschool program, military deployment may be toughest on children who are left behind. *For more information, visit* <http://www.gcmuseum.com/news/events/default.htm#troops>.

Pennsylvania – The Opera Company of Philadelphia, Freedom Theater and the Art Sanctuary helped put together a special night for students at North Stars, a Philadelphia afterschool program featuring the arts. *Hip H’Opera* was a full scale performance of the students’ lyrics sung by members of the opera company. In addition to creating the poems that were set to music, the students also took part on stage. “It’s like your soul taking flight,” Lydia Davis, a junior at Imhotep Academy Charter School told the *Philadelphia Inquirer*. “You never thought that this much work would be put into your poems in a million years.” *For more information, visit* <http://www.operaphilly.org/education/hiphopera.shtml>.

Rhode Island – Sharif, a patient and calm reading tutor at the West Bay YMCA afterschool program in North Kingstown, inspires confidence in struggling young readers without ever saying a word. The 136-pound “reading coach” is a Great Dane that serves as a therapy dog for the children. Ten-year-old David McLemore, of Fishing Cove School, said of his most recent session reading to Sharif, “I think he liked it. He was listening well.”

Virginia – Sixth through eighth graders at Glasgow Middle School in Fairfax are participating in a special afterschool program that encourages reading, international awareness and action. The students of Glasgow’s Read-a-Thon earn community service hours by reading for ten or more hours in a two-week period. Parents, teachers and others sponsor students for a fixed amount per hour. The funds support the Duk Lost Boys medical clinic in southern Sudan, a project started by John Bul Dau, who fled Sudan as a child during the country’s civil war. Dau, who authored a book about his experience, *God Grew Tired of Us: A Memoir*, visited with the children on March 16. *For more*

information, visit <http://www.directchange.org/sudan/>.

AFTERSCHOOL FOR ALL: PROJECT 2010

Afterschool for All: Project 2010 totals 11,320 partners. New partners include Oregon Governor Ted Kulongoski, Colorado Governor Bill Ritter and the National Association of Police Athletic/Activities League, Inc.

Thanks to all *Afterschool for All: Project 2010* partners for their tireless efforts to rally community support for afterschool! Oregon After School for Kids (Oregon ASK) Director Beth Unverzagt is using the Project to create more community partnerships in her state. She began by searching the *Afterschool for All: Project 2010* list of partners, which is available online at www.afterschool2010.org, to identify potential afterschool champions in her community. The search helped her connect with another partner, Eugene Mayor Kitty Piercy. Unverzagt invited Piercy to Oregon ASK events and says that *Afterschool for All: Project 2010* has helped strengthen relationships with Piercy and other elected officials.

How are you using *Afterschool for All: Project 2010* in your work? Please email Marie Coichy at mcoichy@afterschoolalliance.org or call 212/548-0309 to share your story.

Have you visited the *Afterschool for All: Project 2010* website lately? Find new partners in your region who have pledged support for afterschool for all at www.afterschool2010.org.



CALIFORNIA UPDATE

The California Afterschool Network reports that the state Department of Education, in partnership with the Network, provided training and background information regarding After School Education and Safety (ASES) programs to more than 2,000 participants at 11 regional ASES orientations from January 24 to February 1 this year.

To date, more than 4,000 schools statewide have been appropriated \$550 million in ASES grants. State Superintendent of Public Instruction Jack O'Connell said of the funding, "As our lifestyles become increasingly busy, parents need a helping hand with their children, and children need a safe haven during non school hours where they can be productive. The half billion dollar After School Education and Safety grant addresses both those concerns by providing children educational enrichment, physical activities, and support for students in before and after school programs."

ASES funding has allowed a huge increase in afterschool opportunities for youth statewide. Every public elementary, middle and junior high school was eligible to apply, with priority given to schools where at least half of the students qualified for free and reduced price lunches.

Demand for funding exceeded the allocated amount by \$200 million, leaving 1,900 applicants without funding. The California Department of Education continues to advocate to further increase funding to meet the demand.

For more information on the ASES program, visit <http://www.cde.ca.gov/fg/fo/r8/ases06result.asp>. For a map showing distribution of new and former ASES and 21st CCLC grantees, visit the California Afterschool Network website at www.afterschoolnetwork.org and click on mapping.

CALL TO EXPAND INTERNATIONAL THEMES

A new report makes the case for expanding internationally themed programs in afterschool and summer programs.

The report grows from a gathering last summer convened by the George Lucas Educational Foundation and the Asia Society, planned in collaboration with the Afterschool and Community Learning Network and the Children's Aid Society. Participants included a number of education policy experts and leaders of the afterschool movement. The three-day session focused on how afterschool and summer programs can create connections to diverse communities and cultures, while promoting global literacy, social development, and academic enrichment.

The report, *Afterschool in the Global Age*, provides an overview of why international education is so vital in an age of globalization, and highlights promising practices, new innovations, and recommendations to make programs more effective.

The report is available for download at www.internationaled.org/afterschoolreport.htm.



AFTERSCHOOL CHECKMATE

Recent estimates put the scholastic chess-playing population in the United States at more than one million – many of them in afterschool programs – and numbers are rapidly increasing. Because chess playing stimulates critical thinking and other valuable skills, is highly engaging to students, and is an inexpensive activity for afterschool programs to provide, chess offers great potential as an educational reform vehicle.

Chess learning has been linked to improved academic performance, specifically in the areas of enhanced critical thinking skills, concentration, discipline, social skills

and self-esteem. The game demands both inductive and deductive reasoning, allowing youth to learn that there are frequently negative consequences for not thinking carefully and planning ahead. This valuable insight can help them as decision-makers in their academic lives and beyond.

The United States Chess Federation (USCF) provides many resources for afterschool providers interested in beginning or enhancing existing scholastic chess programs. Through membership, youth can participate in USCF-sponsored tournaments or more informally with intra-club games, school-to-school events, and online play using a variety of websites.

Another targeted resource, the “Think Like a King” chess software system, is an interactive tool for coaches and students alike that addresses the needs of afterschool chess clubs. The program provides a relatively standardized curriculum that moves students through a learning progression, stimulating their understanding of the game, and offers a motivation system that tracks and rewards student progress in learning.

For further information on USCF programs, membership and tournaments, visit www.uschess.org. For more information on “Think Like a King,” go to www.schoolchess.com.



NEW ARTICLES HELP ASSESS AND IMPROVE PROGRAM QUALITY

Increasing emphasis on the quality of afterschool programs has prompted the creation of a number of tools to help afterschool providers assess and improve their programs. A new publication from The Forum for Youth Investment, “Measuring Youth Program Quality: A Guide to Assessment Tools,” by Nicole Yohalem and Alicia Wilson-Ahlstrom, compares the

purpose, structure, content and technical properties of nine such youth program quality assessment tools to help programs sort through the increasingly complex area of program evaluations. *The article is available online at*

http://www.forumfyi.org/Files//Measuring_Youth_Program_Quality.pdf.

Also new from the Forum for Youth Investment is Yohalem and Wilson-Ahlstrom’s, “Measuring Youth Program Quality: A Guide to Assessment Tools.” The article takes an in-depth look at quality-improvement efforts at three multi-site afterschool systems. *It is available online at* http://www.forumfyi.org/Files//building_quality_full.pdf.



RESOURCES

Afterschool in Rural Areas

The Program in Education, Afterschool and Resiliency has compiled an online resource center on afterschool programs in rural areas. The website lists numerous reports, issue briefs and links to information on the unique challenges faced by afterschool programs in rural communities. *To access the site, go to* <http://pearweb.org/research/rural.html>.

Community Schools, Catalysts for Education Reform

The Coalition for Community Schools has released “Growing Community Schools: The Role of Cross-Boundary Leadership.” The report provides case studies of 11 communities that are transcending boundaries of education, government, public and private entities and community-based organizations to move community schools from pilot projects to large scale, community wide education reform strategies. *The report is available at*

<http://www.communityschools.org/CCSDocuments/GrowingCommunitySchools.pdf>.

Community Schools, Engaging Students, Combating Boredom

“Community Based Learning: Engaging Students for Success and Leadership,” a new report from the Coalition for Community Schools, finds that community-based learning addresses the problems of boredom and disengagement by involving students in real-world problem-solving that is relevant and meaningful. The report provides examples of successful community learning initiatives and emphasizes the need to magnify student voices and build strategic alliances and partnerships through community schools. It also provides a list of resources and contacts. *To view the report, visit <http://www.communityschools.org/CCSDocuments/CBLFinal.pdf>.*

Culturally Sensitive STEM Career Education

The Society of Hispanic Professional Engineers is sponsoring the release of a new series of books designed to encourage Latino youth to consider careers in science, technology, engineering and math. Written by Edna Campos Gravenhorst, *Ay Mijo! Why Do You Want to Be an Engineer?* follows the career paths of twelve Latinos who overcame obstacles to become engineers. This is the second of twelve books in the series; the first, released last year, encourages Latina girls to explore engineering. *For more information, visit http://onshpe.shpe.org/wps/portal/national/kcxml/04_Sj9SPyksy0xPLMnMz0vM0Y_QjzKLN4838rAESYGYPqH6kehCIQghX4_83FT9IH1v_QD9gtzQiHJHR0UAJz6rCg!!/delta/base64xml/L3dJdyEvd0ZNQUFzQUMvNEIVRS82XzdfM1Qx.*

Curriculum and Contests for Active Kids

The National Football League and the American Heart Association have partnered to develop a new program, What Moves U, designed to encourage more active and healthy lifestyles for children and youth. The program offers a curriculum for educators and

includes an interactive website for children asking them to share their favorite “moves,” blog, play games, enter contests and win prizes. *To access the site, visit www.whatmovesu.com.*

Encouraging Girls in Science

The National Academy of Sciences has created a new website and series of ten books to inspire girls in grades four through eight to become more interested in science. The interactive website features a young girl, Lia, who guides visitors through games, timelines and information about women scientists. The books, *Women’s Adventures in Science*, highlight ten women scientists in diverse disciplines including astronomy, forensics, biology and robotics. *To access the site and see more information on the books, visit www.iwaswondering.com.*

Fact Sheet on Out-of-School Time

The National Institute on Out-of-School Time has released its latest fact sheet focusing on a variety of issues related to out-of-school time. The fact sheet provides snapshots on the benefits of afterschool, health and well-being, students with special needs, youth workers, trends in public support and funding, and strengthening program quality, among other things. *To view the fact sheet, visit <http://niost.org/publications/Final2007FactSheet.pdf>.*

Federal Government Education Clearinghouse

A new offering from the U.S. Department of Education, Federal Resources for Educational Excellence (FREE), contains a range of valuable federal government resources, including science, math, history, health, physical education, music, art and more. The FREE website was created by the Department of Education to compile educational resources available from numerous federal departments and offices. *It is located at <http://free.ed.gov>.*

Fostering Sustainable Creative Expression in Underserved Communities

The National Guild of Community Schools of the Arts has released the Creative Communities Initiative Summary Report. It details the Initiative, which founded partnerships between community schools of the arts and public housing in 20 cities. While only five of the 20 partnerships sustained their programs at the end of the three year initiative, the National Guild learned a great deal from the experience. The report highlights best practices on establishing sustainable partnerships between community-based arts education organizations and public housing authorities. *To view the report, visit <http://nationalguild.org/programs/creatcomm.htm>.*

Infrastructure Development for Afterschool Providers

The Afterschool Investments project recently released “Linking and Learning: Lessons for Afterschool from Early Childhood System-Building Efforts,” which outlines lessons learned from the early childhood movement and how those lessons can be applied to afterschool program and infrastructure development, including brief case studies and examples. *The brief is available at http://nccic.acf.hhs.gov/afterschool/linking_learning.pdf.*

Math Curriculum

Learning.com has developed a new web-based supplemental math curriculum, Aha!Math, for students in kindergarten through grade five. The program consists of interactive math problems and educational games, and includes a feature that allows instructors to track students’ progress. *More information is available at <http://www.learning.com/ahamath/index.htm>.*

Multicultural Youth Leadership Curriculum

SOAR of Seattle/King County, Washington, has developed a curriculum module for youth

professionals. It addresses culture, leadership, identity and empowerment with diverse youth ages 14 through 18. The free curriculum is designed to help young people explore their own experiences of culture and leadership. *For more information, or to request the curriculum, go to <http://www.childrenandyouth.org/youthleadership/index.html>.*

Pen Pal Program

With the goal of “thinking globally, acting locally,” the ePal Foundation has created ePALS, which pairs literacy-based curriculum with a mentoring component. The international program provides a reading curriculum to educators and teams individual students with carefully screened adult pen pal mentors. The students discuss the books they read with their mentors and are exposed to a new perspective on issues. *For more information, visit www.epals.com.*

Promoting Physical Activity Afterschool

The Afterschool Investments Project has a new strategy brief available for afterschool providers and policy makers that focuses on the role of afterschool in preventing childhood obesity. “Promoting Physical Activity and Healthy Nutrition in Afterschool Settings” outlines the roles programs can play in obesity prevention and offers recommendations funding strategies. *The brief is available at http://nccic.acf.hhs.gov/afterschool/fitness_nutrition.pdf.*

Real-Life Civics Instruction

C-SPAN recently announced a new initiative as part of its C-SPAN Classroom website. It will now offer weekly video coverage of the 2008 presidential race to help students understand the issues as they play out in the election. *To access the website, go to <http://www.c-spanclassroom.org/>.*

Youth Games and Resources Online

Programsforkids.org offers links to online activity guides and age-appropriate websites for children and adults to explore. *To view the site, visit www.programsforkids.org.*



MARK YOUR CALENDARS...

May 3 – 4, 2007

The National Institutes of Health will host a regional training on the *We Can!* afterschool obesity prevention program with ready-made materials in Roswell, Georgia. *For more information, visit <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>.*

May 3 – 4, 2007

McREL and the National Partnership for Quality Afterschool Learning will host the third annual PEAK (Practices that Engage and Attract Kids) Afterschool Event. The two-day workshop will take place in St. Paul, Minnesota and will feature Homework and Technology. *For more information, visit <http://www.mcrel.org/peak/>.*

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/afterschool partnerships, programming for older youth and staff recruitment. *For more information, visit www.afterschoolinstitute.org/TASI/aboutn/calendar.aspx.*

May 24, 2007

The California Afterschool Challenge will take place in Sacramento, California, from 10 AM to 3 PM. The keynote speaker will be State Senator Tom Torlakson, author of SB 638, the bill that administered Proposition 49 funding for afterschool. Some travel scholarships may be available for those who may not be able to afford the trip. *For more information, visit www.calsac.org or call (415) 957-9775.*

July 9 - 13, 2007

The National Institute on Out-of-School Time will sponsor its annual Summer Seminars at the John Hancock Conference Center in Boston, Massachusetts. Seminars include Links to Learning for Middle School; Organizational Development Tools for Strategic Thinking and Planning; Intensive Seminar for System Builders; and Learning How to Use SAYO: The Survey of Afterschool Youth Outcomes. *For more information, go to <http://www.niost.org/training/sumsem07.html>.*

October 18, 2007

The 2007 *Lights On Afterschool* will take place with rallies at afterschool programs across the country. Sponsored by the Afterschool Alliance, *Lights On Afterschool* is the only nationwide event celebrating afterschool programs. *For more information visit http://www.afterschoolalliance.org/lights_on/index.cfm.*

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

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. 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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