



## **LOW-INCOME CHILDREN NEED SUMMER LEARNING, STUDY FINDS**

New research underscores the importance of the summer learning programs that many afterschool programs organize and run. In “Lasting Consequences of the Summer Learning Gap,” released this spring, Johns Hopkins University sociologists Karl Alexander, Doris Entwisle and Linda Steffel Olson find that the difference in children’s academic success can be explained, in large part, by their summer activities. The study concludes that two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities.

The study finds a summer learning gap that begins during elementary school. Higher-income children are more likely to have access to magazines and books and to have their parents read to them than are lower-income children. This gap accumulates over the years and, once students get to high school, it results in unequal placements in college preparatory tracks and increases the chance that children from low socio-economic families will drop out.

### **Findings**

To reach these conclusions, researchers examined 790 Baltimore public school children from the first grade through age 22, using testing data to track learning patterns, school records and student reports to identify students’ high school curriculum placement, and interviews to determine high school completion and college attendance.

“What we are able to do is trace back in time the disparities between the two groups of children and, to a very substantial degree, we trace the difference back to summer learning differences over the elementary school years,” Alexander said in a news release, adding that programs designed to decrease the achievement gap between lower- and higher-income students should begin in elementary school or earlier. To be most effective, such programs should provide year-round attention to disadvantaged children to offset the out-of-school conditions that hold them back, he said.

“What it boils down to is that we need to stop these children from falling behind,” Alexander said. “We have to help them have experiences over the summer months that build academic skills, such as high quality summer school programs, or year-round schooling. In a nutshell, disadvantaged children depend more on school-like experiences in acquiring academic skills in order to succeed, whereas higher-income children can and do acquire these skills at home.”

### **Policy Implications**

Johns Hopkins University hosts the Center for Summer Learning, which organized National Summer Learning Day on July 12. This year it featured more than 100 events in 33 states. The Center organized a Summer Learning Day Policy Forum in Washington, D.C. to support the Summer Term Education Programs for Upward Performance Act (STEP UP), introduced by Senators Barack Obama (D-IL) and Barbara Mikulski (D-MD). The bill would provide grants to local education agencies, for-profit education

*Summer Learning continued on page twelve ...*

## OUTREACH

### FEDERAL UPDATE

On July 19, the full House of Representatives voted to increase funding for the 21<sup>st</sup> Century Community Learning Centers afterschool initiative by \$125 million next year.

This victory results from hard work by activists who have been educating Representatives about the harm caused by funding freezes.

But this work is not yet over. The Senate still has to vote on its spending bill, which includes a much smaller increase. Afterschool activists must keep up the pressure if the House-passed \$125 million increase, which means afterschool programs for another 125,000 students, is to prevail.

Afterschool supporters around the country will use the August recess, which begins next week, to educate Members of Congress about what is at stake with this appropriation. Those with summer programs are inviting their Representatives and Senators to visit. Others are setting up meetings at which they will urge Members to increase funding for the 21<sup>st</sup> Century Community Learning Centers initiative. Still others are identifying the town halls meetings, community events and forums at which Members will be connecting with constituents, and planning for afterschool program directors, parents and other supporters to have a presence there.

*For tips on how to organize a site visit or meeting, or send a message to Members of Congress, visit [http://www.afterschoolalliance.org/new\\_campaign.cfm#2](http://www.afterschoolalliance.org/new_campaign.cfm#2).*

*To ask questions or share the outcomes of your outreach with the Afterschool Alliance, please send an email to [info@afterschoolalliance.org](mailto:info@afterschoolalliance.org).*

### TURN THE LIGHTS ON OCTOBER 18!

The 8th annual *Lights On Afterschool* will be October 18. Organized by the Afterschool Alliance, it will include rallies, celebrations, forums and other events at schools, city centers, shopping malls and other venues in every corner of the country. This year, *Lights On Afterschool* will kick off a year-long celebration of the 10<sup>th</sup> anniversary of the 21st Century Community Learning Centers federal afterschool initiative. *Register today at*

*[http://www.afterschoolalliance.org/lights\\_on/index.cfm](http://www.afterschoolalliance.org/lights_on/index.cfm) and check regularly for updates!*

### ACTIVISM GETS RESULTS

There has been a tremendous amount of afterschool advocacy at the state and local levels this year. Advocates have been reaching out to state legislators and governors to press for more support for afterschool programs – with results that are paying off for children and families from coast to coast. Adding to a growing list of victories, advocates in Connecticut and Ohio recently convinced state lawmakers to increase afterschool funding, and advocates in New York and Indiana are enlisting allies and showcasing their programs to great effect.

In Connecticut, the legislature and Governor Jodi Rell approved an increase in the afterschool grant program to \$5.3 million in the 2007 - 2008 budget and to \$5.5 million in 2008 – 2009. The new

legislation also: allows afterschool grants to be two-year awards; increases program accountability; permits funds to be used for training, technical assistance and evaluation; and includes a parental involvement component. The Connecticut After School Network helped ensure the victory.

In Ohio, the hard work of advocates across the state convinced lawmakers to approve a two-year budget that includes \$20 million in Temporary Assistance for Needy Families funding for afterschool and summer programs.

In Indiana, activists have been reaching out to Representative Joe Donnelly (D-IN), who as a result invited Afterschool Alliance leaders to brief him on the issue this summer. Afterschool Ambassador Herb Higgins of the Safe Harbor Afterschool Program in Michigan City will host a site visit for Representative Joe Donnelly (D-IN) and his staff in August, with students writing essays and preparing a scrapbook for the occasion.

In New York, where more than 34,000 students are at risk of losing their afterschool programs, 25 of the 29 members of the state's congressional delegation wrote Governor Eliot Spitzer to ask him to find a solution before the new school year begins. The letter says, in part, "If CCLC programs are forced to shut down for a year, the damage will be crippling to our neighborhoods and schools. Principals and schools will lose resources that help them raise achievement and attendance, and relationships between programs and host schools will be endangered. Families and children will lose the opportunities and safe havens they have relied on for five years." Although funding may or may not be restored, advocates can be proud of their work to rally support for New York children who need safe, enriching activities after school.

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

The Afterschool Alliance is looking for input on its *Afterschool for All: Project 2010* campaign. The campaign's partner list has more than quadrupled in the past year. New partners included five governors; more than 30 mayors; and a number of corporate leaders including TiVo, Inc. and Bright House Networks. The Alliance thanks everyone who helped to build the list! Now the Alliance needs your insights and input on the future direction of the campaign. *Please go to [http://www.surveymonkey.com/s.aspx?sm=TfNwsMsD3pcohmNe1Zmh4g\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=TfNwsMsD3pcohmNe1Zmh4g_3d_3d) to complete a brief survey* – just nine questions in all – to help inform efforts to achieve afterschool for all. The survey takes just a few moments to complete. Thank you!



## FUNDING NEWS

The Afterschool Alliance has numerous resources on its website for afterschool providers, including tips for initiating relationships with funders and businesses, and for identifying funding opportunities. *Visit [www.afterschoolalliance.org/funding\\_main.cfm](http://www.afterschoolalliance.org/funding_main.cfm).*

### **Afterschool and Online Donations**

Programs seeking support may want to consider alternative forms of fundraising, such as online donations. Websites such as ChangingThePresent.org allow organizations to register with the site and list the gifts they would like to receive, such as an art or music kit, a half hour of afterschool tutoring, healthy snacks for one day, etc. and set the price for them. Individual donors can then purchase the items for the program. *To learn more, visit [http://www.changingthepresent.org/about\\_us/story](http://www.changingthepresent.org/about_us/story).*

### **New Brief on Using TANF Funding for Afterschool**

A new publication from The Finance Project helps policy makers and program developers understand the ins and outs of using funds from the federal Temporary Assistance for Needy Families (TANF) program to support afterschool. Published in June, “Using TANF to Finance Out-of-School-Time Initiatives” offers guidelines for using TANF for afterschool programs and suggestions on how to be “strategic in accessing this funding source,” and provides specific strategies for identifying the basis for applying TANF dollars to afterschool. *The publication is available for download or purchase at [http://www.financeproject.org/pubs/all\\_pub.asp?by=d&pageid=1](http://www.financeproject.org/pubs/all_pub.asp?by=d&pageid=1).*

## GRANTS/AWARDS AVAILABLE

### **Grants for Youth-Led Community Development Projects**

Youth Venture is sponsoring the Youth Service America Youth Venture program for youth ages 12 to 20 who create, launch and lead sustainable ventures that benefit communities. Youth Venture will provide coaching, resources and mini-grants of up to \$1,000 per project. The application deadline is August 13. *For more information, go to <http://www.genv.net/en-us/region/ysa>.*

### **Grants for Improving Children’s Health and Wellbeing**

The Ronald McDonald House Charities is sponsoring grants to national nonprofit organizations, including afterschool programs, which promote the health and well-being of youth age 21 and younger. The deadline for letters of inquiry is August 31. *For more information, visit <http://www.rmhc.org/rmhc/index/grants.html>.*

### **Grants for Youth Community Action**

Do Something is offering grants of \$500 for those age 25 and younger doing community action projects or who are social entrepreneurs. GameStop grants are awarded to support community action projects and Plum grants are awarded to youth entrepreneurs to further the growth and success of their programs. Both grants are awarded on a weekly basis. *For more information, visit <http://www.dosomething.org/grants>.*



## AFTERSCHOOL PREPARES YOUTH FOR WORK

At a special Capitol Hill briefing on July 20, business leaders and afterschool experts discussed how afterschool programs help youth develop leadership, communication, critical thinking, and problem solving skills, which are imperative in the 21<sup>st</sup> century workplace and vital to America's competitiveness. The briefing was sponsored by the Afterschool Alliance in conjunction with the Senate Afterschool Caucus, co-chaired by Senators Christopher Dodd (D-CT) and John Ensign (R-NV).

Reinaldo Llano, the Director of Community Relations at Bright House Networks, spoke from personal experience when he said that afterschool programs give youth the chance to “develop key characteristics in trade and leadership skills” that will fundamentally alter their social and academic life, as well as their career path. Llano credited his current position with Bright House Networks to his afterschool program and the dedicated staff members who encouraged him to succeed. “From that experience of being in an afterschool program, my whole life changed,” he said.

Bright House Networks is providing more than \$1 million to Boys & Girls Clubs in Central Florida for youth scholarships and transportation. It has initiated technology clubs, and is providing free internet and funding so afterschool staff can purchase program supplies. “An afterschool program is a place where kids can learn and take that experience into the workplace,” Llano added. “They give kids a conviction to succeed.”

Safe and engaging afterschool programs are the real alternatives to crime, Jennifer Cole, Executive Director of Groundwork Providence, told congressional aides. The award-winning Rhode Island program trains older students for jobs in the environmental field, including recycling, coastal landscaping and more. Cole said that many of her program's projects include internships that

lead to full-time employment. In addition, her program prepares youth to be active and engaged citizens, and encourages public service. “Afterschool programs are incredibly valuable, for high school kids especially,” she said.

Lorna Donatone, President of School Services Division of Sodexo, Inc., said her company, the largest employer of registered dietitians, provides healthy snacks for afterschool programs and meals in summer programs in 17 cities. Donatone said student achievement is at the heart of Sodexo's work.

During the briefing, participants explained the important connection between the skill set developed at afterschool programs and success in the business world. “This is a public-private venture that none of us can do alone,” Afterschool Alliance Executive Director Jodi Grant said.

*For more information, view the Afterschool Alliance's Issue Brief: “Afterschool Programs: Helping Kids Compete in Tomorrow's Workforce” at [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_tomorrow\\_25.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_tomorrow_25.pdf).*



## SES TUTORING MAKING GAINS

A new evaluation of the federal Supplemental Educational Services (SES) program concludes that tutoring programs are making gains for students. The review, conducted by researchers with the RAND Corporation and Mathematica Policy Research, found that participation in SES tutoring varied considerably by age group, with a quarter of eligible elementary students receiving tutoring, but only five percent of eligible high school students. Students who received tutoring had statistically significant gains in test scores in both math and reading. By contrast, few students took advantage of the law's “school choice” provisions, allowing them to change schools – and those

who did showed no improvement in test scores.

*The study, a summary, and a news release are available on RAND’s website at <http://www.rand.org/pubs/reprints/RP1265/>.*



## **AFTERSCHOOL CAN SUPPORT TEACHER RECRUITMENT, RETENTION**

While student enrollment is rising, schools across the country are facing a critical shortage of teachers. A new MetLife-Afterschool Alliance issue brief, “Afterschool: A Powerful Path to Teacher Recruitment and Retention,” explores this vital issue and the role that afterschool programs can play in bringing new teachers to the field and keeping those already in the classroom. The issue brief is one of a series sponsored by the MetLife Foundation that will address the benefits afterschool programs provide to children, families and communities.

The new brief demonstrates how afterschool programs serve as a pipeline for teacher recruitment, giving individuals an informal way to begin working in education and with youth. At the same time, afterschool programs can serve as “teaching laboratories” where individuals new to the field can gain skills and confidence. They also help introduce new teachers to the challenges they will face in regular classroom settings and give them the skills to successfully address these challenges. The experience and confidence earned is invaluable in retention.

This new issue brief provides examples of cities and states that have utilized afterschool to improve their rates of recruitment and retention. *To view it, go to [http://www.afterschoolalliance.org/issue\\_br.cfm](http://www.afterschoolalliance.org/issue_br.cfm).*



## **BONNIE REISS: A LIFETIME OF ADVOCACY**

The Charles Stewart Mott Foundation presented its William S. White Award to Bonnie Reiss, a Senior Advisor to California Governor Arnold Schwarzenegger, After-School All-Stars Board Member, and longtime advocate for afterschool, at the 2007 Summer Institute in Miami in July. Named for the president of the Charles Stewart Mott Foundation, the award has been given each year since 2005 to individuals who have demonstrated lifetime achievement in the service of schools, children and communities. Reiss served as President of the Inner-City Games Foundation for five years, helping to build the 15-city organization which provides afterschool programs for hundreds of thousands of young people.

“Bonnie has been a lifelong champion for children,” An-Me Chung, program officer for the Charles Stewart Mott Foundation, said. “From leading environmental efforts and community concerns in her early years to bringing afterschool programs to millions of students, she has done more than her share to make this world a better place. Bonnie Reiss’ dedication and commitment to providing safe, nurturing places for children is remarkable. Her work inspires us all.”

An entertainment lawyer who was invited to produce the opening events at President Clinton’s inauguration, Reiss is part of the team that drafted California’s landmark Proposition 49, now the After School Education and Safety Initiative. She also founded the Earth Communications Office, which addresses global environmental concerns, and helped found the Hollywood Women’s Political Committee. She is a skilled lawyer, accountant and writer with many years of experience leading non-profit organizations.



**IN THEIR OWN WORDS...**

“If I didn’t go to the afterschool program, I would be doing what I used to do, just sitting at my grandmother’s house. I usually watched TV, but this is funner because I have kids to play with.”

--Seven-year-old Connor Morrow of South Boston, *Boston Globe*, June 23, 2007

“I believe strongly in afterschool programs.”

--President George W. Bush, remarks to Greater Cleveland Partnership, July 10, 2007

“My parents go to work, and I come here. I have a happy day not being in the streets involved in gangs and stuff. Nobody disturbs you here.”

--Jorge Hernandez, 12, commenting on his Crown Heights Community Resource Center summer program, *San Diego Union-Tribune*, July 14, 2007

“We used to go to the school after school, you know, to play and that. But they locked it up and started calling it trespassing if we did something. Stuff like that, afterschool programs, you really need that stuff here because the parents here, they work hard. And these kids come home, and there’s nothing to do. That’s why they get into trouble.”

--Martin Martinez, 24, co-founder of one of Palm Beach County, Florida’s major gangs, MLK, *Sun-Sentinel*, July 22, 2007

“We will be launching a comprehensive doorbell-to-school bell approach for our children. This means that city services will be coordinated and drive specific outcomes for young people including after-school and recreational activities.”

--Denver Mayor John Hickenlooper, State of the City Address, *Denver Post*, July 26, 2007

**IN THE NEWS...**

**California** – Adolescent at-risk boys are often at odds with security guards – but not in Salinas. Thursday afternoons at the Northridge Mall, 11- to 14-year-olds, many of whom have been expelled from school, are busy doing crafts, assembling model cars and creating kites alongside mall security guards. Stores in the mall volunteer to participate in the popular program, which started as a free afterschool program and has continued through the summer. “The mall program keeps them off the street,” Matthew Rivas, a county probation aide, told *The Californian*. “At first they were hesitant to come, but now they look forward to it.”

**Connecticut** – High school students participating in the EVOLUTIONS afterschool program at the Yale Peabody Museum of Natural History spent the year developing experiments, collecting samples and exploring wildlife in the forest with Professor David Skelly of the School of Forestry, Ecology and Evolutionary Biology. “One kid told me at the end of the day that he had so much fun that he would pay money to do this at an amusement park, if such a thing were possible,” program coordinator Jamie Alonzo told the *New Haven Register*. Their work examined how wood frog tadpoles are affected by environmental conditions; it is on exhibit on the third floor of the Museum, along with a video of the experiments. *To learn more, visit* <http://www.yale.edu/peabody/education/afterschool.html>.

**Idaho** – This summer, children in Lapwai are eagerly participating in summer programs, learning the Nez Perce language and developing teamwork skills, reports the *Lewiston Morning Tribune*. Language lessons are taught by tribal elders, along with the theme of respect. Other activities, such as crafts and robotics, are part of 4-H programming. Ten-year-old participant

Emery Wilson said, “I don’t like missing this, it is fun.”

**Illinois** –Thanks to a \$45,000 grant from the Chicago Area Project, seniors and students are bridging the generational divide and spending more time together. Throughout the summer, teens from the Decatur Homework Hangout afterschool program are visiting nursing homes and spending time with their elders. “This summer, we are looking forward to going out there and making a difference,” 17-year-old Jarvis Clark told the *Herald and Review*. “It would do my heart some good, and it would do my peers some good, to make a difference in the community.”

**Missouri** – The Cape Area Family Resource Center, located in an old church, has organized the “pew chop shop” afterschool program in Cape Girardeau. Using carpentry equipment purchased with a donation from the River Quarter Task Force, kids are making old church benches marketable by carpentering them into smaller, more portable sizes. “If the kids learn how to work with wood, that’ll be a skill they’ll find useful all their life,” Center Director Denise Lincoln said. The profits from the project will fund other youth activities and purchase new chairs for the First Assembly of God and First Pentecostal Church, reports the *Associated Press*.

**New Jersey** – The Right Step afterschool program in Paterson, together with St. Joseph’s Regional Medical Center, is teaching fundamental coping skills to troubled teens by providing treatment programs, group therapy sessions, individual meetings with counselors, dinner and more for three-and-a-half hours after school each day. “Some of these kids come from chaotic environments and they can be at big risk if they are dumped back into those environments before they have developed coping skills,” Dr. Kai-Ping Wang, a child psychiatrist at St. Joseph’s, told *The*

*Record*. “There’s a good amount that’s gained from connecting with others in the same struggles.” Organizers view the six to twelve month program as a bridge to recovery.

**Texas** – More than 1,000 students from 21<sup>st</sup> Century Community Learning Centers in the San Benito, Harlingen, Mercedes, Point Isabel, and Progreso school districts found themselves competing for catfish at the Rio Grande Valley 21<sup>st</sup> Century Fishing Tournament, initiated by the South Texas After School Alliance, this June. The catch and release tournament, which highlights the afterschool program, “has become a necessity,” Jack Garcia, afterschool program director at San Benito CISD told the *Valley Morning Star*. “We want to let the community know what an impact this program has.”

**Virginia** – The Roanoke City Health Department and Hurt Park Elementary School have organized the Hurt Park Healthy Living afterschool program to bring healthy-living skills to children at risk of being overweight or obese. Participants garden and wear pedometers while learning about nutrition, fitness, and a healthy lifestyle. Among other activities, children compete to record the most steps on their pedometers by program’s end. The *Roanoke Times* reports that each participant will receive a new pair of tennis shoes when they complete the program.



## VOTERS WANT CANDIDATES TO ADDRESS CHILDREN’S ISSUES

Voters affiliated with all parties say political leaders are not doing enough to ensure the health, education and well-being of children, and want the next President and Congress to give a higher priority to the



country's children and spend less time on other issues. Those are among the results of a poll released in July by the Every Child Matters Education Fund.

The poll found that 63 percent of respondents would be more likely to vote for a presidential candidate whose agenda on children includes an expansion of afterschool opportunities to allow children and youth to participate in enriching activities in safe environments.

In addition to the national survey, Every Child Matters Education Fund polled likely voters in Iowa, Nevada, New Hampshire and South Carolina. The national poll surveyed 625 likely general election voters and has a margin of error of  $\pm 3.9$  percent. *It and the state poll results are available at <http://www.everychildmatters.org/2008/combination-analysis.html>.*



## RI LEADERS WANT MORE AFTERSCHOOL PROGRAMS

A new survey finds that most of Rhode Island's municipal leaders want more afterschool programs in their cities and towns, and think the federal and state governments should provide more support for these programs. The Afterschool Alliance and the Nellie Mae Education Foundation released the survey at a "Breakfast of Champions" with afterschool leaders from across the state in late May, kicking off the 2007 Statewide Afterschool Conference.

"This new survey underscores the tremendous need for more afterschool programs all across Rhode Island," said Providence Mayor David N. Cicilline. "It is clear that my colleagues in other cities share my strong support for afterschool. We all want to expand access to programs like the Providence After School Alliance, which do so much for our children and families. We

are making progress, but there is still a lot to be done."

"We need to reinvent the way we think about education and identify the types of programs that work. Afterschool and summer programs that help prepare students for college and teach 21<sup>st</sup> century skills are among them," said Nicholas Donohue, President and CEO of the Nellie Mae Education Foundation. "We all have a role to play in ensuring that children everywhere have the opportunity to take part in these programs and we're pleased that Rhode Island mayors and other leaders recognize this and are stepping up to the plate to help make that opportunity a reality for all children."

Conducted in April and May via the Internet, the survey found:

- Nine in ten Rhode Island municipal leaders agree that afterschool programs are an absolute necessity in their communities.
- Leaders cite "keeping kids safe and out of trouble" as the top reason they support afterschool, with nine in ten describing it as a "very important" or "important" reason.
- More than three in four Rhode Island municipal leaders say that the federal and state governments are not doing all they should to meet the need for afterschool.
- About six in ten leaders say that their local government budgets include spending for afterschool.

Twenty-three municipal leaders responded to the survey, representing more than half the 39 cities and towns in the state. *Learn more at*

*[http://www.afterschoolalliance.org/RI\\_3pm.cfm](http://www.afterschoolalliance.org/RI_3pm.cfm).*



## NEW RESEARCH BRIEFS

Child Trends, a nonpartisan, nonprofit research organization providing social science research to those who serve children and youth, has just released four new research briefs aimed at out-of-school-time providers. The briefs touch on key topics, including strengthening attendance, encouraging family involvement, and program improvement.

The new briefs, made possible by support from the Atlantic Philanthropies, are:

- “Improving Attendance and Retention in Out-of-School Time Programs,” by Elena Kennedy, Brooke Wilson, Sherylls Valladares, and Jacinta Bronte-Tinkew;
- “Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs,” by Allison Horowitz, and Jacinta Bronte-Tinkew;
- “A 10-Step Guide to Adopting and Sustaining Evidence-Based Practices in Out-of-School Time Programs,” by Allison J. R. Metz; and
- “What Is Evidence-Based Practice?,” by Allison J. R. Metz, Rachele Espiritu and Kristin A. Moore.

*They join an already lengthy list of articles for out-of-school-time providers on the organization’s website, available for download at*

*[http://www.childtrends.org/\\_portalcat.cfm?LID=C6CEDAFE-34FF-4DFD-9CD745899CE5D128&CFID=275110&CFTOKEN=12730976](http://www.childtrends.org/_portalcat.cfm?LID=C6CEDAFE-34FF-4DFD-9CD745899CE5D128&CFID=275110&CFTOKEN=12730976)*



## RESOURCES

### Children Take Action

The nonprofit RippleKids.com has developed a website, sponsored by i2net, which publicizes the good community actions children undertake across the nation. The site

encourages children who have identified problems in their communities to take action and empower others. *Visit [www.ripplekids.com](http://www.ripplekids.com) to get involved.*

### Clearinghouse on Nutrition Resources

The School of the 21st Century and the Rudd Center for Food Policy and Obesity, both at Yale University, have developed a compilation of the best online resources for program implementation relating to healthy lifestyles, nutrition and physical activity. *The document, which features links to all the top sites, is available at [http://www.yale.edu/21c/documents/2007\\_Spring\\_IssueBrief\\_Nutrition.pdf](http://www.yale.edu/21c/documents/2007_Spring_IssueBrief_Nutrition.pdf).*

### Educators, Youth Workers, and Students’ Treasure Chest

Verizon has launched Thinkfinity, a website with an ever-growing collection of educational and literacy resources as well as professional development programs. The site features thousands of resources such as lesson plans, student materials, interactive tools, links to other websites, and a rollout network of select state and national education and literacy organizations that focus on best practices for teacher and student achievement. *To access the site, go to [www.thinkfinity.org](http://www.thinkfinity.org).*

### Effective Management of Afterschool Programs

The Philadelphia-based Public/Private Ventures has released, “Quality Time After School: What Instructors Can Do to Enhance Learning.” The report draws attention to key features of high-quality activities, such as good group management and positive adult support. Researchers identify four key aspects of good activity management: setting reasonable ground rules, providing encouragement and praise, reinforcing expectations consistently, and handling broken ground rules in a firm but not harsh way. The report also proposes ways to create engaging learning environments in afterschool programs. *It is available at*

[http://www.ppv.org/ppv/youth/youth\\_publications.asp?section\\_id=8#pub217](http://www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub217).

### **Predicted Involvement in Out-of-School Time Activities**

With funding from the W.T. Grant Foundation, the Harvard Family Research Project has completed a Study of Predictors of Participation in Out-of-School Activities, which examines the factors associated with whether youth – particularly disadvantaged youth – participate in organized out-of-school time programs and activities. A fact sheet highlights key findings relevant for practitioners and policy makers working to secure resources and address access and equity. *To view the fact sheet, visit <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/factsheet.pdf>. A summary of the research is available at <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/researchsummary.pdf>.*

### **Quality of School-Age Child Care in Afterschool**

The Harvard Family Research Project's new brief, *Quality of School-Age Child Care in After-School Settings*, offers an overview of the features of high-quality after school settings, including an examination of key research on links between program quality and developmental outcomes. It reviews current practice in program quality assessment and offers quality-related considerations for policy makers. The brief includes a list of program quality assessment tools. *To view it, visit <http://www.researchconnections.org/SendPdf?resourceId=12576>.*

### **Science, Literacy and Mathematics Curricula Databases**

Three online databases – created by the National Partnership for Quality Afterschool Learning at the Southwest Educational Development Laboratory, and the Program in Education, Afterschool & Resiliency at

Harvard University and McLean Hospital – help practitioners locate and make informed decisions about high-quality science, mathematics and literacy resources to enrich their programs. Each curriculum includes information on alignment to national standards, research base, staffing needs, cost, planning and contact information. *To access the databases, visit <http://www.sedl.org/afterschool/resources/curriculum.html>.*

### **Teen-Friendly College Resource**

The Lumina Foundation for Education, the American Council on Education, and the Advertising Council have created a teen-friendly website providing tips and local resources on how to prepare for and get into college. The site offers a monthly e-newsletter to keep college-bound youth inspired, and a section for parents and teachers with advice and resources to become active in supporting young people's college goals. *Visit [www.knowhow2go.org](http://www.knowhow2go.org) to learn more.*

**Youth Service and Volunteerism Online**  
Serwenet, a website administered by Youth Service American and iBelong Networks, hosts a database of volunteer opportunities and grants for youth activities. The site offers features such as shared news feeds, real-time news alerts via e-mail and text messaging. It also provides advanced social networking tools and special group pages to let nonprofits post volunteer opportunities, receive online donations, and manage their membership bases. *To visit the site, go to [www.serwenet.org](http://www.serwenet.org).*



## **RUNAWAY PREVENTION CURRICULUM**

Up to 2.8 million youth run away each year. To address this problem, the National

Runaway Switchboard, DePaul University's Center for Community and Organization Development, youth and community members developed the *Let's Talk: Runaway Prevention Curriculum* – a 14-module curriculum designed to build life skills, increase knowledge about resources and prevention, provide alternatives to running away, and encourage youth to seek help from trusted community members and from the National Runaway Switchboard's confidential, anonymous hotline, 1-800-RUNAWAY.

*Let's Talk: Runaway Prevention Curriculum* is designed for community members, peer leaders or teachers to use in various settings. It is accompanied by the film, "1-800-RUNAWAY," which gives youth workers easy-to-use lessons and interactive activities.

The Runaway Prevention Curriculum is available free at [www.1800RUNAWAY.org](http://www.1800RUNAWAY.org). For more information, contact the National Runaway Switchboard's Prevention Specialist, Lee Osipchak at 773/289-1723 or email [prevention@1800RUNAWAY.org](mailto:prevention@1800RUNAWAY.org).



*Summer Learning continued from page one...* providers, non-profit organizations and summer enrichment camps for summer opportunity scholarships.

The Center also supports expanding the Simplified Summer Food program, because research shows hungry children have lower math scores, are more likely to repeat a grade, and have more behavioral, emotional and academic problems. A new report from the Food Research and Action Center (FRAC), "Hunger Doesn't Take a Vacation," finds that some 2.85 million children participated in summer nutrition programs each day in July of 2006, ending a string of seven years of decline in the number of children participating in the programs. But still, FRAC found, the Summer Food program is

reaching less than one in five eligible low-income children.

"We need to do a much better job of caring for our children during out-of-school hours, after the school day ends and over the summer," said Afterschool Alliance Executive Director Jodi Grant. "These reports paint a stark picture of the harm done when children don't have access to adequate food and year-round opportunities to learn. Many afterschool programs are already moving to fill the gap, but we need more resources if we are to truly meet the need."

*The Johns Hopkins University study on summer learning is available at [www.asanet.org/galleries/default-file/April07ASRFeature.pdf](http://www.asanet.org/galleries/default-file/April07ASRFeature.pdf). To learn more about the Center for Summer Learning, please visit [www.summerlearning.org/](http://www.summerlearning.org/). *Hunger Doesn't Take a Vacation* is posted at <http://www.frac.org/pdf/2007summer.pdf>.*



## MARK YOUR CALENDARS...

### **August 22 - 23, 2007**

Afterschool Counts will sponsor the 5<sup>th</sup> annual Off to a Great Start Conference for afterschool professionals in Columbus, Ohio. The event will feature national, regional and local experts on afterschool and provide demonstrations of activities, breakout sessions and networking opportunities. *For more information, call 614/247-4976.*

### **October 18, 2007**

The 2007 *Lights On Afterschool* will feature 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](http://www.afterschoolalliance.org/lights_on/index.cfm).*

 **October 20, 2007**

The Arizona Center for Afterschool Excellence will host the 2007 Afterschool Conference in Mesa. The conference will feature more than 30 workshops, including site management, physical activities, behavior management and discipline, public policy and advocacy and program evaluation. *For more information, call 602/ 279-7100 or visit [www.azafterschool.org](http://www.azafterschool.org).*

 **October 22 - 23, 2007**

School's Out Washington will sponsor The Bridge from School to Afterschool and Back Conference in Vancouver, bringing together innovative leaders dedicated to improving the effectiveness of afterschool programs. Keynote speakers will include Colleen E. Almojuela, former Executive Director of the Respecting Ethnic and Cultural Heritage Center, and Dr. Deborah Lowe Vandell, of the University of California, Irvine. *For information and to register, visit <http://schoolsoutwashington.org/index.cfm?fu seaction=page&sectionid=60>.*

 **November 1 - 3, 2007**

The Harvard Family Research Project will host a professional development institute, Closing the Achievement Gap: Linking Families, Schools and Communities, at the Harvard Graduate School of Education in Cambridge, Massachusetts. The institute will examine how schools, families, out-of-school-time programs and other organizations and agencies can forge connections and build systems of support for children and youth. *For more information and to register, go to <http://www.gse.harvard.edu/%7Eeppe/k12/programs/cag.html>.*

 **November 2 - 3, 2007**

The New Jersey School-Age Care Coalition will host its annual conference for afterschool, The Creative Spirit of Afterschool, in Princeton, New Jersey. *For more information and to register, visit <http://www.njsacc.org/news.html#conferences>.*

 **November 7 - 10, 2007**

The National Guild of Community Schools of the Arts will host the 2007 Conference for Arts Education in Los Angeles, California. Workshops include Integrating Arts and Academics, Planning Effective and Sustainable Partnerships, Effective Grant Writing, Community Arts Education in Small Towns and Rural Communities, and more. *For more information and to register, visit <http://www.communityartsed.org/>.*

 **November 15 - 17, 2007**

The Children's Forum will host the After-School Solutions State Conference in Orlando, Florida. The conference will offer a wide range of workshops and trainings for afterschool professionals. *For more information, visit <http://www.thechildrensforum.com/training.html#e2007-11-16>.*

**\*\* And mark your calendars now for the 2008 "Afterschool for All Challenge," May 13<sup>th</sup> and 14<sup>th</sup> in Washington, D.C.!**

***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. 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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