



AFTERSCHOOL A HOT TOPIC ON CAPITOL HILL

Afterschool advocates have been busy and highly productive in February and March, with students, parents, providers and community leaders directing tens of thousands of letters, phone calls and emails to Congress in support of afterschool funding. The massive outpouring of public support made a powerful case that afterschool programs are essential to communities across the country, and that voters recognize that 21st Century Community Learning Centers (21st CCLC) funding is vital to their sustainability.

The grassroots outreach for afterschool helped convince key congressional committees to hold hearings on these programs. At the first, members of Congress challenged U.S. Secretary of Education Margaret Spellings to justify the President's proposal to slash afterschool funding by \$281 million next year and transform 21st CCLCs into a risky voucher program.

"The public response to the President's latest threat to afterschool has been extraordinary," said Afterschool Alliance Executive Director Jodi Grant. "Every member of Congress heard from constituents, which led to hearings being scheduled and Members from both sides of the political aisle vowing to reject the President's plan. Children and families will be much better off if they do."

Spellings Faces Tough Questions

On February 26, Secretary Spellings testified about the President's education proposal, which includes significant cuts not only to 21st CCLCs but also to other programs

that benefit afterschool, including Safe and Drug Free Schools, Individuals with Disabilities Education Act, migrant education programs, mentoring programs, career and technical education, and others.

At the hearing before the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies, several members of Congress asked the Secretary to explain the proposed afterschool funding cuts. She gave the same answer each time, noting that many of the proposed cuts were to "ineffective, small programs." Secretary Spellings said 21st CCLC is "found to be largely ineffective by the [Office of Management and Budget] performance review process." A fast-growing body of research from numerous well-respected institutions challenges that conclusion and, in fact, the Office of Management and Budget (www.expectmore.gov) rates 21st CCLC as performing adequately.

Representative Betty McCollum (D-MN) noted that the proposed budget will make it difficult to reach policy goals for education. She cited numerous challenges facing school districts, singling out cuts to afterschool programs, counseling and mentoring as particularly problematic.

Representative Dennis Rehberg (R-MT) said the President's budget would have a "cumulative negative effect to the Native American population" and that it "zeroes out" rural education.

"We need well-rounded education, not just math and science," said Representative Mike Simpson (R-ID). He shared concerns about the lack of art programming offered during the school day. Many afterschool
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OUTREACH

For two days in February, at least 50,000 people from every congressional district in the country reached out to lawmakers as part of the Afterschool Alliance's National Call-In for Afterschool. The event was a tremendous success and a testament to the power of grassroots activism. Because of the high volume of calls, members of Congress scheduled hearings on the impact of afterschool programs.

Afterschool Ambassador Christine Gingerella, Director of Schools & Community Organized to Promote Excellence (SCOPE) in Central Falls, Rhode Island, was impressed by the passion of the youth in her program who spoke eloquently to members of Congress about the important role SCOPE plays in their lives.

Engaged Youth Reach Out

SCOPE runs a Youth Council comprised of middle and high school age students who meet twice weekly to do community service and advocacy. The group was meeting at the time of the National Call-In for Afterschool, and members decided immediately to participate. "Let's do this!" said Jose Cintron, 18, a high school senior and Youth Council member.

Gingerella offered to help the students script their messages, but when the moment came to dial, they preferred to improvise and speak from the heart. Cintron made the first call to Representative Patrick Kennedy, explaining to an aide that he had been at SCOPE for two years and the program "helped me find myself and what career I should be looking for." He said SCOPE is free and open to all children in the community and is widely recognized as a "safe" place. Cintron wanted Representative Kennedy to know that "the President is making the worst decision in his life," and to please ask his boss to vote against it. Cintron said the aide told him he was "very proud" of him for calling and explaining how important his program is to him.

Each Youth Council student called both Rhode Island Senators as well as Representatives Kennedy and Jim Langevin.

Cintron advises other students to speak out, and urges those who are intimidated about making a phone call to find help in crafting a letter instead. The important thing, he says, is to "get the word out. Once you've done it, you feel great."

"This experience opened a door for them," Gingerella said. "Anytime it comes up now, they'll feel experienced and confident."

Community Action Strategy

In order to be as effective as possible when key moments arrive, Gingerella has devised a strategy that incorporates reaching out to community members who would be most affected by changes in afterschool funding.

She has signed onto local listservs, including the Providence After School Alliance and the Rhode Island Afterschool Plus Alliance, and has created her own group of advocates. Her personal listserv includes all the principals in her school district and members of her governing board. Whenever she receives information that requires immediate action, she contacts her listserv with a personalized

message. “I personalize the email to explain what the budget changes would mean locally,” she says. “I make sure they have all the right phone and fax numbers and emails, just to make it really user-friendly for them.”

Making phone calls to members of Congress might seem more intimidating than sending an email. “I always get a little nervous,” Gingerella admits. She suggests that if advocates feel shy about making a call, they first talk to their students. The youth have a powerful impact because “kids love to talk about what matters and is important to them.”

Youth also can hold their elected officials accountable. Cintron promised to stay engaged and follow up. “We’ll definitely call again if we don’t get anything,” he promises.

Afterschool for All

Afterschool for All currently totals more than 18,370 partners. The effort is gaining momentum with communities nationwide. Recently, the Georgia Afterschool Investment Council (GAIC) reported that it will team up with the Georgia Rotary Club to urge more business leaders to sign on and pledge their support for increased investments in quality afterschool programs.

Are you interested in leading similar partnerships in your community? For a sample *Afterschool for All* invitation letter that you can send to members of your local chamber of commerce and other business groups, visit www.afterschool2010.org/national.cfm. You can also use the talking points available on the website (www.afterschool2010.org/partner_tools.cfm) to share information about the many ways afterschool programs boost working parents’ productivity and help prepare our nation’s future workforce.



FUNDING NEWS

Visit the Afterschool Alliance's website for more funding news at www.afterschoolalliance.org/funding_main.cfm.

GRANTS/AWARDS AVAILABLE

Grants Promoting Health and Wellness

The U.S. Potato Board and the School Nutrition Foundation are co-sponsoring the first School Wellness Grant program. Ten grants of \$2,500 are available. Grants will fund foodservice equipment for the healthful preparation of fresh or processed potatoes; physical activity equipment; or the development of nutrition or physical activity educational programs. The deadline is April 15. Visit <http://www.healthypotato.com/healthEducators.php?id=11>.

Building Healthy Teen Relationships

The Robert Wood Johnson Foundation has launched Building Healthy Teen Relationships to prevent intimate partner violence by working in communities and at the policy level to help 10- to 14-year-old youth develop healthy and safe relationships. The initiative will support the creation and evaluation of comprehensive community-based models of prevention that aim to decrease relationship violence and increase positive, protective relationship skills. Up to eight sites will receive up to \$250,000 per year for up to 48 months. Applicants must have a base population of at least 2,000 youth ages 10 to 14 in their community. Priority will be given to lower-income communities with high rates of violence. The deadline for brief proposals is April 16. *To learn more, visit www.buildinghealthyteenrelationships.org.*

Mental Health Grants

The U.S. Substance Abuse and Mental Health Services Administration is offering State/Tribal Youth Suicide Prevention grants to develop and implement statewide or tribal youth suicide prevention and early intervention strategies that incorporate public/private collaboration. A total of \$9 million is available for 18 awards. The deadline is April 22. *For information, visit http://www.samhsa.gov/Grants/2008/sm_08_015.aspx.*

Grants for Afterschool and Summer Nutrition Programs

Share Our Strength is sponsoring Great American Bake Sale grants to support efforts to increase participation among low-income school-age children in afterschool and summer meal programs, particularly among programs that utilize USDA-reimbursement through Summer Food Service Program, National School Lunch Program or the Child and Adult Care Food Program. Grants range from \$1,000 to \$10,000. The deadline is May 30. *For information, visit http://gabs.strength.org/site/PageServer?pagename=GABS_grants.*

Grants Promoting Physical Activity for Girls

Gatorade and the Women's Sports Foundation are sponsoring GoGirlGo! Ambassador Team awards to inspire teams to fight physical and psychological health risks affecting young women and girls. Teams of young high school women may apply to lead projects that get girls physically active. Twenty grants of \$2,500 are available. The deadline is July 18. Visit <http://www.womenssportsfoundation.org/cgi-bin/iowa/funding/featured.html?record=40>.



2008 AFTERSCHOOL FOR ALL CHALLENGE!

Join the Afterschool Alliance and advocates from across the country in Washington D.C. on May 13th and 14th to help grow support for afterschool programs. This year's *Afterschool for All Challenge* will feature two days of activities, including a youth advocacy track, training and networking sessions, meetings with members of Congress and their aides, and a "Breakfast of Champions" honoring congressional, state and local leaders.

This year, the Afterschool Alliance will partner with the National League of Cities and its National City Afterschool Summit for the event, which will give city officials, superintendents, school board members and afterschool providers the chance to share strategies for growing quality afterschool programs.

To register, visit www.afterschoolalliance.org/A4A_Challenge.cfm. Please note that registration is not complete until you have received a confirmation email. Check the Afterschool Alliance website, www.afterschoolalliance.org, regularly for updates and information.

NEW BRIEF REVIEWS KEY RESEARCH, LOOKS FORWARD

A new issue brief from the Harvard Family Research Project (HFRP) highlights ten years of research demonstrating the value of afterschool programs, and poses a series of forward-looking questions for program providers.

"After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It," by Priscilla M.D. Little, Christopher Wimer and Heather B. Weiss is the tenth in HFRP's series of issue briefs

covering a variety of topics related to afterschool research and evaluations. It highlights key research on afterschool programs' impact on academic success; social and emotional development; drug, alcohol and sex prevention; and health and wellness.

The brief identifies key building blocks for program success, including quality programming, sustained participation, partnerships with schools and community organizations, family participation and more. It concludes by framing a series of questions for the afterschool community. Among them: how to ensure that effective afterschool practices are broadly implemented, and how programs can work with schools and community partners to "ensure a complementary array of learning and developmental supports."

The brief is part of HFRP's "Issues and Opportunities in Out-of-School Time Evaluation" series. *It is available for free download at <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief10/issuebrief10.pdf>.*



STUDY: QUALITY PROGRAMS IMPROVE LITERACY

A newly released study of an eight-year, \$58 million afterschool initiative to improve the educational performance of low-achieving students in five California cities finds "pronounced gains in achievement for a range of students" resulting from high-quality literacy programming.

Researchers from the nonprofit Public/Private Ventures (P/PV) studied afterschool programs participating in "Communities Organizing Resources to Advance Learning," (CORAL), supported by the James Irvine Foundation. The studied programs serve more than 5,300 students, most in elementary school, in low-performing

schools in Fresno, Long Beach, Pasadena, Sacramento and San Jose. More than half were designated English learners and 89 percent, overall, were recipients of free or reduced-price lunch.

Researchers concluded that, “children’s reading success was strongly related to the quality of literacy programming.” In 2004, the CORAL initiative tightened its focus on literacy, implementing a series of techniques that included read-alouds, book discussions, independent reading, writing, vocabulary and skill development activities. Comparing results from the 2004/05 and 2005/06 school years, researchers concluded that, as implementation of the new techniques reached more and more students, average reading scores went up.

The research led to several publications from P/PV. *The full evaluation is available online at*

www.ppv.org/ppv/publications/assets/225_publication.pdf, *and a summary of findings is available at*

www.ppv.org/ppv/publications/assets/226_publication.pdf. *Separate publications examine CORAL’s literacy methods*

www.ppv.org/ppv/publications/assets/227_publication.pdf, *offer practical, hands-on guide for implementing quality programming*

www.ppv.org/ppv/publications/assets/228_publication.pdf, *and look at specific approaches aimed at English Language Learners*

www.ppv.org/ppv/publications/assets/229_publication.pdf.



IN THE NEWS...

California – These days, Carolina Sarcerno, 14, has a lot to say about the benefits of mentoring. A bright student originally from Guatemala, Sarcerno struggled in school after moving to California. “In Guatemala, I liked school a lot and I was excited to go, but when I came here, I couldn’t do anything,” she told the *Orange County Register*. With help from

Community Leaders Assisting and Supporting Schools at Newhart Middle School in Mission Viejo, her outlook has improved. A collaborative between the city and the school district that matches mentors age 50 to 90 with students who are English language learners, the program is making an impact in the community and helping students improve their language skills and confidence.

Florida – Afterschool programs in Ellenton are serving more children in need thanks to some help from school officials, reports the *Sarasota-Herald Tribune*. Many students at Williams Elementary come from homes where only Spanish is spoken and need extra tutoring in English and math. But they rely on school buses that leave when the regular school day ends because their parents cannot afford transportation. Realizing the dilemma, school officials decided to bring afterschool to them, organizing transportation twice a week so teachers could go to the government-subsidized apartment complex where many students reside. Operating since January, teachers say the program not only boosts students’ academics and confidence, it also helps teachers connect to the students’ home lives and strengthens student/teacher bonds.

Massachusetts – Afterschool advocates had reason to rejoice after an Advocacy Day in late February at which State Representative and House budget chief Robert DeLeo indicated that afterschool funding will be on the legislature’s agenda. “There are going to be certain priorities we’re going to have to address,” he told the *News Service*.

Advocates pointed to a recent commission report that recommended more use of public buildings, federal grants, and studying existing transportation systems to better enable students to get to programs.

Nebraska – Concerned about an alarming decline in outdoor activities such as angling and hunting, Nebraska Game and Parks Commissioners approved a 20-year plan to

recruit, develop and retain new enthusiasts, with part of the strategy focusing on youth, mentoring and afterschool programs. The plan includes mentored-youth urban fishing programs, outdoor skills camps, weekend workshops at state parks, and a website dedicated to youth 15 and younger. The *Omaha World Herald* reports that, as revenue from hunting and fishing licenses decreases, so does the agency's ability to conduct soil, water and wildlife conservation work. The new campaign aims to curb the decline and instead inspire a new generation of hunters and anglers.

Oklahoma – The afterschool program at the 7th and 8th Grade Center in Muskogee Public Schools is designed, in part, as a dropout prevention program to build bridges between middle school and high school. “We try to catch the ninth-grade and eighth-grade students to get them on a track we know they'd need to take courses in,” Linda Clinkenbeard, Assistant Superintendent, told the *Muskogee Phoenix*. The afterschool programs throughout the school district focus on making learning entertaining and relevant, and also offer career guidance.

Rhode Island – Fly-fishing is making a comeback in Richmond, with students in a new afterschool program in Chariho learning to make their own flies. The program teaches children about the science behind the sport, focusing on entomology and ecology. In the process, it refines their motor skills. The week of April 5, before the opening day of trout season, the Rhode Island aquatic education program will open a trout-hatchery pond to the students, allowing them to test their luck with their homemade lures. “It's one thing for a student to read about a stonefly. It's an entirely different educational experience when a student can recreate a stonefly by tying a stonefly pattern – and furthermore, to take samples of bugs on a particular stretch of stream and identify the

bugs,” Guidance Counselor Alex McLeod told the *Providence Journal*.

Virginia – Afterschool programs in Norfolk are serving the area's large military population by providing special services to children of military families who have parents currently deployed, according to the *Virginian-Pilot*. Michelle Joyner, spokeswoman for the National Military Family Association, said lengthy deployments add stress to children and take a real toll. “I think it's difficult when you are talking about a 15-month deployment versus a seven-month one. Fifteen months, you are talking potentially about two birthdays, two Christmases. Mentally that is a very long time, that's difficult for children to understand.”



SCIENCE ON THE BIG SCREEN

Youngsters can experience the fun of exploration with *The Zula Patrol: Animal Adventures in Space!* at select theaters nationwide. This one-day-only special event on Saturday, March 29th at 10:00 a.m. will keep kids on the edge of their seats as they watch the characters think their way through ecological challenges.

The Zula Patrol, which airs on public television stations across the United States, entertains while teaching science and astronomy to pre-K through third grade children. The television shows cover a broad range of topics, including states of matter, ecosystems, comets and moon phases. *For more information, visit www.ZULA.com.*



AFTERSCHOOL CAN LINK FAMILIES AND SCHOOLS

A new MetLife-Afterschool Alliance Issue Brief, "Afterschool: Supporting Family Involvement in Schools," explores the various ways afterschool programs create linkages between school and home for students and parents. It is one in a series of Issue Briefs sponsored by the MetLife Foundation that addresses the benefits afterschool programs provide to children, families and communities.

The new Brief finds that afterschool programs provide a "gateway" into schools for many parents who do not feel connected to their children's school. According to the Brief, "afterschool programs give parents the option to meet with staff and discuss student performance after the work day. A bond with the child's afterschool program serves as a link to teachers and staff from the regular school day."

A *MetLife Survey of the American Teacher 2007: The Homework Experience* found that both teachers and parents are dissatisfied with the efforts schools and parents make to connect with each other. Twenty-four percent of parents reported that the school did not do a good job encouraging parental involvement in the educational arena, and 39 percent of teachers gave a fair to poor rating to their school for the availability and responsiveness of parents.

The Issue Brief offers numerous examples of afterschool programs that are bridging this gap and serving as the critical link between home and school for many youth. *To view it, go to http://www.afterschoolalliance.org/issue_briefs/issue_parent_involvement_32.pdf.*



IN THEIR OWN WORDS...

"Our research has shown that a majority of students who visit 21st Century Community Learning Centers achieve more in school, participate in classes more regularly, are more motivated and attentive, and get along better with other students and teachers."

--Wisconsin State Superintendent Elizabeth Burmaster, *US States News*, March 12, 2008

"I firmly believe the proposed program will increase academic achievement, improve interpersonal relationships of those that interact with the students, and decrease both the dropout rate and juvenile delinquency in a region that has experienced substantial economic distress and seen a marked increase in gang activity."

--Congressman Patrick McHenry (R-NC) in reference to a U.S. Department of Education grant for Communities in Schools of Caldwell County, *States News Service*, March 4, 2008



CALIFORNIA UPDATE

Funding Crunch Affects School Garden Programs

Afterschool programs that were counting on funding gardening projects through the California Instructional School Garden (CISG) Program will need to look elsewhere for funding. CISG had \$4.2 million remaining of the initial \$15 million that was to be allocated to projects, but because of efforts to balance the state budget, these funds will no longer be available to programs and there will be no Request for Applications issued in March 2008.

State Can Retain 2006/07 ASES Funds

The California State Legislature recently passed SBX 3 2 which, to address the budget deficit, would allow the state to retain unencumbered 2006/07 After School

Education and Safety (ASES) funds. Programs that have already requested extensions from the California Department of Education have until March 31 to use the funds. New programs that do not meet attendance targets this year will not be affected, but programs will be required to meet attendance targets in coming years. There will be no new Requests for Applications for ASES funds this year. To learn more about how to increase enrollment, visit the California Afterschool Network's website at http://www.afterschoolnetwork.org/files/Expanded_Fund_Tips.doc. To view the text of the legislation, visit http://www.leginfo.ca.gov/pub/07-08/bill/sen/sb_0001-0050/sbx3_2_bill_20080213_amended_sen_098.html.

New Afterschool Legislation Proposed

State Senator Tom Torlakson introduced Senate Bill 1674, which would expand opportunities for afterschool program staff to access the existing Paraprofessional Teacher Training Program – which is currently available only to school district staff. The proposal would open the program to community-based organizations, city and county employees, Park and Recreation Department employees, and afterschool program staff employed by entities other than school districts. This would be a pilot program funded with After School Education and Safety Training and Technical assistance funds for the first year, with the possibility of expansion. To view the bill, visit http://www.leginfo.ca.gov/pub/07-08/bill/sen/sb_1651-1700/sb_1674_bill_20080222_introduced.html.

The *Afterschool Advocate* thanks the California Afterschool Network for providing information for this story!



Continued from page one...

programs offer art, music and other activities that engage students.

Special Afterschool Hearing

On March 11, the House Subcommittee on Early Childhood, Elementary and Secondary Education sponsored a special hearing on afterschool, “After School Programs: How the Bush Administration’s Budget Impacts Children and Families.”

“At a time when improving student achievement and success is more crucial than ever, we should be focused on how we can expand afterschool opportunities that have great benefits for our children—not on beating back repeated threats to these programs,” said Representative Dale Kildee (D-MI), Subcommittee Chair. “As a former teacher, I know firsthand the difference that good afterschool programs can make in the lives of children and their communities.”

“In Delaware and throughout the United States, the importance of afterschool programs is apparent,” agreed Representative Mike Castle (R-DE). “Each afternoon millions of students around the nation leave school with no place to go because they lack affordable, accessible afterschool opportunities. 21st CCLC programs give school-aged children the option of using this time for growth and opportunity instead.”

Several witnesses testified about the benefits that 21st CCLC programs offer to youth, families and communities. Priscilla Little of the Harvard Family Research Project explained that afterschool programs help overcome inequities that poor students face in the education system. “All kids need afterschool programs, but sometimes it happens more naturally,” she said, referring to children who have access to privately funded afterschool activities. “The beauty of the 21st Century program is that it levels the playing field.”

LaDonna Gamble, Interim Project Director for Flint Community Schools, Bridges to the Future program in Michigan,

painted a picture of the typical day in an afterschool program and discussed the importance of 21st CCLC to program stability and sustainability.

Police Chief Michael J. Carroll of the West Goshen Township Police Department in Pennsylvania talked about the dangers students face in the hours after the school bell rings and before parents return home from work, and the many ways afterschool programs support youth development.

“Currently over 14 million students leave school at 3:30 p.m. or earlier, with nowhere to go,” said Teresa Kough, After School Program Coordinator for the Delaware Department of Education. “The Administration’s current proposal to convert the 21st CCLC program to a voucher system may force programs to close, which would result in more students with no place to go after school. In addition, the move to a voucher system would undermine existing public, private, community and faith-based partnerships that are working well.”

Public Witness Hearing

On March 13, the Subcommittee on Labor, Health and Human Services, Education and Related Agencies held a public witness hearing. Harvard’s Priscilla Little testified there too, this time on behalf of the Afterschool Alliance. Little told the committee that “afterschool programs are a critical component of children’s education and development and, in part thanks to the 21st CCLC grants program, we have a good, solid evidence base to support this claim.”

After Little’s testimony, Chairman David Obey (D-WI) commented that last year his Committee added \$150 million to the afterschool budget. He noted that the President’s proposal would reverse the increase and undermine the structure of 21st Century Community Learning Centers.

“We’ve made a terrific beginning these last two months, but we need to keep the pressure on if we are to stop the President’s afterschool budget proposal and instead

convince Congress to vote for the funding increase we urgently need,” the Afterschool Alliance’s Jodi Grant said. “We will continue to remind lawmakers that more than 14 million children have no place to go each afternoon after the school doors close. We can and must do better.”

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. Or mention it when you call 1-800-627-2829 to place an order.


MARK YOUR CALENDARS...

April 10 - 12, 2008

The California School-Age Consortium will host its 26th annual statewide conference, “Mission Possible-26” in Santa Clara, California. The conference will feature high school track workshops, internationally renowned keynote speakers and more. *For more information and to register, visit <http://conference.calsac.org/>.*

April 11 - 12, 2008

The Cooperative for Afterschool Enrichment is sponsoring “Out-of-School Time for High School Youth: Focus on Practice” in Houston, Texas. The symposium will raise awareness about the potential of afterschool programs for older youth and begin to build a network of dedicated professionals who are working with high school youth beyond the school day. *For more information, visit <http://www.osths.org/>.*

 **April 17 - 18, 2008**


The Center for Summer Learning will host its 2008 National Conference in Albuquerque, New Mexico. Attendees will hear about the latest research, discuss effective program management strategies, learn to influence public policy, advocate for high-quality summer learning programs, network with like-minded colleagues, and more. *For information, visit*

www.summerlearning.org/index.php?option=com_content&task=view&id=105&Itemid=427.

 **April 25 – 26, 2008**

The Arizona Center for Afterschool Excellence will sponsor the Southwest Afterschool Leaders Symposium in Mesa, Arizona. The symposium will feature workshops and sessions focusing on leadership skills for afterschool providers. Paul Koehler, a member of the Time, Learning and Afterschool Task Force, will present the highlights of the report, *A New Day for Learning*. *For information and to register, visit*


<http://www.southwestleaders.org/>.

 **April 30 – May 2, 2008**

The Coalition for Community Schools will host its National Forum 2008 in Portland, Oregon. The theme is “Community Schools for All.” Participants will learn to mobilize local leadership as champions for community schools system-wide; increase their capacity to advocate with national, state and local policy makers; plan and organize at the school and community levels; utilize research data and information; apply best practices; and more. *For information, visit*


<http://guest.cvent.com/EVENTS/Info/Summar>

[y.aspx?e=436adcc2-0f3e-4d90-ba86-b2622cc0bd6b](http://www.afterschoolalliance.org/conferences/2008/summer-learning-conference.aspx?e=436adcc2-0f3e-4d90-ba86-b2622cc0bd6b).

 **April 30 – May 3, 2008**

The Best Out-of-School-Time (BOOST) conference will be held at the Palm Springs Convention Center and Wyndham Palm Springs Hotel in Palm Springs, California. One of the nation’s largest afterschool conferences, BOOST offers networking and team-building opportunities, numerous workshops, and information on the latest trends and research in out-of-school time programming for elementary, middle and high school-age programs. *For more information, visit*

<http://www.boostconference.org/index.php>.

 **May 13 - 14, 2008**

The Afterschool Alliance and the National League of Cities will host the *Afterschool for All Challenge* in Washington, D.C. The event will include two days of workshops, speakers, advocacy opportunities and fun for hundreds of afterschool providers and leaders from around the country and some of the parents and children they serve. *For more information, visit*

http://www.afterschoolalliance.org/challenge_2008.cfm.

** And mark your calendars now for the 9th Annual *Lights On Afterschool* on October 16, 2008!

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. 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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