

The Afterschool Business-to-Community Toolkit is the second in a series of three tool kits made possible through the generous support of the Charles Stewart Mott Foundation and Philip Morris USA Youth Smoking Prevention.



TOOLS & RESOURCES THAT BENEFIT BUSINESS

Afterschool Toolkit

BUSINESS TO COMMUNITY



CORPORATE VOICES
for WORKING FAMILIES

Afterschool Toolkit

BUSINESS TO COMMUNITY

TOOLS & RESOURCES THAT BENEFIT BUSINESS



CORPORATE VOICES
for **WORKING FAMILIES**

About This Toolkit

This toolkit has been designed by Corporate Voices for Working Families to serve as a resource that will direct and inspire proactive business engagement in after school policies and programs at the community level and will lead to policies and community outreach that garner widespread public support.

1. QUALITY MATTERS.

This piece will introduce you to “After School for All: A Call to Action from the Business Community,” Corporate Voices’ policy statement on after school. The statement outlines the critical role high-quality after school programs play in improving young people’s chances of success in both school and life. The seven principles outlined in our statement reflect Corporate Voices’ recommendations for policy initiatives that will contribute to the creation of quality after school systems.

2. BASIC FACTS ABOUT AFTER SCHOOL IN AMERICA.

Learn the basic who, what, why, where and how much of after school programs.

3. WHY BUSINESS CARES ABOUT AFTER SCHOOL.

Use these facts to explain in your outreach how quality after school programs — or the lack of them — affect the business community today and tomorrow.

4. FIND OPPORTUNITIES.

Use these resources to start looking for after school programs to support in your community.

5. GET STARTED: BUSINESS-TO-COMMUNITY OUTREACH.

This resource describes a few basic

activities that will engage your business and your community in supporting after school programs.

6. CASE STUDIES AND PROFILES.

Read about what some Corporate Voices members and other top companies in the U.S. are already doing to support after school programs in the communities they serve.

7. TELL YOUR STORY.

Use these questions to create a description of your company’s involvement with after school programs and the benefits. This piece can be turned into a press release, newsletter item, or a part of any of your company’s other outreach materials. (You should include your own story when sharing this toolkit with others.)

8. OTHER TOOLS.

Adapt the PowerPoint presentation on Corporate Voices’ recommendations for developing quality after school programs as you share this toolkit with business leaders and colleagues. Use the sample letter to the editor to let the public and the media know why after school programs are important to the community and to your company. You will find electronic versions of these and more tools on the enclosed DVD/CD-ROM.



Quality Matters

Have you ever noticed what happens around 3:00 in the afternoon? Students all across the country are dismissed from school, and what they do upon dismissal is cause for anxiety among working parents who cannot be home after the school day ends. Parents in the workplace often begin to receive distracting phone calls from their children or their children's caregivers. These calls affect the ability of that parent to concentrate on work and be productive.

Quality after school programs can reduce the anxiety of working parents during the hours after school and clearly contribute to increased employee engagement. They can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities.

Successful, high-quality after school programs also respond to community needs. Their creation is the result of a community effort to respond to the needs of its school-age children when school is not in session.

The types of activities found in a high-quality after school program include tutoring and supplemental instruction in basic skills such as reading, math, and science; drug- and violence-prevention curricula and counseling; youth leadership activities (e.g., Boy Scouts, Girl Scouts, academic clubs); volunteer and community service opportunities; college awareness and preparation; homework assistance centers; courses and enrichment in the arts and culture; computer instruction; language instruction, including English as a second language; employment preparation or training; mentoring; activities linked to law enforcement; and supervised recreation and athletic programs and events.

However, many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after school activities may be inadequate facilities. Most after school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park.¹ Other reasons for poor-quality after school programs include large ratios of children to staff, inadequately trained staff, and high staff turnover caused by poor wages and compensation.

Corporate Voices for Working Families has developed a statement of principles that outlines the necessary components of a high-quality after school system. A copy of “After School for All: A Call to Action from the Business Community” is included in this kit. The principles outlined in our statement define the business perspective on the criteria for quality after school. These criteria for after school programs, when implemented, would ensure that such programs serve as key components of a world-class system of quality education.

The 52 companies that constitute Corporate Voices’ membership believe that parents are their children’s primary teachers; high-quality after school programs, however, can play a critical role in improving young people’s chances of success both in school and in life. In the policy statement, we outline seven principle elements necessary for a successful after school system. You are welcome to distribute this policy agenda throughout your own network of business partners.

LEARNING.

A successful after school system views learning as the central mission.

PARENTS.

A successful after school system provides links between parents, schools and programs, and provides high-quality program options.

PROVIDERS.

A successful after school system recruits, trains and compensates a professional staff that has the skills, knowledge and attitudes needed to support young people.

INFRASTRUCTURE.

A successful after school system depends upon the creation and support of infrastructure built on public/private collaborations at the local, state and national level.

OUTCOMES.

A successful after school system articulates outcomes for children’s learning and program quality that are appropriate to the after school setting.

ACCOUNTABILITY.

A successful after school system will embrace accountability for measurable results.

PARTNERSHIPS.

A successful after school system will build crosscutting partnerships to govern, finance, sustain, and improve the system.

ENDNOTES

- 1 P. Seppanen, J. Love, D. deVries, and L. Bernstein, National Study of Before- and After-School Programs (Washington, DC: U.S. Department of Education, 1993).

Basic Facts about After School in America

THE NEED: YOUTH TODAY NEED SAFE, STIMULATING PLACES TO GO AFTER SCHOOL.

- * The parents of more than 28 million school-age children work outside the home. (U.S. Department of Labor)
- * In communities today, 14.3 million school-age children take care of themselves after the school day ends. (America After 3 PM, May 2004)
- * 96 percent of working parents pay the full costs of child care. Low-income families who pay for child care spend 35 percent of their income on it. (National Catholic Reporter, 2003)
- * On school days, the hours between 3p.m. and 6p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002)

VOTER SUPPORT: AMERICANS AGREE THAT AFTER SCHOOL PROGRAMS ARE VITAL.

- * Nine in ten Americans think children need organized activities or a program to go to after school where they have learning opportunities. (Afterschool Alliance Poll, September 2003)
- * Nearly 90 percent of Americans support funding for quality after school programs in low-income neighborhoods as an important aspect of government welfare

reform programs. (David and Lucile Packard Foundation Poll of Public Views on Welfare Reform and Children in the Current Economy, February 2002)

SUPPLY AND DEMAND: THERE ARE NOT ENOUGH AFTER SCHOOL PROGRAMS.

- * Only 6.5 million K-12 children (11 percent) participate in after school programs. An additional 15 million would participate if a quality program were available in their community. (America After 3 PM, May 2004)
- * More than half of voters (55 percent) think that there are not enough after school programs available for children in America today. (Afterschool Alliance Poll, September 2003)
- * Three-quarters of voters (76 percent) are concerned that there will not be new after school programs and some existing programs may have to reduce their services or close their doors because no new federal funds were allocated in 2003. (Afterschool Alliance Poll, September 2003)
- * 21st Century Community Learning Centers, the only federal funding source dedicated solely to after school programs, is drastically under-funded.
- * After hitting a plateau in 2002 at \$1 billion, funding continues to hover at that level, despite the No Child

Left Behind Act's authorization of \$2.25 billion for Fiscal Year 2006. The President's proposed \$991 million for 2006 would only serve about one million youth.

- * Mayors surveyed in 86 cities reported that only one-third of the children needing after school care were receiving it. (U.S. Conference of Mayors, January 2003)
- * 71 percent of principals who reported not having after school programs in their schools cite a lack of funding as the reason for not having a program. (National Association of Elementary School Principals, September 2001)

THE BENEFITS: EVALUATIONS PROVE THAT AFTER SCHOOL PROGRAMS KEEP KIDS SAFE, HELP WORKING FAMILIES AND IMPROVE ACADEMIC ACHIEVEMENT.

- * A report on 21st Century Community Learning Centers showed that in 2003-2004, 45 percent of all participants had improved their reading grades, and 41 percent had improved their math grades. (U.S. Department of Education, 2005)
- * Teens who do not participate in after school programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and they are more likely to drink alcohol, smoke

cigarettes and engage in sexual activity. (YMCA of the USA, March 2001)

- * Students who participate in extracurricular activities have better grades, feel greater attachment to school, have lower truancy rates and reach higher levels of achievement in college, as documented by a 17-year study that followed 1,800 sixth-graders in 10 Michigan schools through high school and college. ("Extra Benefits Tied to Extracurriculars," Education Week, October 2000)
- * Students in a statewide after school program in California improved their standardized test scores (SAT-9) in both reading and math by percentages almost twice that of other students and also had better school attendance. (University of California Irvine, May 2001)
- * The boys and girls randomly selected from welfare households to participate in the Quantum Opportunities after school program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school than students not selected to participate. (Fight Crime: Invest in Kids, 2000)

Why Business Should Care about After School

After school programs have been proven to keep kids safe, increase academic success and help working families. So what does all that do for the business community? Plenty. Not only do businesses have to worry about current employees' productivity, satisfaction and skills, but they must also worry about the development of the workforce of tomorrow. When current employees are absent because of child care issues and new employees need remedial training because of an inadequate education, businesses lose money. After school programs can address both of these problems. So businesses should ask themselves not what will it cost to invest in after school, but what will it cost not to?

CHANGING FAMILY STRUCTURES PLACE EXTRA BURDENS ON BOTH PARENTS AND THEIR EMPLOYERS.

- * Today, fewer than one-fourth of American families portray the “traditional” image of one parent at home, caring for children full-time, while the other parent provides financial support.
- * 77 percent of mothers with school-age children are employed.¹
- * Both men and women are working more hours. Average work hours per adult increased 7.9 percent between 1960 and 1998,² and nearly three-fourths of working adults say they have little or no control over their work schedule.³
- * The gap between work and school

schedules amounts to as much as 25 hours per week.⁴

- * Polling shows that 87 percent of working mothers say the hours after school are when they are most concerned about their children's safety,⁵ and this “after school stress” can lead to distraction that causes lower productivity, high turnover and absenteeism.
- * 80 percent of employees with children miss work because of child care problems.⁶
- * It is estimated that decreases in employee productivity and increases in absenteeism cost businesses from \$496 to \$1,984 per employee, per year, depending on the employee's annual salary.
- * Child care-related absences cost U.S. companies an estimated \$3 billion annually.

QUALITY AFTER SCHOOL PROGRAMS ALLEVIATE PARENTS' BURDENS.

Because of that [after school] program, I can stay at work and I can earn extra hours. I work two jobs, and that program allows my kids to stay in school while I get the necessities taken care of.
—Irma Villarreal, parent of two sons in the after school program at Harms Elementary in Detroit.

After school programs provide a safe, enriching environment for kids while their parents are still at work, allowing them to focus on work and ultimately improve family life.

- * Parents in a study from The After-School Corporation (TASC) said after school programs helped them balance work and family life, with 60 percent saying they missed less work than before their child was in the program, and 59 percent saying it supported them in keeping their job.⁷
- * An evaluation of LA's BEST found that three-quarters of the parents [surveyed] indicated that they worried significantly less about their children's safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable time savings.⁸
- * Today, 80 percent of jobs are classified as "skilled," and employment growth is expected to be fastest for positions that require some type of formal postsecondary education, such as database administrator, physician's assistant, or computer software engineer.⁹
- * Only 40 percent of adults in the workforce in 2000 had any postsecondary degree, and fewer than half of all high school graduates who go on to college obtain a degree.
- * Only 32 percent of high school graduates are prepared for college coursework, meaning they require no remedial classes.¹⁰
- * More than 70 percent of both college professors and employers said that recent high school graduates were unable to write clearly and had only poor or fair grammar and spelling skills.¹¹

BUSINESSES NEED A WORKFORCE FOR THE 21ST CENTURY.

As manufacturing jobs dwindle in 21st century America, the next generation of workers will need far more education and advanced skills in order to succeed as productive members of the workforce. Unfortunately, too many graduates lack basic skills in reading, writing and math, as well as skills in creative thinking, problem solving, teamwork, communication, self-direction and technology. If future workers come out the end of the "education pipeline" unable to meet these standards, businesses bear the cost of retraining them.

- * In 1950, 80 percent of jobs were classified as "unskilled."

- * American business currently spends more than \$60 billion each year on training, much of that on remedial reading, writing, and mathematics.¹²
- * Remedial education costs Alabama colleges and businesses an estimated \$304 million annually.¹³

AFTER SCHOOL PROGRAMS ARE AN IMPORTANT PART OF PREPARING YOUNG PEOPLE FOR THE FUTURE.

- * Of the middle-grade students participating in a TASC program, 56 percent feel the program is giving them the leadership

opportunities and life skills they need to become productive members of society. Half of the participants say the program exposes them to important new places, ideas, and activities and gives them a chance to master skills, and 62 percent report a high level of academic self-esteem.¹⁴

- * Teens who do not engage in after school activities are five times more likely to be “D” students than teens who do.¹⁵
- * The boys and girls randomly assigned to participate in the Quantum Opportunities program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school.¹⁶
- * Most principals with TASC programs at their schools say the programs boost school attendance and increase students’ interest in learning, and 90 percent say the benefits of hosting the program outweigh the costs.¹⁷

SUPPORTING AFTER SCHOOL PROGRAMS IS A SMART INVESTMENT FOR BUSINESS.

For 18 years, Working Mother magazine has published a list of “100 Best Companies for Working Mothers.” A slot on the list is a coveted designation — companies have to apply, and child care options, including after school care, are a significant factor. Companies see these programs as an investment. As the

American Business Collaboration for Quality Dependent Care (ABC) notes in its 10th Anniversary Report, “The companies view their investments in dependent care in the community not as charity, but as sound business practice.”¹⁸ The First Tennessee Bank echoed that sentiment in noting the benefits of its work/life programs. Namely, employee satisfaction impacts the service-profit chain: increase employee satisfaction, increase customer retention, increase profit.¹⁹

ENDNOTES

- 1 10th Anniversary Report, American Business Collaboration for Quality Dependent Care (ABC), 2002.
- 2 Bailyn, et al.
- 3 AFL-CIO, Website: Work & Family, <http://www.aflcio.org/issuespolitics/worknfamily>, accessed October 3, 2003.
- 4 Barnett, Rosalind Chait, Ph.D. “Working Parents Sweat It Out Over Unsupervised Children,” Community, Families & Work Program, Women’s Studies Research Center, Brandeis University, PowerPoint presentation, 2003.
- 5 Fight Crime: Invest in Kids, Poll of Working Mothers, www.fightcrime.org, August 2003.
- 6 10th Anniversary Report, ABC.
- 7 Policy Studies Associates, Inc., February 2001.
- 8 Huang, Denise et al. A Decade of Results: The Impact of the LA’s BEST After School Enrichment Program, UCLA Center for the Study of Evaluation, June 2000.
- 9 “2002-12 Employment Projections,” Bureau of Labor Statistics, <http://www.bls.gov/news.release/ecopro.t04.htm>, 2004.

- 10 Buehlmann, Beth B., VP and Executive Director, U.S. Chamber of Commerce, “Careers for the 21st Century: The Importance of Education and Worker Training for Small Businesses,” testimony before the U.S. House of Representatives Small Business Committee, June 2, 2004.
- 11 Duffett, Ann & Johnson, Jean; Reality Check 2002, Public Agenda, www.publicagenda.org/research/research_reports_details.cfm?list=20.
- 12 “The Impact of Education on: The Economy,” Alliance for Excellent Education, November 2003, www.all4ed.org/publications/FactSheets.html.
- 13 Hammons, Christopher, The Cost of Remedial Education: How Much Alabama Pays When Students Fail to Learn Basic Skills, Alabama Policy Institute, April 2004.
- 14 TASC: The After-School Corporation, Quality, Scale and Effectiveness in After-School Programs, summary of 2004 Policy Studies Associates’ evaluations, 2005.
- 15 After School for America’s Teens: A national survey of teen attitudes and behaviors in the hours after school, YMCA of the USA 2001.
- 16 Fight Crime: Invest in Kids, 2000.
- 17 Ibid.
- 18 10th Anniversary Report, ABC.
- 19 Ibid.

GETTING STARTED: How Your Business Can Become Involved in After School in the Community

Now that you know why your business should support after school programs, the question becomes: How do you do it? All after school programs need the support of their entire community in order to maintain excellence and sustainability. There are a number of ways to help, so it's imperative that you assess your environment and match your efforts to the needs of the program. Here are a few activities you can take on as a leader in supporting after school programs.

- * forging partnerships with existing providers
- * engaging volunteers
- * plugging in to statewide after school networks
- * providing financial support & in-kind contributions
- * generating media coverage
- * reaching out to policymakers

FORGING PARTNERSHIPS WITH EXISTING PROVIDERS.

If you know there is great demand in your community, especially among your employees, for after school programs consider forging a partnership with one or more local providers to help them expand their capacity to serve the community's needs. (For an example of this kind of partnership, read the GlaxoSmithKline case study on the enclosed DVD/CD-ROM.) For tips on finding a program that needs a partner, go to the "Find Opportunities" section of this toolkit, or consider surveying your employees to find out where their kids go after school.

ENGAGING VOLUNTEERS.

Whether your employees pitch in by working in the classroom or joining an after school organization's board, hands-on participation is another great way to support after school programs. Classroom volunteers interact directly with students and bring valuable expertise, such as business acumen or scientific knowledge. Having a board member from the business community can introduce different perspectives. You may also find that the community agencies that run after school programs need technical assistance for day-to-day operations. Your accountants, financial managers, and communications experts could offer their services to help programs operate more efficiently. Plus, this kind of personal involvement in the programs also can be a way to monitor quality and stay updated on the program's needs.

Offering flexible work schedules or corresponding time-off and leave policies can offer employees the opportunity and time to make a difference in the community. To find a program in need of volunteers, go to the "Find Opportunities" section of this toolkit.

PLUGGING INTO STATEWIDE AFTERSCHOOL NETWORKS.

A Statewide Afterschool Network is a vehicle for bringing together various stakeholders interested in improving outcomes for children and

youth through school-based/school-linked after school programs. These partnerships — with funding from the Charles Stewart Mott Foundation and matched by local foundations, businesses and public agencies — are focused on actively engaging key decision makers in support of school-based/school-linked after school programs, particularly in underserved communities. Business leaders can be invaluable coalition members, providing influence in areas such as research and evaluation, advocacy, public awareness and communications, policy development and financing strategies.

There are 31 Statewide Afterschool Networks. For more information and to find out whether your state has a network, go to www.statewideafterschoolnetworks.net.

PROVIDING FINANCIAL SUPPORT & IN-KIND CONTRIBUTIONS.

After school programs can benefit from financial support and in-kind contributions of materials, supplies and space. Programs need multiple funding sources in order to be sustainable and your business can offer to assist with fundraising and development. In fact, your business might want to consider establishing a grant program and soliciting annual proposals for local after school programs. Such a grant could be to fund general operating expenses, or it could be for a more targeted purpose, such as staff training, science education

or physical fitness. Ask your Statewide Afterschool Network for guidance.

As with any contribution to charitable nonprofit organizations, there are benefits and incentives, such as tax savings, when employers make in-kind contributions. Please consider the following when making a donation:

- * Whether it's out-of-pocket contributions or what you pay for supplies while you're volunteering, if the money is going to help a qualified charitable organization, your business might qualify for a tax deduction. Congress has provided a special rule under the federal tax law to encourage corporations to donate certain kinds of property to charitable 501(c)(3) organizations, including many after school programs. Please consult your tax professional.
- * Does the contribution need to be delivered? Or is your company willing to donate shipping? Many after school programs do not have the resources to accommodate pickup and delivery of contributions.
- * Fair Market Value. The IRS has specific instructions for charitable deductions based on fair market value amounts. Please consult your tax professional on those IRS requirements.

GENERATING MEDIA COVERAGE.

In order for after school programs to gain the support of the community, the community has to know about after school programs' impact on children and youth. The presence of business leaders talking about education and children's issues lends impressive credibility because the business perspective is considered to be fiscally responsible and accountable. In other words, when business leaders speak, the media listen. Below are a few ways you can garner attention and support for the good work after school programs do every day.

WRITE AN OP-ED OR LETTER TO THE EDITOR.

The opinion page is one of the most-read sections of any newspaper. It's also the most direct route to getting your words in front of thousands of readers, and you have two options for doing so: letter to the editor or op-ed. A letter is a short piece, typically 200 words or less, in direct response to another item in the paper, be it a news article, a feature or even another opinion piece. Op-eds tend to be longer, 500-700 words, and do not necessarily have to respond to an item in the paper, but it is a good idea to link the op-ed to something topical. (You can find some sample language for letters and op-eds in the "Other Tools" section of this toolkit's DVD/CD-ROM.)

ISSUE PRESS RELEASES ABOUT YOUR AFTER SCHOOL ACTIVITIES.

The launch of an effort is a natural reason to alert the media, but it's not the only

one. If a long-term effort is doing well or has hit a certain milestone, send an alert to both business reporters and education reporters and let them know why your business supports after school programs and how well your efforts are going.

PARTICIPATE IN LIGHTS ON AFTERSCHOOL.

Lights On Afterschool is celebrated nationwide every October to call attention to the importance of after school programs for America's children, families and communities. If your business sponsors or supports local programs, work with the program providers to create a big event for the program and the community. You can also issue a proclamation in support of Lights On Afterschool and after school for all. Whatever you decide to do to support Lights On Afterschool, be sure to issue a media alert to make sure there is coverage of your effort! (For more information on Lights On Afterschool, go to www.afterschoolalliance.org. You'll find ideas and tips for creating a successful event, including sample invitations, press releases and decorative artwork.)

URGE LOCAL MEDIA OUTLETS TO RUN PUBLIC SERVICE ANNOUNCEMENTS (PSA'S).

The Afterschool Alliance joined with The Advertising Council and the Charles Stewart Mott Foundation to launch a new campaign aimed at youth. The PSA's use humor to encourage kids to find out more about after school

programs at www.afterschoolscene.com, a new website that showcases the kinds of activities after school offers, and features articles and projects created by after school students. Getting local media to run these PSA's is a simple way to help promote after school programs and let kids know they have more options after school. (You could also run them on your own internal television broadcasts.) If you are interested in tagging these spots with your logo and are willing to ask media to run them in your community, contact the Afterschool Alliance at info@afterschoolalliance.org.

REACHING OUT TO POLICYMAKERS.

As a business leader, you are in a position to influence policymakers and encourage them to allocate resources to after school programs. (Policymakers hold successful business leaders in high regard, making them more receptive to the business community's message that after school programs are a solid investment that will support working families today and help young people prepare for the jobs of tomorrow.) You can reach out to policymakers at the local, state and federal level by meeting with officials, testifying for committees, or making phone calls or writing letters on behalf of afterschool programs and policies.

Find Opportunities

There are a variety of organizations in any state or community that are likely to be running an after school program. A few of those entities are listed below, as well as some web-based resources for finding programs that are actively seeking help.

LOCAL LEVEL:

- * Local school or school district
- * Local parks and recreation department
- * Local religious institutions

NATIONAL ORGANIZATIONS [THE FOLLOWING ORGANIZATIONS HAVE LOCAL CHAPTERS]:

- * YMCA: www.ymca.net
- * Boys & Girls Clubs of America: www.bgca.org
- * Junior Achievement: www.ja.org/near/near.shtml
- * Girls, Inc.: www.girlsinc.org
- * Police Athletic Leagues: www.nationalpal.org

VOLUNTEER-MATCHING SERVICES:

- * www.boardnetusa.org/public/home.asp: “boardnetUSA is a tool that companies can use to enhance employee community service, by taking leadership roles on nonprofit boards of directors.”
- * www.volunteermatch.org/business: “VolunteerMatch combines a commitment to civic engagement with easy-to-use technology and professional support to help companies manage successful volunteer programs. We offer a variety of tools and services to let you design a volunteer program that is right for your business.”

STATE LEVEL:

STATE EDUCATION AGENCY.

States now administer the 21st Century Community Learning Centers’ grants, the only federal funding source dedicated to after school programs. You can search your state department of education’s website for more information, or try this searchable database, available from the U.S. Department of Education, that tracks 21st CCLC programs in all 50 states: www2.learningpt.org/ppics/public.asp.

STATEWIDE AFTERSCHOOL NETWORKS.

These networks, in 31 states, bring together various stakeholders interested in improving outcomes for children and youth through school-based/school-linked after school programs. For more information and to find out whether your state has a network, go to www.statewideafterschoolnetworks.net.



CORPORATE VOICES *for* **WORKING FAMILIES**

PARTNER COMPANIES

Abbott Laboratories	KPMG
Accenture	Lehman Brothers
Allstate Insurance Company	Lifecare
AOL	Lucent
AstraZeneca	Marriott International, Inc.
Bank of America	MassMutual
Baxter International	Mellon Financial Corporation
Bright Horizons Family Solutions	Merck & Company, Inc.
Ceridian	Merrill Lynch
CVS/pharmacy	Metropolitan Life Insurance Co.
Deloitte	Morgan Stanley
Discovery Communications	Office Depot
Eastman Kodak	Philip Morris USA
Eli Lilly Company	Phoenix Companies
Ernst & Young	PNC Financial Services Group, Inc.
Fannie Mae	Providian Financial
FedEx/Kinko's	Qorvis, LLC
GlaxoSmithKline	Save-A-Lot
Goldman Sachs & Co.	Sodexo, Inc
H. E. Butt Grocery Company	Texas Instruments
Harris, Rothenberg International LLC	Time Warner, Inc.
IBM	The TJX Companies, Inc.
Johnson & Johnson	Wachovia
JPMorgan Chase	WFD Consulting
Knowledge Learning Corp.	Work Options Group, Inc.

Corporate Voices for Working Families

1899 L Street, NW Suite 250
Washington, DC 20036

phone 202.429.0217 • fax 202.429.0594
<http://www.cvworkingfamilies.org>