



**The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!**

**After School/ Out of School Programs Research and Resources**

- **THE AFTERSCHOOL HOURS: A NEW FOCUS FOR AMERICA'S CITIES:** Vigorous leadership by mayors and city council members can yield big dividends through improvements in the quality of after-school programs, according to a new publication released today by the National League of Cities (NLC). The report spotlights eight successful community initiatives focusing on engaging students in the critical hours after school and offers practical advice and lessons for other local officials to use. Recognizing that the hours children spend after-school offer an ideal time to reinforce and supplement learning while providing enrichment opportunities, each of the eight communities assembled a diverse group of key stakeholders, including municipal officials, school board members, school administrators, parents, community based organizations, and business and civic leaders to design or improve implementation of critical after-school programs. The report found seven lessons that municipal can use in strengthening after-school programs while working to address other community issues, and that municipal officials are in a position to ensure funding for long-term stability.  
[http://www.nlc.org/ASSETS/C5F25E1659B64149B61C05410AC98025/IYEF\\_Afterschool\\_Hours.pdf](http://www.nlc.org/ASSETS/C5F25E1659B64149B61C05410AC98025/IYEF_Afterschool_Hours.pdf)
- **Education Report Exposes Problems in After School Funding:** As early as 2008, California will significantly increase funding for after school programs under the guidelines of Proposition 49, the 2002 after school initiative. In anticipation of this milestone, Children Now has released a report that offers ways to strengthen California's publicly-funded after school programs before Prop. 49 is implemented. It also highlights results from our survey of after school programs about the barriers they encountered while trying to secure funding. Download a copy of this report at:  
[http://www.childrennow.org/assets/pdf/issues\\_education\\_afterschool\\_report\\_2005.pdf](http://www.childrennow.org/assets/pdf/issues_education_afterschool_report_2005.pdf)
- **"Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource:"** This new Snapshot from the Harvard Family Research Project, describes instruments and tools that have been used in existing OST evaluation studies, and that can be obtained and used for on-the-ground program evaluation. The Snapshot is organized as a series of tables, each describing a different category of instrument or measurement tool. The categories, some of which include more detailed subcategories, include: Academics, Psychological/Social Development, Alcohol, Tobacco, and Other Drug Use Prevention, Program Quality/Program Environment, and Multicomponent Scales/Comprehensive Surveys. You can read it online or download or print it as a PDF at:  
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot6/>.

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- **MEASURING AFTERSCHOOL PROGRAM QUALITY: A GUIDE TO ASSESSMENT TOOLS:** The Forum for Youth Investment just released this new report. Thanks to growing interest in youth program quality, many tools are now available to help organizations and systems assess and improve quality. Given the size and diversity of the sector, it is unrealistic to expect that any one tool or process will fit all programs or circumstances. This new report from the Forum for Youth Investment provides potential users with useful information to guide their decision-making. To read the full report go to [http://www.forumfyi.org/Files//Measuring\\_Youth\\_Program\\_Quality.pdf](http://www.forumfyi.org/Files//Measuring_Youth_Program_Quality.pdf)
- **Getting It Right: Strategies for After-School Success:** This report synthesizes the last 10 years of findings from P/PV's and other researchers' work to address one of the most demanding challenges facing today's after-school programs-how to create and manage programs that stand the best chance producing specific, policy-relevant outcomes. It examines recruitment strategies that attract young people to activities, the qualities that make activities engaging and motivate participants to attend regularly, and the infrastructure-staffing, management and monitoring-needed to support such activities. The report's final chapter explores the fiscal realities of after-school programming, considering how administrators might stretch existing dollars to enhance services. To view the report, please click here: [http://www.ppv.org/ppv/publications/assets/190\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/190_publication.pdf).
- **KEY FINDINGS: WHAT PREDICTS PARTICIPATION IN OUT OF SCHOOL (OST) TIME?** This Fact Sheet summarizes findings and implications from Harvard Family Research Project's (HFRP) recently completed Study of Predictors of Participation in OST Activities. With funding from the W.T. Grant Foundation, we examined the child, family, school, and neighborhood predictors of children's participation in OST activities, paying special attention to disadvantaged youth. The Fact Sheet highlights key findings for OST practitioners and policymakers as they work to address issues of access and equity, document service gaps, and target resources accordingly. <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/factsheet.pdf>
- **DEMOGRAPHIC DIFFERENCES IN OUT OF SCHOOL (OST) PARTICIPATION:** This is a related resource -- a 2-page Research Summary synthesizing findings from two HFRP publications that examine demographic differences in children's OST participation. This summary, which contains a subset of findings contained in the Fact Sheet, presents key findings on differences in multiple dimensions of participation in a range of OST activities and among youth from varying family income levels and racial and ethnic groups. <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/researchsummary.pdf> To read more about the OST participation study, please visit the link below. [http://www.gse.harvard.edu/hfrp/projects/ost\\_participation.html](http://www.gse.harvard.edu/hfrp/projects/ost_participation.html)

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- **Launching Literacy in After-School Programs: Early Lessons from the CORAL Initiative:** Funded by the James Irvine Foundation, CORAL (Communities Organizing Resources to Advance Learning) is a five-city, \$60-million effort to improve educational achievement through after-school programming. This first report on CORAL from Public/Private Ventures presents early findings from the initiative in terms of literacy gains and explores the program components likely to have contributed to these gains. [http://www.ppv.org/ppv/publications/assets/192\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/192_publication.pdf)
- **HIGH-PERFORMING AFTER-SCHOOL PROGRAMS SHARE FIVE COMMON CHARACTERISTICS:** Recent research echoes what the after-school field has found over the course of the past decade, that after-school programs can contribute to increased student achievement. But, perhaps most interesting, the study found that after-school programs that helped lead to improved achievement don't necessarily focus on academics. According to the study, successful after-school programs do not replicate the school day. Instead, these after-school programs are safety zones where students received homework help and were able to explore new ideas and interests. And students were able to develop long-term supportive relationships with adults and peers. Successful programs had a variety of arts, recreation, and literacy activities and allowed the students free time as well. This research underscores the importance of after-school programs offering a wide variety of youth-oriented activities, a staff with diverse backgrounds, experienced site coordinators, partnerships with community-based organizations, strong relationships with the day school staff and ongoing communication with participant families. High-performing after-school projects share the following characteristics around programming, staffing, and support systems: (1) A broad array of enrichment opportunities; (2) Opportunities for skill building and mastery; (3) Intentional relationship-building; (4) A strong, experienced leader/manager supported by a trained and supervised staff; and (5) The administrative, fiscal, and professional-development support of the sponsoring organization. <http://www.seidl.org/pubs/fam107/fam107.pdf>
- **Efforts to Improve After-School Program Quality in Palm Beach Florida:** To strengthen the quality of local after-school programs, the Prime Time Initiative in Palm Beach County, Fla., launched a quality improvement project in 38 after-school programs serving elementary and middle-school students. This Chapin Hall report discusses Prime Time's evaluation effort and the initiative's continuing challenges. Read the full report or executive summary of [The Prime Time Initiative of Palm Beach County, Florida](http://www.chapinhall.org/article_abstract.aspx?ar=1455), by Julie Spielberger and Tracey Lockaby. [http://www.chapinhall.org/article\\_abstract.aspx?ar=1455](http://www.chapinhall.org/article_abstract.aspx?ar=1455)
- **The Early Childhood Cluster Initiative of Palm Beach County, Florida: Early Implementation Study And Evaluability Assessment:** Chapin Hall evaluated a pre-kindergarten program in Palm Beach County, Fla., which has a goal of providing low-income children with a high-quality, year-round preschool experience. The program consists of an education curriculum with documented results, low teacher-child ratios, the use of trained

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and certified teachers, and an intensive program of activities designed to strengthen parent involvement. The report found that while the curriculum was successfully implemented during the initiative's first year, work remains to fully integrate the program into the school setting. Read the complete report and the executive summary here:

[http://www.chapinhall.org/article\\_abstract.aspx?ar=1451](http://www.chapinhall.org/article_abstract.aspx?ar=1451)

- **Helping Youth Succeed Through Out-of-School Time Programs:** The American Youth Policy Forum recently re-released this 2006 report, which reviews and summarizes current research and literature on out-of-school time program quality and effectiveness and identifies a number of program characteristics that seem to be successful in helping young people develop academic, workforce, and life-skills. The report offers recommendations to policy makers and practitioners to support and sustain high quality out-of-school time opportunities for older youth. To view and download this report click [here](#).
- **YOUNG & HOMELESS: NOWHERE TO GO AFTERSCHOOL:** Like thousands of children in California, Pedro Jimenez learned at a young age to navigate two different worlds. During the day he was a student at Barnard-White Middle School in Union City, but at night he lived alone in a dilapidated warehouse, eating canned food warmed on his broken barbecue grill. He trudged to school to distract himself and pick up his free lunch. thousands of California school children each year find themselves in similar straights -- living in shelters, motels, cars, with family friends and even on the street because they don't have a permanent home. During the 2004-05 school year, the Department of Education found 148,842 school children were homeless in California. Those figures have caught the attention of the state Senate Transportation and Housing Committee, which Monday released preliminary homeless figures from the 2005-06 school year. The committee found nearly 95,000 school-aged children were homeless last year and two-thirds of them in elementary school. Homelessness can have many effects on a child, but professionals who work with families and children say the most obvious and perhaps universal one is that students' school work suffers. When a child's living situation is uncertain, stressful or even dangerous, they focus on basic survival, reports Grace Rauh, figuring out where they will sleep, get their next meal and earn money. [http://www.timesheraldonline.com/cj\\_4579023](http://www.timesheraldonline.com/cj_4579023).
- **AFTER SCHOOL HOURS A WORRY FOR WORKING PARENTS:** As many as 2.5 million parents are overly stressed by Parental Concern about After-School Time (PCAST), and are likely to bring their concerns to the office, according to a new study by the Women's Studies Research Center at Brandeis University and Catalyst. The study, After-School Worries: Tough on Parents, Bad for Business, also finds that PCAST concerns are intensified for parents who have more responsibility for childcare in the household, work longer hours and whose children are older (in grades six through 12) or spend more time unsupervised. The study finds that PCAST makes mothers and fathers less productive at work and contributes to employee stress which can cost businesses \$50 billion to \$300 billion annually in lost productivity, according to the American Institute of Stress. The study

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also found that both men and women are vulnerable to the negative consequences of PCAST, which potentially affects one-third of the U.S. workforce. The study was based on a survey of 1,755 employed parents who work at one of three Fortune 100 companies across the country. Citigroup, Fannie Mae and Pfizer corporations sponsored the research. To view the full report, visit <http://www.catalyst.org/files/full/PCAST%20report.pdf>. For a fact sheet, visit: [http://www.catalyst.org/pressroom/press\\_releases/pcastReport\\_FactSheet.pdf](http://www.catalyst.org/pressroom/press_releases/pcastReport_FactSheet.pdf).

- **PROFILES OF SUCCESSFUL POST-21st CCLC SUSTAINABILITY:** The Finance Project's Out of School Time Project has released, Sustaining 21st Century Community Learning Centers: What Works for Programs and How Policymakers Can Help. The new report on 21st Century grantees' efforts to sustain themselves after their grants expire is based in large part on focus groups and interviews with current and former grantees, and with state administrators. The report offers up a series of policy options for easing 21st Century grantees' transition away from federal support. The report is available online at [http://www.financeproject.org/publications/sustaining\\_21cclc.pdf](http://www.financeproject.org/publications/sustaining_21cclc.pdf).
- **Website on Funding for California Afterschool Providers:** Act 4 After School provides numerous resources for afterschool providers in California, including information on the upcoming funding for high school afterschool programs under the California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program. For further information, go to <http://www.act4afterschool.net/>.
- **NEW TOOL ON HELPING CHILDREN CHOOSE A CAREER:** The California Career Resource Network (CalCRN) offers career self-management resources to enhance after-school programs. These resources are designed to engage students in experiencing the skills they would need when they enter the workforce based on internationally recognized skills frameworks. In January, these resources were cited as one of the top ten achievements for the California Department of Education in 2006. To view these resources visit <http://www.californiacareers.info>. (I tried this myself and chose "Child Care Worker" as my chosen occupation post high school. I went through the reality check, and could only make it work on my \$15,000/year salary if I lived at home with my parents rent-free, saved nothing, and never went out to the movies!)
- **What Is Evidence-Based Practice (EBP) AND A 10-Step Guide to Adopting and Sustaining EBP in Out-of-School Time Programs:** Out-of-school time practitioners often become frustrated because of the time lag between discovering effective practices and incorporating them into "on the ground" practice in out-of-school time programs, which can take up to 20 years! The aim of this brief is to reduce that time lag by: 1) describing EBP for practitioners, and 2) providing valuable resources in an easily accessible format that can be used immediately. **Research Brief A 10-Step Guide to Adopting and Sustaining EBP in Out-of-School Time Programs:** This brief provides program practitioners 10

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concrete steps that programs can take to successfully adopt an evidence-based practice. From identifying and selecting an EBP to training staff and beginning implementation to learning, reflecting, and improving programs, practitioners can use this brief to identify and adopt evidence-based practices. [Research Brief](#)

- **Quality Time After School: What Instructors Can Do to Enhance Learning:** This issue focuses on key findings—and their implications for policymakers and funders—from *Quality Time After School: What Instructors Can Do to Enhance Learning*. Drawing on extensive qualitative and quantitative data collected from five Philadelphia-based Beacon Centers, our study identifies characteristics of after-school activities that are linked to youth engagement and learning across a rich diversity of out-of-school-time activity areas. The brief explores the importance of good group management and positive adult support of learning, providing program directors and funders with guidance about improving program quality and fostering engagement and learning in after-school programs. To download the publication, click [here](#).
- **AFTERSCHOOL'S IMPACT ON CRIME & SAFETY:** The Afterschool Alliance recently released a new issue brief examining the relationship between afterschool programs and community safety, "Afterschool Programs: Keeping Kids – and Communities – Safe." Many communities around the nation have been reporting increases in crime and more juvenile involvement in violent crime. The new issue brief provides data on the role of afterschool programs in stemming youth crime, cites law enforcement sources and provides information on innovative programs that municipal governments are embracing to create safer, stronger communities. The new brief is available on the Alliance's website at [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_CrimelB\\_27.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_CrimelB_27.pdf).
- **Using NCLB Funds to Support Extended Learning Time:** This strategy brief from the Finance Project and the Council of Chief State School Officers describes how six major funding streams included in NCLB can support extended learning opportunities. This brief provides important context for those seeking to access these funding streams, and includes a discussion of strategies, considerations and tips for accessing each source. Download the strategy brief <<http://www.ccsso.org/content/PDFs/UsingNCLBFunds.pdf>>.
- **After-School Programs That Promote Social Skills Better for Youth, Report Finds:** Youth who participate in after-school programs using evidence-based approaches to enhance personal and social skills show significant improvement compared to their peers, a new report from the Collaborative for Academic, Social, and Emotional Learning in Chicago finds. Funded by the New York City-based William T. Grant Foundation, the report, *The Impact of After-School Programs That Promote Personal and Social Skills* (50 pages, PDF), is the result of meta-analysis of seventy-three evaluations of after-school programs by researchers Joseph Durlak and Roger Weissberg. They found that youth programs were most successful at improving outcomes when their activities were sequenced, active,

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focused, and explicit (SAFE). When compared to programs that did not have these characteristics, SAFE programs showed improved feelings of self-confidence among participating youth as well as positive feelings toward school, grades, and achievement test scores. <http://www.casel.org/downloads/ASP-Full.pdf>.

- **Task Force Recommends Seamless Learning Day for School Age Children:** No one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning until they go to bed at night. Our challenge is to encourage, connect, and foster learning throughout a child's day. How do we help children make sense of all the information and experiences in their lives? Policymakers face a challenge: How do we ensure that all children have opportunities to reach their full potential in a competitive world where thinking skills are the most important asset of a society? According to an urgent report from the Time, Learning, and Afterschool Task Force funded by the Charles Stewart Mott Foundation, we can start by organizing learning time more effectively. The paradigm in this report is unique. It requires us to think beyond our individual responsibilities and consider the organizational, policy, and traditional barriers we impose on creating a seamless learning day for children. We are not getting very far, very fast because we persist in placing all the responsibility for teaching on the schools and on a short school day. The aspirations of every community -- affluent to low income, homogeneous to widely diverse -- are limited by these habits. Without a broader view of learning, all American school-age children will be denied access to experiences that will help them be successful lifelong learners. Based on extensive research and emerging policies and practices, the Task Force envisions a system rich with multiple ways to learn and develop, anchored to high standards, and aligned to educational resources throughout a community. <http://www.edutopia.org/pdfs/ANewDayforLearning.pdf>.
- **How to Talk Like a Researcher: New Briefs for Out of School Time Practitioners Struggling with "Research Speak":** Practitioners know research is important to their work. But oftentimes, just trying to understand "research speak" discourages its use. Child Trends has written an easy-to-read, easy-to-understand glossary of common research and evaluation terms. [http://www.childtrends.org/Files/Child\\_Trends-2007\\_01\\_05\\_FS\\_ResearchGlossary.pdf](http://www.childtrends.org/Files/Child_Trends-2007_01_05_FS_ResearchGlossary.pdf). Logic Models can be powerful tools in designing, planning, and evaluating out-of-school time programs. Child Trends' newest research brief highlights what they are and why they are important. [http://www.childtrends.org/Files/Child\\_Trends-2007\\_01\\_05\\_RB\\_LogicModels.pdf](http://www.childtrends.org/Files/Child_Trends-2007_01_05_RB_LogicModels.pdf).
- **Healthy Choices Afterschool: Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standards:** This report looks at physical activity and nutrition curriculum choices for afterschool programs, linking with the National Afterschool Association Program Standards. <http://www.niost.org/publications/healthy%20choices%20afterschool.pdf>

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- **PROMISING PRACTICES IN AFTERSCHOOL ARTS PROGRAMS:** It sounds like a class on character education: empowering students to be leaders and teach other students in a supportive atmosphere. But it's not character education. Surprisingly, it is break dancing class in a Seattle afterschool program. Here students learn new dance moves while developing self-confidence and leadership skills. One student reported that the break dancing class has made him "want to go to school." The break dance program is one of several arts programs featured in the arts section of the Afterschool Training Toolkit developed by the National Partnership for Quality Afterschool Learning. This online toolkit provides professional development to staff in afterschool programs and is developed around promising practices in afterschool programs that help boost student success. You can view the toolkit at the link below. In addition to video clips of exemplary afterschool arts programs, the toolkit includes lesson plans, research and resources for embedding academic content in afterschool activities, and suggestions for discussion and interdisciplinary connections. <http://www.sedl.org/afterschool/toolkits/>.
- **STUDY CALLS FOR STRONGER ROLE FOR ARTS IN AFTERSCHOOL:** A new study of the role of arts in afterschool programs, drawing on data from a nationwide survey of 21st Century Community Learning Center grantees, concludes that state and local arts organizations need to take a stronger role in initiating partnerships with afterschool programs. They found that afterschool providers strongly support including arts programming in their afterschool curricula. When asked to identify the most effective methods of incorporating the arts, respondents gave the highest marks to two approaches: providing workshops, field trips, story telling experiences, and development of plays; and providing musical instruments and individual or group lessons as an introduction to skills and genres of music. The study, Understanding the Market for Arts Education in Afterschool Settings, is available on the Americans for the Arts website at [http://www.americansforthearts.org/pdf/services/arts\\_education/petersonartseducationspecialpublication.pdf](http://www.americansforthearts.org/pdf/services/arts_education/petersonartseducationspecialpublication.pdf)
- **Meeting the Mentoring Challenge: Child Trends' Newest Brief for Out-of-School Time Practitioners Discusses Recruiting Mentors and Recommends Resources:** Just in time for National Mentoring Month, Child Trends summarizes the critical steps that program providers should consider when recruiting mentors and recommends resources that can be used in the process. A must-read resource for programs seeking mentors for youth who need adult guidance. [http://65.242.47.55/Files/Child\\_Trends-2007\\_01\\_22\\_RB\\_RecruitMentors.pdf](http://65.242.47.55/Files/Child_Trends-2007_01_22_RB_RecruitMentors.pdf)
- **Promoting Physical Activity and Healthy Nutrition in Afterschool Settings: Strategies for Program Leaders and Policymakers:** This strategy brief outlines the important role that afterschool programs can play in efforts to prevent childhood obesity and includes ideas for incorporating nutrition and fitness into afterschool programming,

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strategies for financing these efforts, and examples of policies that can support and encourage the afterschool community's endeavors to steer children toward healthy choices. The full report is now available online at:  
[http://nccic.acf.hhs.gov/afterschool/fitness\\_nutrition.pdf](http://nccic.acf.hhs.gov/afterschool/fitness_nutrition.pdf)



- **Linking and Learning: Lessons for Afterschool from Early Childhood System-Building Efforts:** While early care and afterschool providers serve different populations with distinct needs, there are many similarities in the infrastructure and supports they need to succeed. This paper describes eleven lessons that the afterschool community may learn from the system-building efforts in the field of early care and education. This publication is available at: [http://nccic.acf.hhs.gov/afterschool/linking\\_learning.pdf](http://nccic.acf.hhs.gov/afterschool/linking_learning.pdf).
- **NATIONAL INSTITUTE ON OUT OF SCHOOL TIME RELEASES 2007 FACT SHEET ON OUT OF SCHOOL TIME:** The National Institute on Out of School Time (NIOST) recently released its 2007 Fact Sheet on Out of School Time. The report illustrates the benefits of out of school time programs on the academic, social, and emotional lives of students. The study highlights the impacts of out of school time programs on crime, child obesity and health, how students spend out of school time, special needs students, the out of school time workforce, trends in public support and funding, as well as strengthening quality in out of school time programs. <http://www.niost.org/publications/Final2007FactSheet.pdf>.
- **THE QUALITY OF SCHOOL-AGE CHILD CARE IN AFTER-SCHOOL SETTINGS:** Growing evidence tells us that quality after school programs can make a difference in children's lives. But what defines quality in after school settings? This brief by HFRP's Priscilla Little 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. The article, published by Child Care & Early Education Research Connections, also reviews current practice in program quality assessment, and a set of quality-related considerations for policymakers. You can read it online at: <http://www.childstats.gov/americaschildren/highlights.asp>
- **Improving Attendance and Retention in Out-of-School Time Programs:** The benefits of out-of-school time programs have been well documented, but few benefits can be gained without breaking through the barriers to participation that exist for children and youth today. This brief provides ideas for overcoming common barriers and outlines an action plan to measure attendance and retention in out-of-school programs. [http://www.childtrends.org/Files//Child\\_Trends-2007\\_06\\_19\\_RB\\_AttendandReten.pdf](http://www.childtrends.org/Files//Child_Trends-2007_06_19_RB_AttendandReten.pdf)
- **Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs:** This brief describes family involvement and why it matters for out-of-school time programs. It also examines some of the issues that program staff face when attempting to engage parents, and offers suggestions for how to encourage family and



parental involvement. [http://www.childtrends.org/Files//Child\\_Trends-2007\\_06\\_19\\_RB\\_ParentEngage.pdf](http://www.childtrends.org/Files//Child_Trends-2007_06_19_RB_ParentEngage.pdf)

- **COMMUNITY-WIDE COLLABORATION ON AFTERSCHOOL CREATES RICHER OPPORTUNITIES:** A new research brief from Policy Studies Associates concludes that afterschool services in individual communities would benefit from stronger coordination among programs. Researchers Deborah Lowe Vandell of the University of California-Irvine says: "[A]fter-school providers tend to make plans focusing solely on their own organizations and immediate partners and on the expected progress of their own enrolled participants. It has been all too rare for providers to collaborate in community-wide efforts to create after-school safety nets for all youth in a community. Yet this study suggests that failing to encourage such collaboration is a missed opportunity for protecting and supporting youth during the after-school hours." The brief, "Charting the Benefits of High-Quality After-School Program Experiences," draws on the authors' multi-year examination of afterschool, reflected in their August 2006 "Study of Promising After-School Programs: Examination of Longer-Term Outcomes after Two Years of Program Experiences," published by the Wisconsin Center for Education Research (WCER), at the University of Wisconsin-Madison. The brief is available online at <http://www.policystudies.com/studies/youth/Promising%20Programs%20policy%20paper.pdf>. For more information on the WCER study, visit <http://www.wcer.wisc.edu/childcare/>.
- **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 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. [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_teach\\_recruit\\_28.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_teach_recruit_28.pdf)
- **The Finance Project Releases Report on Innovative Funding Strategies:** The Finance Project recently released a research brief entitled *Using TANF to Finance Out-of-School Initiatives*. The brief, which updates a 1999 report, describes how program developers and policymakers can use Temporary Assistance for Needy Families (TANF) funding to support out-of-school time initiatives. Specifically, the brief outlines three

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strategies to utilizing TANF funding, considerations for each strategy, and examples of how states currently are utilizing TANF funding. To view this study, click [here](#).

- **Increasing Global Literacy for Youth Through After School Programs:** The Asia Society recently released *Afterschool for the Global Age*, which addresses how to use out of school time to prepare young people for employment and citizenship in the global environment. The report discusses innovative uses of community and international connections, project based learning, and educational technology to help youth build global literacy in out-of-school time. The report expands upon the findings of national, state and local leaders, and experts in informal learning and youth development at a meeting convened by the George Lucas Educational Foundation and the Asia Society in Collaboration with the Afterschool and Community Learning Network and the Children's Aid Society. To view this report click [here](#)