

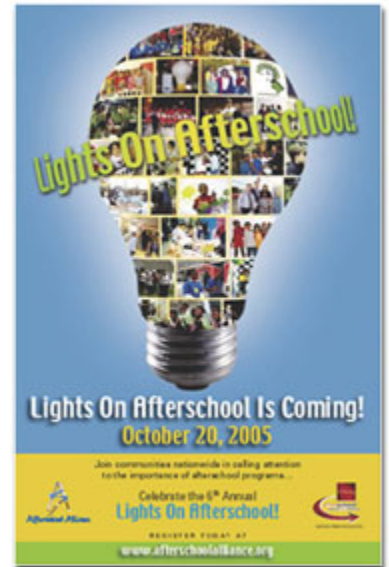


Region VII After School Programs Technical Assistance Newsletter

Lights On After school was a huge success!

Lights On After school 2005 was a huge success! We had more participants, and more events than ever before, all raising voices and calling for after school for all.

Thank you for organizing a fabulous *Lights On* event. *Lights On After school* is a celebration, but it also calls attention to the fact that every day, 14 million children are alone after school. When most American families need after school care - and young people in after school programs not only are safer but more likely to succeed - providing quality programs should be a national priority.



To continue the lasting success of your event, please remember to gather your light bulb art to deliver to your Congressional District offices. You might consider making it a field trip for your program. And please don't forget to email us photos from your event! Send them to lightson@afterschoolalliance.org.

With many thanks,

The Afterschool Alliance

In This Issue.....

October Strategy of the Month	2
Funding Opportunities	5
Policy Updates.....	8
After School Alliance	9
Current Events.....	7

Regional System of Field Support Team

Regional Lead Office for After School Programs

Damian Maldonado
Regional Lead

Sandra Little
Community Liaison

Carlos Lopez
After School Liaison

California Department of Education

Norma Munroe
CDE Consultant

HEART Regional Learning Center

Laurie Isham
C.E.O.



Welcome to October's Strategy of the Month

This month's strategy is from Amy Chajkowski, an America Reads tutor at the University of Pittsburgh. Amy developed her strategy, **Alphabet Letters & Sharks**, when her kindergarten student was having a hard time recognizing her alphabet letters and the process of reviewing flashcards time and time again just wasn't holding the student's interest.

We hope the strategy is helpful to the children you serve! Please share your experiences of using this strategy with us at success@americalearns.net.

To your success,
The America Learns Team
310.689.0542

We're thrilled to announce that the following organizations recently decided to use the America Learns Network to accelerate and streamline their reporting and tutor/mentor support efforts:

- Bears United in Literacy Development at the Cal Corps Public Service Center (UC Berkeley) ([web site](#)); and
- Big Brothers Big Sisters of Greater Los Angeles and the Inland Empire ([web site](#)).

These two organizations are bringing a total of 200 tutors and mentors into the Network, increasing the total number of students America Learns reaches in California alone to 2,200!

Bears United in Literacy Development / Big Brothers Big Sisters of Greater Los Angeles

These two organizations are bringing a total of 200 tutors and mentors into the Network, increasing the total number of students America Learns reaches in California alone to 2,200!

Alphabet Letters & Sharks

Source:	Amy Chaikowski, America Reads tutor at the University of Pittsburgh (website)
Topics:	Alphabet
Grade Levels:	K - 1 st
Arrangement:	One-on-One Small Group
Web site:	http://americalearns.net/strategy.htm

Materials:

- These [alphabet flash cards](#)
- Recommended: masking tape

Situation:

I was tutoring a student in kindergarten who was having a hard time recognizing her alphabet letters. At first, I used flash cards to quiz her, but after a few minutes, she was losing interest.

I decided to create a letter recognition game with the flashcards that would hold her interest. The game was set at the ocean. We had sharks swimming around us so we needed to keep "safe" from them by standing on and recognizing the letter on the flash cards.

Step 1:

Set up the [alphabet flash cards](#) in a large area, but not too far apart; that way, all the letters can be seen from any one point. Only use about 6-8 letters at a time.

America Learns Note:

You may want to print out the flashcards on heavy paper so that they do not rip. Consider taping the cards to the floor to prevent your student from slipping on them during the game.

Step 2:

Start the game off and describe the situation to your student. Explain to your student that you're going to "swim" around the ocean (by walking around the cards), and when you see a shark, you'll call out "shark!" to your student and your student will become "safe" by standing on a letter and calling out what the letter is.

America Learns Note:

For advanced learners, ask your student to not only yell out the letter name, but also the sound(s) that letter makes. If your student has mastered both letter names and sounds, challenge him/her to yell out one word that begins with that letter.

Step 3:

Take turns and encourage your student when she provides the correct answer. When she gets it wrong, make sure you provide the correct answer so she will become more familiar with that letter.

Step 4:

Repeat Step 3 for awhile until your student becomes more familiar with the letters. Concentrate each session on only a few letters; that way, it won't be overwhelming for the child.

Step 5:*America Learns Extension Activity*

If your student is interested in sharks, consider downloading information for your students from the Monterey Bay Aquarium at <http://www.mbayaq.org/efc/sharks.asp>. This new Web site contains fascinating

America Learns Note:

You may want to print out the flashcards on heavy paper so that they do not rip. Consider taping the cards to the floor to prevent your student from slipping on them during the game.

facts about sharks, stories of how different cultures think about the animals, and a wealth of arts and crafts activities for children.

Related Strategies (for Network users):

- [Alphabet Aerobics](#)
- [Alphabet Hide & Seek!](#)
- [Alphabet Safari \(Discovering Letter Formations in Your Local Community\)](#)
- [Create Your Own Menu](#)
- [What's in a Name? \(Reinforcing Print Awareness & the Alphabet for English Language Learners\)](#)

America Learns Note:

For advanced learners, ask your student to not only yell out the letter name, but also the sound(s) that letter makes. If your student has mastered both letter names and sounds, challenge him/her to yell out one word that begins with that letter.

Please cite this strategy if you copy it.

October 2005's America Learns Strategy of the Month: Alphabet Letters & Sharks.
<http://americalearns.net/strategy.htm>

Contact Us:

310.689.0542

info@americalearns.net

<http://www.americalearns.net>

15455 San Fernando Mission Blvd.

Suite 309

Mission Hills, CA 91345

Please [e-mail us](#) if you would not like to receive future Strategy of the Month e-mails.

Funding Opportunities

For our full listing of funding opportunities, go to <http://www.channing-bete.com> and choose "Funding Opportunities."

READING ACHIEVEMENT

U.S. Department of Education -- Striving Readers

Application Deadline: November 14, 2005

Description: The purpose of the Striving Readers program is to raise the reading achievement levels of middle and high school-aged students in Title I-eligible schools with significant numbers of students reading below grade level. The program supports new comprehensive reading initiatives or expansion of existing initiatives that improve the quality of literacy instruction across the curriculum; provide intensive literacy interventions to struggling adolescent readers; and help to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills.

Who May Apply: Eligible applicants for Striving Readers include local education agencies with schools that:

- are eligible to receive funds under Part A of Title I of the ESEA, pursuant to Section 1113 of the ESEA
- serve students in one or more grades from 6 to 12.

Funding Amount: The department will award Striving Readers grants on a competitive basis for a project period of up to five years. The department estimates that it will make approximately 8 grant awards, ranging between \$1,000,000 and \$5,000,000 per year, with the average award being \$3,000,000 per year. The department expects to award grants in December 2005.

For more information, go to:

<http://www.ed.gov/programs/strivingreaders/index.html>

SCIENCE EDUCATION

National Science Teachers Association (NSTA) -- Toyota TAPESTRY Grants for Teachers.

Application Deadline: January 19, 2006

Description: Proposals must describe a project, including its potential impact on students and a budget of up to \$10,000 (up to \$2,500 for mini-grants). Toyota TAPESTRY grants will be awarded in three categories:

- Environmental science education
- Physical science applications
- Literacy and science education

Who May Apply: Toyota TAPESTRY is open to K-12 teachers of science. Middle and high school science teachers must teach at least two science classes per day. Elementary teachers must teach some science in the classroom or work as teaching specialists.

For our full listing of funding opportunities, go to <http://www.channing-bete.com> and choose "Funding Opportunities."

All applicants must have at least three years of science teaching experience in a K-12 school, not including the current school year. Only residents of the United States and U.S. territories and possessions may apply.

Funding Amount: Fifty one-year grants of up to \$10,000 will be awarded for the 2006 competition. A minimum of 20 mini-grants of up to \$2,500 each will be awarded as well.

For more information, go to:

<http://www.nsta.org/programs/tapestry/index.htm>

COMMUNITY DEVELOPMENT

The Lawrence Foundation

Application Deadlines: Letters of inquiry are due February 1 and August 1.

Description: The Lawrence Foundation is a private charitable foundation focused on making charitable contributions and grants to support educational, environmental, health, and other causes.

Who May Apply: Nonprofit organizations that qualify for public charity status under section 501(c)(3) of the Internal Revenue Code or other similar organizations are eligible for contributions or grants from the Lawrence Foundation.

For more information, go to:

<http://www.thelawrencefoundation.org/grant/guidelines.html>

GIRLS FITNESS

Women's Sports Foundation -- GoGirlGo! Grant and Educational Program

Application Deadline: November 30, 2005

Description: The purpose of the GoGirlGo! Grant and Educational Program is to provide financial assistance to sports and physical activity programs seeking to add new or expanded program participation opportunities for an underserved population of girls, particularly economically disadvantaged girls and/or girls from populations with high incidences of health-risk behaviors.

Who May Apply: Applicants must have a demonstrated ability to deliver girls' sports/physical activity programming to girls in grades 3 through 8. Applicants must deliver a minimum 8-week sports/physical activity program, with preference given to organizations working consistently with girls throughout the year. Program leadership must be administered by experienced and committed adults. Organizations must have 501(c)(3) program status or nonprofit status. If the program does not have nonprofit status, it may be possible to receive a grant under the support of a local fiscal agent. All applicants must exhibit commitment to implement the GoGirlGo! educational curriculum, including completion of a post-project attitudinal survey. The GoGirlGo! curriculum may be implemented following receipt of a grant.

Funding Amount: A total of \$200,000 will be awarded.

For more information, go to:

<http://www.womenssportsfoundation.org/cgi-bin/iowa/funding/featured.html?record=30>

All applicants must have at least three years of science teaching experience in a K-12 school, not including the current school year. Only residents of the United States and U.S. territories and possessions may apply for the Science Education Grant

General Mills Foundation Champions Youth Nutrition and Fitness grant program to encourage communities in the United States to improve the eating and physical activity patterns of young people, ages 2-20.

"Youth Football Grants"

USAAU Football Grants to recognize local agencies for their creative strategies in the development of youth football, as well as innovative methods of using youth football programming as an effective teaching tool and positive motivator of young people.

Maximum Award: \$500-\$1,250. Two grants per year possible if agency runs a fall and spring program.

Eligibility: member clubs of the Amateur Athletic Union. Deadline: N/A.

http://www.aaunflflagfootball.org/default.asp?a=pg_GetAAUGrant.htm

"Youth Nutrition & Fitness Grant Program"

General Mills Foundation Champions Youth Nutrition and Fitness grant program to encourage communities in the United States to improve the eating and physical activity patterns of young people, ages 2-20.

Grants will be awarded to nonprofit organizations and agencies working with communities that demonstrate the greatest need and likelihood of sustainable impact on young people's nutrition and activity levels through innovative programs.

Maximum Award: \$10,000.

Eligibility: community-based groups.

Deadline: February 1, 2006.

<http://www.generalmills.com/corporate/commitment/champions.aspx>

"EPA Environmental Education Grants Program"

This effort supports environmental education projects that promote environmental stewardship and help develop aware and responsible students, teachers, and citizens. This grant program provides financial support for projects which design, demonstrate, or disseminate environmental education practices, methods, or techniques as described in this notice.

Maximum Award: \$79,000.

Eligibility: Any local education agency, college or university, state education or environmental agency, not-for-profit organization as described in Section 501(C)(3) of the Internal Revenue Code, or noncommercial educational broadcasting entity may submit a proposal. A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply, but an individual teacher or faculty member may not apply.

Deadline: November 23, 2005.

http://www.epa.gov/enviroed/grants_sol2006.html

"Tiger Woods Foundation Grants"

Tiger Woods Foundation grants focus on providing opportunities to children who are underserved, focusing on programs and projects that enhance the learning process for children and transitional programs for young adults to become productive adults.

Maximum Award: \$25,000. Eligibility: 501(c)3 organizations; see website for further stipulations. Deadline: Nov 1, 2005.

<http://www.twfound.org/grants/deadlines.sps?itype=7610>

POLICY UPDATES

Important after school bills SB 707 (Kehoe) and SB 854 (Ashburn) were signed into law by the Governor October 5.

SB 707 helps ASES-funded after school programs gain better flexibility, including the following improvements:

1. **Program hours.** Changes the current requirement of staying open three hours per day and until 6 p.m. Now, programs must be open every day until 6 p.m. and at least 15 hours per week. For example, programs that begin when schools close at 3:30 p.m. only have to stay open until 6 p.m. (not 6:30 p.m.) each day as long as they stay open enough extended hours to meet the 15 hour per week requirements.
2. **Guaranteed administrative costs/flexible attendance.** Guarantees that 15 percent of funding allocation will go to administrative costs, allowing flexibility in attendance for ASES-funded programs. If a program reaches 85 percent of its attendance goal, it appears that it will receive 100 percent of its grant.
3. **Shift funding among sites.** The bill helps maximize the number of students served by allowing oversubscribed programs to get reimbursed by borrowing from undersubscribed programs using the same grant. A site may earn up to 125 percent of the per site maximum, provided that the undersubscribed program it borrows from met at least 70 percent of its attendance goal.
4. **Natural disaster relief.** It also allows for reimbursement of programs in the event of a natural disaster or other extraordinary event that might close the program.
5. **Before-school attendance.** Before-school programs may be reimbursed on a daily basis for any student who attends at least half of the program, replacing the 90 minute attendance requirement. Programs are still required to be open at least 90 minutes per day.

These provisions will be effective January 1, 2006.

SB 854 will reinforce budget language that increased the daily per child rate for the **21st Century Community Learning Centers** program from \$5 to \$7.50, increased maximum grant levels and guaranteed 15 percent administrative costs, regardless of attendance. The bill also includes an increase to \$5 per student for before-school programs.

1. Existing 21st Century grant awards may increase by as much as 50 percent to accommodate the rate increase. However, not all grantees should expect an automatic 50 percent boost in grants. The California Department of Education (CDE) will determine the size of new grant awards, taking into consideration past performance. Consult with the CDE regarding the timing of the new grant awards.
2. SB 854 also establishes a statewide after school advisory committee. Because some of these provisions were already in the budget and the "urgency" status of the bill, SB 854's provisions are immediately effective.

Important after school bills SB 707 (Kehoe) and SB 854 (Ashburn) were signed into law by the Governor October 5.

SB 707 helps ASES-funded after school programs gain better flexibility



"Welcome to afterschool.now. The following email alert is produced by the Afterschool Alliance. It is designed to give friends and allies the latest news and information on after school policy developments, events and activities. We welcome your feedback. Please send comments, suggestions or new information to info@afterschoolalliance.org.

TOP STORIES

OCTOBER 20, 2005: *LIGHTS ON AFTERSCHOOL!*

Afterschool program directors, parents, students and community leaders across the nation are gearing up for the sixth annual *Lights On Afterschool*, to be held on October 20. Organized by the Afterschool Alliance, with National Presenting Sponsor the JCPenney Afterschool Fund, this year's *Lights On Afterschool* will include thousands of events across the country and at military bases around the world. A giant traveling light bulb and art display are crisscrossing the country in the weeks leading up to October 20, with children in 13 cities contributing artwork, essays, poetry and other materials.

The traveling light bulb tour will culminate with a *Lights On Afterschool* event in Washington, D.C. on October 20, with children testifying about the importance of afterschool programs before Members of Congress. On the same day, thousands of rallies will be held all over the country. The tour and rallies will call attention to afterschool programs and the resources needed to keep their lights on and their doors open. Actors Rhea Perlman and Kevin Sorbo are serving as national spokespeople for the event.

"This year we expect to see lights on for afterschool from coast to coast," said Afterschool Alliance Executive Director Jodi Grant. "The tremendous strength of this event highlights both the support for existing afterschool programs and the need for more programs to keep kids safe, help working families and inspire students to learn."

Several hundred thousand people are expected to participate in this year's events, which will include:

- A "Kids Day" in Los Angeles, California at the Boys and Girls Club of East Los Angeles. Activities will include making special *Lights On* piñatas.
- A *Lights On Afterschool* On the Square festival at the courthouse in Moultrie, Georgia. Afterschool providers from across the city will participate and staff booths that showcase the types of afterschool activities available to kids.

The traveling light bulb tour will culminate with a *Lights On Afterschool* event in Washington, D.C. on October 20, with children testifying about the importance of after school programs before Members of Congress

- An open house and pizza dinner at Madison Middle School in Rexburg, Idaho. The program will display light bulb artwork created by students and participants will receive Lights On necklaces.
 - Youth church choir performances in the town square in Supply, North Carolina, where County Commissioners have already issued a proclamation declaring October 20 "After school Day."
 - A two-day celebration in Modesto, California, beginning with a rally at Boomers Amusement Park on October 19 and ending with a street fair in downtown Modesto. The street fair will also highlight Domestic Violence Awareness Month.
 - Art activities and a Youth Puppet Troupe performance at the Children's Museum of Pittsburgh, with door prizes, a raffle and refreshments.
 - A "Wild About After school" rally at the Houston zoo, featuring Mayor Bill White. After the rally, children will participate in a variety of fun, hands-on activities.
- Lights On After school* was launched in October 2000 with 1,200 events across the country. Last year, more than half a million people rallied at 7,000 events to show their support for after school programs. Organizers expect this year's event to be even larger. California Governor Arnold Schwarzenegger is National Chair of *Lights On After school*, a position he has held since 2001.

"The after school community is responding to the hurricanes with generosity and a much-needed helping hand," said After school Alliance Executive Director Jodi Grant. "That is in keeping with the after school mission to keep kids safe, support families and strengthen communities."

AFTERSCHOOL PROGRAMS RESPOND TO HURRICANES

In Sitka, Alaska, at an after school walk-a-thon, students are collecting books for displaced children in Mississippi. In Eureka Springs, Arkansas, teens are organizing a spring trip to help rebuild a youth program damaged by Hurricane Katrina. In Vallejo, California, the Recreation District completed a penny drive and donated the proceeds to the Society for the Prevention of Cruelty to Animals to help pets rescued from the hurricane.

In Austin, Texas, Heart House took after school children to a housing project that is now home to 75 children of evacuated families. Together, Heart House students and evacuees conducted experiments to learn more about oceans and hurricanes, and shared toys and books.

In East Los Angeles, students working on a mural at a softball field dedicated a portion of it to those affected by Hurricane Katrina, creating a powerful image. And in Houston and elsewhere, schools and after school programs are taking in tens of thousands of new students.

"The after school community is responding to the hurricanes with generosity and a much-needed helping hand," said After school Alliance Executive Director Jodi Grant. "That is in keeping with the after school mission to keep kids safe, support families and strengthen communities."

The After school Alliance and other groups are working to bring funds to after school programs serving children displaced by the hurricanes, Grant said. "We need to ensure that after school programs have the resources they need to do all they can to help heal children, families and communities. We are working to convince Congress

to include after school funding in hurricane relief packages."

A new U.S. Department of Education website, www.hurricanehelpforschools.gov, provides a clearinghouse and forum for schools, companies and organizations to find ways to help students displaced by the hurricanes.

AFTERSCHOOL & CHILDREN'S ISSUES ON THE VIRGINIA BALLOT

For voters in Virginia and New Jersey, it's almost time to go to the polls for state elections. In Virginia, the After school Alliance is helping candidates address children's issues, particularly after school. The Alliance has joined Every Child Matters and Voices for Virginia's Children for the *Kids Deserve Better in Virginia Campaign*, a non-profit, non-partisan effort to increase public awareness and engagement in children's issues in Virginia races. The goal is to encourage voters to consider children's issues when they make voting decisions.

"After school programs are a wise investment, and one that should command the attention of those who ask Virginians for their vote," said After school Alliance Associate Director Jen Rinehart. "We're working to make sure that candidates for state office address the issue in meaningful ways. Not just with bromides and rhetoric, but with plans and commitments. Voters deserve no less."

To kick off the campaign, the organizations released a poll, conducted by Mason Dixon Polling and Research. It found that 87 percent of Virginia voters say issues of child well-being, such as after school programs, child health care, and child abuse prevention, are important in their voting decisions. Sixty-five percent described children's issues as among the top two most important issues facing the next governor. On after school, the poll showed that 80 percent of voters are concerned with the amount of unstructured time children have after school, and nearly three out of four voters said after school programs are essential for their communities.

In addition to sponsoring the poll, the Kids Deserve Better in Virginia Campaign is highlighting children's issues, and organizing a "Get Out the Vote" effort. The campaign will also educate candidates, campaign staff, and policy makers about after school.

For further information on the Kids Deserve Better in Virginia campaign or for the full report of the poll, go to <http://www.kidsdeservebetter.org>.

AFTERSCHOOL BOOSTS ACHIEVEMENT, EXPECTATION OF SUCCESS

A new afterschool evaluation from researchers at Yale and New York University (NYU) concludes that students in afterschool programs, particularly those who were "highly engaged" in their programs, had significantly higher reading achievement and expectations of academic success than other students.

For further information on the Kids Deserve Better in Virginia campaign or for the full report of the poll, go to <http://www.kidsdeservebetter.org>.

This first installment, in the July/August 2005 issue of *Child Development*, found that, "the reading achievement of children in ASP [after school program] care was significantly higher than of those in each of the three alternative care arrangements. Expectancy of success was also significantly higher for children in ASP care compared with children in other adult/non-adult care."

Students in the first installment of the study were enrolled in a large urban school district, and most lived in poverty. The ongoing study is supported by a grant from the National Institute of Child Health and Human Development. *The Child Development article and other material about the study is available at Professor Joseph Mahoney's website, at <http://pantheon.yale.edu/~jlm79/>.*

NATIONAL PLAN FOR EDUCATION REFORM HIGHLIGHTS AFTERSCHOOL

A special task force established by two influential think tanks, the Center for American Progress and the Institute for America's Future, recently released a report, *Getting Smarter, Becoming Fairer: A Progressive Education Agenda For a Stronger Nation*, that calls for fundamental education reform - including expanding afterschool opportunities - to revitalize public education and improve the nation's future economic and civic well-being. Among the panel's recommendations: more learning time for students.

Co-chairing the task force were Arizona Governor Janet Napolitano; Philip Murphy, Senior Director for the Goldman Sachs Groups Inc.; and Professor Roger Wilkins of George Mason University. In its report, it concluded, "high quality afterschool programs can bring substantial benefits to every student and should be available to all of them."

The report finds that afterschool programs play a critical role in keeping children safe during afterschool hours and cites evidence that "innovative, high quality programs in non-school hours enhance the academic, social, emotional, cultural, and physical growth of students." The report calls for a \$325 billion investment in education over the next ten years with \$3.6 billion allocated annually to expand afterschool programs. *For further information, or to view the full report go to www.americanprogress.org/site/pp.asp?c=biJRJ8OVF&b=172204.*

NEWS FROM AROUND THE COUNTRY

National - Four in ten young people have doubts about whether they will be able to realize the American Dream because they are stressed, concerned about their personal safety and confused about what choices to make to protect their health and well being, according to a survey from America's Promise. Harris Interactive surveyed 1,278 people ages ten to 17 for the "Voices Study," which focused on the resources children feel they need in their lives. Urban, suburban and rural children were polled, and the majority said they believe in the American dream but many expressed doubt that they will be able to achieve it.



Just Kids Inc. supported the "Voices Study," which is available online at: www.americaspromise.org

Four in ten young people have doubts about whether they will be able to realize the American Dream because they are stressed, concerned about their personal safety and confused about what choices to make to protect their health and well being

Girls Inc. of Chattanooga taught girls participating in this year's summer program to deconstruct the negative messages found in hip-hop music and create their own art instead

National - JCPenney is the exclusive retailer of official National Football League (NFL) wristbands this year. Each set sells for \$2.99 and includes two wristbands in the team's home and away colors. All net profits from the sale of the wristbands and NFL royalties go to the JCPenney After school Fund.



For more information on the wristbands and JCPenney's Take a Player to School Sweepstakes, go to:

www.jcpenneyafterschool.org

National - Junior Achievement Worldwide has won a three-year grant from the Citigroup Foundation for \$2.7 million for the redesign and expansion of the Banks in Action program, which operates in 26 countries. The Banks in Action program exposes children to the principles and challenges of the banking industry and educates them on being better citizens and consumers. This grant is part of Citigroup's ten-year \$200 million global financial education commitment.



For more information on the Banks in Action program, please visit:

www.ja.org/programs/

Idaho - The *Idaho Falls Post Register* reports that Theresa Bunker Elementary School has made dramatic strides in improving test scores and keeping kids in school. Administrators sought advice from parents, and devised a three-year program that groups students by ability rather than age, provides enrichment classes, and increases extracurricular activities. The school now offers a dynamic and popular after school program. Because many students need transportation to and from it, Principal Roger Barlow trained for and received a commercial driver's license that qualifies him to operate a school bus. Encouraged by the students' response, bus use has now expanded to include extracurricular field trips.

New York - Students from the Glen Mitchell Archaeology Club participated in a three-day dig, which brought up remains of the historic Glen Mitchell Hotel, constructed in 1870, according to the *Albany Times Union*. The end-of-the-year dig was part of a 25-session after school program for fifth, sixth and seventh graders. Students had demonstrated a keen interest in history and were thrilled to have turned their knowledge to action in unearthing remains from the former hotel, located behind their school.

Ohio - A Kent State University study of the after school program at Akron's Perkins Middle Schools found that frequent after school participants had fewer absences from school, fewer in-school suspensions, and reduced tardiness. Three-fourths of the students in the program felt they were doing better in school since starting the program, according to the Akron Beacon Journal.

Tennessee - Girls Inc. of Chattanooga taught girls participating in this year's summer program to deconstruct the negative messages found in hip-hop music and create their own art instead. "We teach them it doesn't have to be like that," said Cora Lanier for Girls Inc. "It gives them power over their own life. [They can say] 'I don't have to have it this way, I can change that.'" The program encouraged girls to combine dance with their poetry, using lyric-free hip-hop beats to help them learn to think critically about popular stereotypes and gain confidence from their own art, according to the *Chattanooga Times Free Press*.

Texas - Students from the Aldine and Heights areas of Houston are starring in a series of educational, Internet-based videos produced by NASA for its Kids Science News Network, thanks to their after school programs. The students, ages ten to 15, were part of the Harris County Department of Education's Cooperative After-School Enrichment program, which held auditions for the video roles last winter. Yesenia Nava, 13, told the Houston Chronicle, "I really like this stuff about technology. If I'm teaching somebody something about technology, if I'm getting little kids excited about science, I want to do it."



The bilingual videos will be available in November at:

ksnn.larc.nasa.gov/home.html (English)

ksnns.larc.nasa.gov/intro.html (Spanish)

Washington - Children's University, a year-round after school program sponsored by the Seattle Urban League, is offering age-appropriate college courses to children ages six to 14. Students take "core subjects" and "electives," skimmed from local college syllabi, such as "What causes poverty" and "Journey of a banana." Courses are then tailored to students' ages, with second graders using coloring books for history lessons and middle schoolers performing plays based on classic novels. Seattle Urban League President James Kelly told the *Seattle Times*, "It is so important to expose what the possibilities are at an early age. That way, when it comes time to think about college, it's automatic."

The growth of *After school for All: Project 2010* is due in large part to the many motivated partners - now numbering more than 1,500 - who are using the campaign to build enthusiasm and broaden support for after school. Among the many new partners are a number of professional sports leagues and teams, including Major League Baseball, the National Hockey League, National Basketball Association, National Football League, the Boston Red Sox, New York Mets and St. Louis Cardinals, and others.

JOIN PROJECT 2010

Project 2010 is designed to convey the broad, diverse support for after school for all children. The Project has a new web based sign-on form, making it easier than ever to join. *To join or to see a complete list of partners and get other news, click on After school for All: Project 2010 at www.afterschoolalliance.org*

Project 2010 is designed to convey the broad, diverse support for after school for all children

CURRENT EVENTS

Teleconferences

All classes are from 10:00 AM - 11:00 AM:

Tuesday, October 18 - Topic: Should test scores be used to evaluate After School programs? - with Marianne Kugler

Tuesday, November 15 - Finding and Keeping Staff - with Julie McClure

December - no teleclass

Tuesday, January 17 - Marketing: for more clients or more resources - with Beth Hart

What we discuss is determined by your questions at check-in. The bridge line information is below. If you have trouble connecting, please call me on my cell phone at 916-813-5481

What we discuss is determined by your questions at check-in. The bridge line information is below. If you have trouble connecting, please call me on my cell phone at 916-813-5481

New Dial In Number: +1 (641) 297-8006

GUEST CODE: 13001#

SIZE: 30 person line

INSTRUCTIONS: All parties dial in at the scheduled time and will be prompted to enter their code.

GUEST CODE USERS will get "music on hold" if a HOST has not unlocked the conference. There is a soft beep when callers enter and no beeps upon exit.

You will not be given a warning that your call is about to end. Please manage your time carefully.

*6 -- Mutes and unmutes individual line. Please use this to cut down on background noise.

Note: Soft tones are heard when GUESTS mute, not unmute; GUESTS hear "you are now mute" or "you are now unmuted."