

Statewide Afterschool Networks:

# Examples of Effective Practices

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## CREDITS

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# INTRODUCTION

Statewide afterschool networks are working to connect key decision makers and resources to establish statewide structures that foster policies committed to funding and sustaining quality school-based/school-linked afterschool programming. In 2002, the C.S. Mott Foundation began supporting statewide afterschool networks and technical assistance to these networks through the collaborative efforts of the Afterschool Alliance, Council of Chief State School Officers, Finance Project, National Conference of State Legislatures, National Governors Association, National League of Cities Inc. and the University of South Carolina Education Foundation with support from Learning Point Associates and Collaborative Communications Group

## *Background and Common Purposes*

Within the last decade, there has been a national surge of interest in afterschool programs. The growth of afterschool programs has significantly expanded opportunities for children and youth and raised expectations in an unprecedented way. Although there are differences reflecting local needs and interests, these programs share the following common purposes:

- Providing a safe, positive environment for children and youth during the hours they are most at risk;
- Raising student academic performance and strengthening youth development skills; and
- Building community collaborations and public/private partnerships that result in program quality and sustainability.

Whether these goals are achieved depends largely on the availability of a statewide infrastructure that provides immediate and ongoing access to high quality training and technical assistance, links organizations together in a well-designed statewide network of resources and public policy support, and increases funding. The transfer of the federal 21<sup>st</sup> Century Community Learning Centers program to states offers a unique opportunity to initiate and/or strengthen these processes in a systematic, strategic, and cost-effective way.

While the interest in afterschool programs has increased, demand still far exceeds supply. Scaling up and sustaining successful afterschool programs will require coordinated and collaborative efforts across many public and private sectors. Statewide afterschool networks can provide the infrastructure to accomplish this important goal.

## *Vision of a Statewide Afterschool Network*

A formal statewide afterschool network can provide a structure for bringing together key decision makers (e.g. policymakers such as governors, legislators, and mayors; educators, childcare providers, youth development workers, program developers, advocates, parents, and others) interested in improving outcomes for children and youth through school-based/school-linked afterschool programs. The long-term goal is that the network will provide intentional and meaningful bridges between leaders of schools, communities, and families in order to better support student learning imbedded in youth development principles, and life-long learning opportunities.

The networks provide an opportunity to encourage local and state policymakers to invest additional resources wisely that will expand quality afterschool opportunities focused on improving outcomes for children and families. The networks also provide a means for joint planning, sharing of resources and best practices, building bridges to and between federal, state, and local afterschool initiatives, and forging partnerships necessary for comprehensive statewide afterschool policies.

## *Goals and Objectives of a Statewide Afterschool Network*

**Goal 1:** *Create a sustainable structure of statewide, regional, and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.*

**Objectives:**

Create a forum for communication and dissemination of ideas and resources and represents a diversity of interests in the policymaking process. The network must have the ability to propose recommendations and channel influence in meaningful ways by providing access to key decision makers.

Coordinate of multiple afterschool efforts funded and administered through education initiatives, human service initiatives (child care), other state and local government agencies, and community-based organizations.

**Goal 2:** *Support the development and growth of statewide policies that will secure the resources that are needed to sustain new and existing afterschool programs.*

**Objectives:**

Secure additional funding for continued support of the network structure.

Establish a base of sustainable funding for school-based/school-linked afterschool programs is available through coordinating state funds and working to leverage state and local dollars from public and private sources.

Increase funding for afterschool programs at state, regional, and local levels.

Develop a communication strategy for a statewide community-driven public will plan to support sustainable school-based/school-linked afterschool programs in every community.

**Goal 3:** *Support statewide systems to ensure programs are of high quality.*

**Objectives:**

Foster a system of multiple pathways for training and technical assistance that will ensure high quality programs across the state is initiated, meets the needs of a diverse population, and funding is secured.

Develop a statewide system of evaluation that includes self-assessment and continuous improvement strategies and rigorous impact evaluation.

Development of a support network for program developers and providers, including the dissemination of best practices, is initiated and funding is secured.

Statewide afterschool networks have the potential to provide the financial resources and guidance necessary to frame a broad vision for ensuring success of programs across their states. They serve as a driving force in bringing stakeholders together to build public will and influence public policies focused on quality and sustainability. They model the kinds of partnerships that are ultimately necessary to develop balanced and diversified funding needed to sustain high quality programs over time. This approach holds promise for building the capacity of programs — and the field — to have positive and enduring impact on literally hundreds of thousands of children and families.

### *Examples of Effective Practices*

At the end of the first year of the grants to the first cohort of statewide afterschool networks, progress is being made toward the above goals and objectives. The following are examples from the first cohort of effective practices.

## GOAL 1

*Create a sustainable structure of statewide, regional, and local partnerships  
—particularly school-community partnerships—  
focused on supporting policy development at all levels*

**Objective:** Create a forum for communication and dissemination of ideas and resources and represents a diversity of interests in the policymaking process. The network must have the ability to propose recommendations and channel influence in meaningful ways by providing access to key decision makers.

### *Policy and Legislation Examples*

**Illinois**  
**Missouri**

### *Outreach and Network Building Examples*

#### Statewide

**New Hampshire**  
**South Carolina**

#### Local

**North Carolina**  
**Business**  
**Illinois**

## *Policy and Legislation*

### **Illinois**

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The Illinois Center for Violence Prevention (ICVP), in conjunction with its Fight Crime: Invest in Kids Illinois project, created the Illinois Afterschool Alliance. In spring 2001, the state legislature worked with ICVP and the Alliance to create the Illinois Afterschool Initiative and to launch the Illinois Afterschool Initiative Task Force. The legislation called for the Initiative and the Task Force to assess the status of afterschool programs in the state and to work toward coordinating services. The ultimate goal was to provide access to quality afterschool programs for all interested children.

In November 2002, the Task Force, led by the Illinois Department of Human Services and the Illinois State Board of Education, released a report highlighting a series of recommendations for increasing state-level interagency collaboration, capacity building, community collaboration, evaluation, and funding. In the report, the Task Force recommended extending the time frame of the Initiative.

In May 2003, the Illinois General Assembly passed resolutions extending the time frame of the Initiative by creating the Illinois After-school Partnership, which was charged with carrying out the recommendations of the Task Force report. ICVP is the coordinating organization for both the Illinois statewide afterschool network and the Illinois After-school Partnership. The leadership team of the Partnership established three work groups to implement key recommendations of the Task Force. The capacity-building work group will work on a system to disseminate best practices, link programs and provide needs assessment, training, service delivery, and evaluation to support afterschool programs. The policy work group is developing a comprehensive finance plan which will outline the costs of quality out-of-school time programming for a statewide system, provide an analysis of public and private funding to support afterschool programs, and include policy recommendations on how to fund the system. Finally, the outcomes work group is developing recommendations that will require publicly funded programs to meet outcomes set by the Task Force. The Task Force also plans to develop common outcomes and measures for programs to utilize.

Having been involved in the initial legislative process, ICVP was well placed to maintain an integral role in the implementation process for state legislation. It is key for a statewide afterschool network to maintain a high level of involvement and to be prepared to take any necessary implementation steps associated with legislation.

The legislation creating the Initiative and Task Force is an example of coalition building looking towards future state investment in afterschool. The Initiative and Task Force did not create any new source of funding for afterschool programs, nor did they increase funding for afterschool programs. Rather, they allowed the legislature, the Department of Human Services, the Illinois State Board of Education, and other stakeholders to examine the need for afterschool programs, and to explore potential avenues for building infrastructure to support statewide afterschool programs. Especially in difficult budget situations, a legislative task force or exploratory committee is an excellent means of

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gaining support of policymakers, so that—when funding does eventually become available—legislative and executive representatives are prepared to act.

## *Policy and Legislation*

### **Missouri**

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In 2002, the Missouri legislature adopted a resolution establishing an inquiry into afterschool programs in the state, and a Senate resolution created the Joint Committee on After-School Programs which consisted of three members each from the House of Representatives and the Senate. The legislation directed the committee to make a comprehensive analysis of the quantity and quality of Missouri afterschool programs. In addition, the committee was directed to consult with the departments of Elementary and Secondary Education and Social Services and make recommendations for an efficient and effective development plan to provide and sustain afterschool programs. The legislation set January 1, 2003 as the deadline for this plan.

Based upon the findings by the initial Joint Committee on After-School Programs, the Missouri legislature decided in 2003 to recommend a larger and more extensive investigation into the state's need for afterschool programs. The new Joint Committee on Out-of-School Programs will add two additional members each from the House and the Senate for a total of 10 members. The Missouri Statewide Afterschool Network, specifically the co-chairs of the network's policy committee, will be supporting the work of the Joint Committee. The policy committee will be compiling a list of issues for the Joint Committee to consider; those issues will include interagency collaboration and licensure recommendations. The policy committee will also deliver testimony to the Joint Committee and ensure that the voice of the afterschool field is heard at public Joint Committee hearings around the state.

Missouri's resolution provides an example of key champions, like the Joint Committee, driving a policy discussion on afterschool. The creation of a legislative committee (as opposed to an external committee) allows the legislators to become further involved in the issue. The Missouri Statewide Afterschool Network will capitalize on this opportunity to connect with legislators and other stakeholders. As the Network looks toward the future, these connections are likely to be extremely important in working towards a statewide system to support afterschool programs.

## *Outreach and Network Building – Statewide* **New Hampshire**

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PlusTime New Hampshire was formed in 1990 with a grant from the New Hampshire Department of Health and Human Services (DHHS). Working with Invest in Kids, a child advocacy organization, the emerging PlusTime organization secured the DHHS grant to provide training and technical assistance to afterschool programs. Since that time, the organization has grown dramatically, securing funding from the Corporation for National Service, DHHS, the New Hampshire Health Foundation, the Mott Foundation, and the Nellie Mae Education Foundation. PlusTime provides direct grants to programs and works directly with the Governor's office and 50 other partners.

As a cornerstone of its statewide outreach and network building, PlusTime New Hampshire works to build and strengthen its partnerships, which encompass a variety of sectors and spheres of influence. Thanks to the flexibility and creativity of its partnerships, PlusTime has successfully built a large base of collaborators. PlusTime looks for partners with complementary missions and goals, and crafts its partnerships to ensure both mutual benefits and the longevity of the relationships. PlusTime has had significant success in developing partnerships with both state agencies and businesses.

PlusTime's commitment to ensure that partnerships have mutual benefit is represented in its past dedication of Americorps\*VISTA members to the Governor's office and Early Learning New Hampshire. PlusTime has also benefited from the placement of government employees in its own offices. Representatives from both the Department of Education's 21<sup>st</sup> Century Community Learning Centers and the National Guard Counter-Drug Task Force have shared work space with PlusTime, providing opportunities for constant collaboration. PlusTime's CEO serves as the co-chair of the governor's Kids Cabinet Task Force, and PlusTime serves on the policy and planning committee of the New Hampshire Child Care Council. This sharing of resources and collaboration has helped to solidify PlusTime's role as the leading resource on afterschool issues and programs for New Hampshire's policy makers and key stakeholders.

## *Outreach and Network Building – Statewide*

### **South Carolina**

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When the South Carolina Afterschool Alliance (the Alliance) created its board of directors, it did so with an eye toward network building at the statewide level. As the Alliance established its board, it formed partnerships with private foundations, statewide nonprofit coalitions, and the state Departments of Education, Social Services, Juvenile Justice, and Health and Human Services, as well as with the state Arts Commission. The Alliance deliberately adjusted the make-up of the board to reflect a broad variety of voices and interests—a strategic tactic which has enabled the organization to adjust to a transition in the Governor’s office.

An informal group of afterschool stakeholders began working together in South Carolina in the summer of 2000. In 2001, the group started to meet regularly. As one of its first projects, the informal group worked with several state agencies to inventory existing afterschool funds in the state. Looking to achieve a statewide presence, and provide technical assistance to providers, the group initiated a statewide teleconference and began planning its first statewide conference on afterschool its vision. To expand its conference resources, the group engaged statewide leadership, government agencies, afterschool stakeholders, mayors, and a variety of afterschool providers. The process of creating a highly successful conference with few resources wedded staff from state agencies and statewide leadership with staff from policy organizations.

As the group decided to formalize its operations, it first established the South Carolina Afterschool Alliance as a 501(c)3 organization. The informal group membership organizations were careful to select board members who would provide the organization with access to key decision makers and potential funding. Many of the initial board members had been involved in planning the statewide teleconference and conference. The Alliance board of directors grew to include representatives from the Departments of Education, Social Services, Health and Human Services, and Juvenile Justice. Recently, the Alliance expanded the board to include representatives from businesses, interfaith organizations, special needs and disabilities groups, and local practitioners. The Alliance brought the board and other stakeholders together for a strategic planning retreat last year. The purpose of the retreat was to build shared vision among the board and stakeholders and develop strong working relationships.

The strategic planning involved in creating and updating its board membership has benefited the Alliance in several ways. Local and state foundation contributions and memberships on the board help ensure that the organization and statewide afterschool network become sustainable. In addition, many of the Alliance’s funding sources are state agencies. While this state funding could have been in jeopardy with a change in state leadership, the relationships established through the board helped the Alliance to secure funding even through a gubernatorial transition.

## *Outreach and Network Building – Local* **North Carolina**

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The North Carolina Center for Afterschool Programs (NC CAP) is working to engage local leaders on afterschool issues and to build relationships with stakeholders through five regional afterschool summits. Four of these summits have already been held and were well-attended and received. The remaining summit will take place in the spring of 2004. The summits are an opportunity to engage leaders on the local level and to build support for state-level afterschool initiatives by introducing participants to the activities of the statewide afterschool network and by informing them about national afterschool issues.

The design of the North Carolina afterschool summits focuses on engaging participants in a discussion across local, state, and national afterschool issues. Local hosts open the summits with an overview of afterschool issues and programs in the surrounding areas. The national perspective is then presented by an out-of-state representative, usually from a respected policy organization. This is followed by representatives of the statewide afterschool network who introduces the work of NC CAP, invites students to discuss their afterschool experiences, and highlights a successful partnership between an afterschool program and a community. Throughout the day, conferees have the opportunity to participate in small group discussions focused on local issues, including barriers to access and quality in afterschool programs, strategies to address those barriers, outreach, and successful school and community partnerships. In addition, NC CAP utilizes the summits to gain feedback on potential indicators and standards of quality. NC CAP will use the outcomes of these discussions to help guide the work of the statewide afterschool network.

NC CAP deliberately engages stakeholders by choosing well-placed organizations with name recognition to host the meetings and to attract a diverse array of participants. NC CAP also carefully selects speakers and participants, inviting a variety of afterschool providers to ensure a balanced perspective. In keeping with its goal to engage across levels, NC CAP attempts to help local organizations use the regional summits to their advantage by growing their spheres of influence.

North Carolina's thoughtful planning of the regional summits is an excellent example of engaging local stakeholders for the dual purpose of building local and state-level support for afterschool infrastructure.

## *Outreach and Network Building – Business*

### **Illinois**

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The Illinois After-school Partnership is working actively to engage businesses by promoting a peer-to-peer approach for engaging businesses at the state level, and utilizing National Governors Association Summit in Illinois as a vehicle to increase resources from the private sector to support afterschool.

At the Learning and Leading Together meeting of the National Network of Statewide Afterschool Networks in February 2003, Illinois was able to secure a business representative from Abbott Laboratories as part of their statewide afterschool network team. Abbott Laboratories is a worldwide leader in pharmaceuticals and one of the largest businesses in Illinois, and a strong supporter of and advocate for afterschool and out-of-school time programming and offers programs to support children of employees. Abbott Laboratories created the Northern Illinois Collaboration (NIC), a group of work/life personnel from Kraft, Baxter, Allstate, Discover Financial and Hewitt Associates. NIC's goal is to pool resources to fund efforts to increase the care and activities available for children of their employees. The Illinois After-school Partnership is working with Abbott and the NIC to explore effective ways to implement a peer-to-peer engagement strategy.

The National Governors Association Summit in Illinois is designed to increase business investment and engagement in afterschool. CEOs will hear from their peers the benefits when business is involved in creating and supporting afterschool programs. The summit will give business representatives the tools they need to promote involvement of afterschool programs within their own organizations. Topics will include: information on various investments businesses can make in afterschool; the steps businesses of various sizes took to become involved in supporting afterschool programs; and the need for afterschool programs and the corporate and social benefits when they are provided in communities.

As a follow-up to the Summit in Illinois, the Illinois Afterschool Partnership, working with the Governor's office will launch regional summits focused on building regional business collaboratives summits similar to the efforts led by Abbott Laboratories. While the summits will be open to numerous afterschool stakeholders, the purpose of the summits will be to attract the support of local businesses and connect them with both regional and statewide afterschool networks. These networks may provide the kinds of leadership opportunities and prestige that will encourage businesses to work with local afterschool programs.

## GOAL 1

*Create a sustainable structure of statewide, regional, and local partnerships—particularly school-community partnerships—focused on supporting policy development at all levels.*

**Objective:** Coordinate multiple afterschool efforts funded and administered through education initiatives, human service initiatives (child care), other state and local government agencies, and community-based organizations.

### *Coordination Examples*

**North Carolina**  
**Kansas**

## *Coordination* **North Carolina**

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The North Carolina Center for Afterschool Programs (NC CAP), a project of the Public School Forum of North Carolina (the Forum), grew out of the efforts of a working group created by Governor Mike Easley. The working group was following up on the work of 14 public and private organizations and agencies that collaborated in 1999 to develop a network supporting afterschool programs. The Forum, a member of the working group, became the logical place to house the new, more formal working group on afterschool now known as NC CAP. Building on the work and reputation of the Forum, Governor Easley helped expand NC CAP to include additional private entities and foundations.

The Forum is a well-respected think tank and policy organization in North Carolina, and its work has touched virtually every aspect of education in the state. By creating NC CAP as an affiliate of the Forum, Governor Easley helped to ensure the group's effectiveness and ability to attract key stakeholders. As a result of working within the Forum, NC CAP has been able to grow a strong coordinating committee and advisory board. Many of those on NC CAP's advisory board have previously worked with the Forum, and NC CAP has been able to engage additional stakeholders, including business leaders and legislators, through presentations to the Forum's board of directors.

The NC CAP advisory committee currently has 39 diverse members, including representatives from foundations, the governor's office, the Department of Public Instruction, the Department of Juvenile Justice and Delinquency Prevention, the Department of Health and Human Services, the North Carolina Arts Council, the North Carolina Child Care Commission, and the North Carolina School Age Coalition. In addition, the advisory committee has a variety of afterschool program representatives from local school districts, YMCAs, the Department of Parks and Recreation, and 4-H.

A key advantage of working within an established organization such as the Public School Forum is the ability to tap into that organization's current programs. The Forum currently administers 19 afterschool programs, and NC CAP is able to work with those programs to strengthen the voice of providers in the statewide afterschool network. In addition, the work of the Forum stretches into issues such as safety, regular school-day education, and working families. Having this variety of voices and influences on its work helps to increase NC CAP's effectiveness by balancing its policy expertise with practical experience.

## *Coordination*

### **Kansas**

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The Kansas Enrichment Network (KEN) is based at and coordinated by a university. While the reputation and experience of the University of Kansas team helped it serve as the catalyst for KEN, it is only part of the successful Kansas mix. Equally important to the Network's growth and stability are the active involvement of four statewide foundations and a state agency – the Kansas State Department of Education. These six founding partners have worked together to attract and keep involved other Network partners. Each founding partner brings differing emphases and differing relationships with Kansas agencies and organizations, all of which have provided a strong collective voice to promote Network involvement.

The University of Kansas Institute for Educational Research and Public Service has been active in afterschool issues for several years. Having the University coordinate the statewide afterschool network enabled KEN to build on the expertise and relationships available through the Institute. The University of Kansas Institute for Educational Research and Public Service (the Institute), the Kansas Health Foundation, and the Kansas State Department of Education have worked together on afterschool issues for many years. Since 1998, some KU Institute staff members served as grantwriters and others served on continuous-improvement teams for 21<sup>st</sup> CCLC programs. Currently, the KU Institute manages the Kansas 21<sup>st</sup> CCLC competition on behalf of the Kansas State Department of Education. This history of collaboration has expanded exponentially since the beginning of the Network, with strong partnerships developing, particularly with the Department of Commerce, the Governor's Office, and many others.

Coordinating a network in the university setting also provides the network with access to faculty, professional staff, and graduate students to conduct both trainings and research. However, as the University of Kansas is a public institution, it cannot be involved in direct advocacy. For such activities, a well-established and balanced network is of vital importance.

## GOAL 2

*Support the development and growth of statewide policies that will secure the resources necessary to sustain new and existing afterschool programs.*

**Objective:** Secure additional funding for continued support of the network structure.

### *Additional Network Funding Examples*

**Vermont  
South Carolina  
New Hampshire**

## *Additional Network Funding*

### **Vermont**

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Like many of the statewide afterschool networks, Vermont has developed a good mix of public and private funds from both the state and national levels. The Vermont Out-of-School Time Network (VOOST) has also taken a strong step towards sustainability by leveraging local and in-kind dollars for network coordination and other projects.

VOOST receives in-kind support from a variety of federal and state agencies and organizations. The Vermont Agency of Human Services, the Department of Education, the University of Vermont Extension Service, and the Chamber of Commerce Business/Education Partnership all contribute in-kind support to the network. In addition, VOOST has a long-standing grant from the U.S. Department of Justice to conduct training for afterschool programs. This year, VOOST made a strategic decision to shift the focus of its funding from the Department of Justice. By rewriting the grant to focus on the activities of the Network as a whole, rather than on specific projects, VOOST was able to free up a significant portion of funding for core network activities. This was an easy way to increase core support for the network and shift sustainability from projects to the network. Improving the network's financial picture also increases the likelihood that past and current funders will provide additional monies for future projects.

Vermont has tapped into local funding sources in innovative ways. County and city funds can contribute substantially to network funding in a small state, while helping to engage stakeholders in those areas. Vermont has done this by placing the VOOST coordinator and staff at the Washington County Youth Services Bureau. The network also receives funding from Washington County to support its core activities.

## *Additional Network Funding*

### **South Carolina**

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The South Carolina Afterschool Alliance boasts a broad mix of funding sources. In its effort to build a strategic board of directors, the Alliance was careful to recruit board members with direct access to funding, connections to potential funding sources, and diverse political backgrounds. The three state agencies that contribute core funding to the organization have representatives on the Alliance's board. The board of directors also includes representatives from three of the largest foundations in South Carolina—all of which are funding the organization's work. Having board members or advisors who have access to funds, who are well connected, and who are politically diverse provides a statewide afterschool network with the continuity to endure political changes within a state and is important to the long-term sustainability of the network.

The Alliance receives a good balance of funding from state agencies, the federal government, foundations, and community organizations. The South Carolina Departments of Education, Health and Human Services, and Social Services will support three years of Alliance work. The organization also expects to receive additional funding from the U.S. Department of Health and Human Services. The Sisters of Charity, a statewide foundation, is a major contributor to the Alliance and assists the organization's fundraising efforts by helping the Alliance make contacts with other state foundations. The South Carolina Arts Commission also provides both funding and access to arts related resources. To better link local and regional efforts to the statewide effort, local organizations like the Spartanburg Boys & Girls Club will contribute to the Alliance. In addition, the Alliance is working to engage local, regional, and statewide businesses and corporations. Having already built a solid base of core organizational funding through the state, federal and foundation funds it receives, the Alliance is better poised to use smaller corporate grants and other sources for specific projects.

## *Additional Network Funding* **New Hampshire**

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PlusTime New Hampshire has a broad variety of funding sources, including state, federal, foundation, and corporate funding. Having established itself as a leader in the afterschool field, PlusTime is able to leverage its reputation into substantial grants.

The largest funding sources for PlusTime are federal and foundation based. PlusTime receives a significant portion of its budget from the Child Care Development Fund and the Corporation for National and Community Service. PlusTime also receives funding from a good balance of state, regional, and national foundations. In addition, the organization has strong commitments (both financial and in-kind) from three corporations. Having a balance of funding is important to the network's sustainability, as changes in one structure or funder will have less influence on the stability of the network.

PlusTime also has a new sustainability strategy for cultivating individual donors. The board of directors and staff are working to engage and build support from individuals for the statewide afterschool network and programs. The advantage of this strategy is that, as it builds donor support, it also builds awareness of the importance of afterschool initiatives in New Hampshire, as well as awareness of the needs of programs and the network. PlusTime is holding 3-4 one-hour information sessions for 10-12 donors per month. In May 2004, PlusTime will invite those individuals who have expressed interest in donating to an "Ask Event," where the organization will work to develop multiyear funding commitments.

As the organization grew and expanded its fundraising efforts, PlusTime identified the need for a director of development. PlusTime's Director of Development will not be solely focused on bringing in funding for the network, but it will be one of the charges. As with PlusTime, if a statewide afterschool network can get even a portion of time from a development person in a host or partner organization, it could have a large impact on the solvency of the network. Having a dedicated person for fund development also leaves the network coordinator with more time to establish partnerships and other relationships that might eventually lead to additional funding.

## GOAL 2

*Support the development and growth of statewide policies that will secure the resources necessary to sustain new and existing afterschool programs.*

**Objective:** A base of sustainable funding for school-based/school-linked afterschool programs is available through coordinating state funds and working to leverage state and local dollars from public and private sources.

*Sustainable Funding for Afterschool Programs Examples*

**California**  
**Rhode Island**

## *Sustainable Funding for Afterschool Programs* **California**

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In 1998, the California legislature established the After School Learning and Safe Neighborhoods Partnerships Program, a statewide program to fund afterschool programs. Proposition 49, passed on November 2002 is the After School Safety and education Act, was a statewide ballot initiative designed to provide funding for an afterschool program at every public school. Prop 49 will expand the current statewide afterschool program in California, and will provide enough funding for each public elementary and middle school to receive \$50,000 and \$75,000 respectively. Funding for the expansion is dependent on growth in state revenues, and the state predicts that full funding will not be achieved until at least 2007. Although the initiative made very few changes to the initial legislation for the program it does allow community-based organizations to run afterschool programs in venues other than schools, with the proviso that the local education agency serve as fiscal agent for the programs. In addition, the new initiative requires an added focus on physical activity in afterschool programs. The state program is well integrated with the federal 21<sup>st</sup> Century Community Learning Centers program, both at the programmatic level and the statewide level.

Arnold Schwarzenegger, a longtime advocate for children's issues and afterschool programs, spearheaded the effort to draft and pass Proposition 49 by assembling a team of political experts to help pass the initiative and created one of the broadest coalitions of support in recent state history. Campaign leaders, staff, and supporters of Proposition 49 have said that one of the main reasons the ballot initiative was successful was because the California AfterSchool Partnership and other stakeholders were able to build the necessary infrastructure and provide proof of the programs' effectiveness. Over the past several years, the California AfterSchool Partnership has worked to support statewide afterschool funding through a strong training and technical assistance program. In addition, the Partnership has built a broad coalition through their advisory committee. Members of the advisory committee became a key source of advocacy and support for Proposition 49.

Smaller states may look at California's budget and resources and think that this type of statewide initiative is unrealistic, given small budgets and resource constraints—but most states can replicate the factors that led California voters to adopt Proposition 49. Those factors are: 1) a proven issue and program; 2) a simple initiative; 3) a broad-based coalition; 4) targeted audiences; 5) knowledgeable, passionate, persuasive proponents; 6) sufficient campaign dollars; 7) no significantly funded opposition; and 8) experienced political strategists.

## *Sustainable Funding for Afterschool Programs* **Rhode Island**

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As part of his 1998 Starting RIght initiative, Governor Lincoln Almond brought together a group of stakeholders to discuss improving the state's child-care system. Although Starting RIght focused primarily on early childhood programs, the initiative also examined possibilities for expanding programs for school-aged and older youth. The legislation that created the Start RIght initiative raised the age limit for child-care reimbursements from 12 to 16, making afterschool and school-age programs eligible for additional public funding. The United Way of Rhode Island was involved in these initial efforts and continues, with the help of the Rhode Island Out-of-School Time Alliance, to work on expanding access to the funding and increasing the sustainability of individual programs.

Raising the eligibility age for child-care reimbursements from 12 to 16 allows significantly more families and youth to receive services during the afterschool hours. Parents sign their children up for child-care reimbursement dollars through Department of Human Services. Once a child is deemed eligible, parents are able to enroll the child in their choice of afterschool programs. Afterschool programs cannot directly receive child-care reimbursement dollars from the Department of Human Services and therefore can only benefit from the opening up of age eligibility if they are able to enroll eligible children and youth. While programs for younger children often require a fee for service, afterschool programs for older youth often do not. Parents are less eager to sign older youth up for child-care reimbursement because the financial motivation does not exist since many programs are free to parents regardless. Recognizing this lack of motivation and the impact that child-care reimbursement dollars could have on afterschool programs for older youth, the Rhode Island Out-of-School Time Alliance and the United Way began an effort to educate and engage parents in the process.

The Alliance and the United Way hired a consultant to work with afterschool programs around the state to educate parents on the value of afterschool programs and on the importance of using the child-care reimbursement program to pay for services. The consultant meets with parents of children who are between the ages of 10 and 12, and who are currently in afterschool programs that will feed into programs for older youth. The consultant helps parents understand the link between reimbursement and program quality and sustainability, stresses the importance of applying for and using the state's child-care funding explains the eligibility criteria and helps parents to apply for those funds.

## GOAL 2

*Support the development and growth of statewide policies that will secure the resources necessary to sustain new and existing afterschool programs.*

**Objective:** Develop a communication strategy for a statewide community-driven public will plan that supports sustainable school-based/school-linked afterschool programs in every community.

*Increasing Public Will Examples*

**New Hampshire  
Rhode Island**

## *Increasing Public Will* **New Hampshire**

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PlusTime New Hampshire is an example of a state that has increased public will in New Hampshire by connecting public will efforts at the local, state, and national levels. In the past several years, PlusTime has found benefit in linking state outreach efforts with national events and the national afterschool movement. Keeping policy makers and elected officials apprised of local and state-level afterschool issues is important for the long-term sustainability of afterschool programs and a statewide afterschool network.

In October 2003, PlusTime joined with the governor's Kids Cabinet to host a statewide reception celebrating *Lights On Afterschool!*, a one day event sponsored Afterschool Alliance, a national organization devoted to raising public awareness about afterschool issues. Business leaders, school officials, and partnering organizations attended the reception at the New Hampshire Historical Society. Awards were presented to school officials, businesses, and afterschool programs that have made outstanding contributions to New Hampshire youth through their support of afterschool initiatives. PlusTime used the national event to highlight activities within the state. In addition, the event offered an opportunity for PlusTime to network with current partners and recruit potential new partners. Over the last several years PlusTime has held *Lights On Afterschool!* events that, like this one, have allowed them to deepen their relationships with key stakeholders.

As part of the Afterschool Alliance's annual day on Capitol Hill in Washington, D.C. known as the Afterschool Challenge and Breakfast of Champions, PlusTime engaged program participants in a letter-writing campaign to educate congressional representatives about the importance of afterschool programs in their lives. Not only did the exercise increase the students' understanding of the political process—it also allowed programs and PlusTime to engage their representatives on state-level afterschool issues, creating a sense of urgency around the issue. Through these nationally linked events, PlusTime has been able to strengthen its relationships with policy makers, resulting in increased access and improving their understanding of afterschool issues.

## *Increasing Public Will* **Rhode Island**

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The Rhode Island Out-of-School Time Alliance (the Alliance) is in the process of implementing a survey of parental attitudes and the need for afterschool programs in the state. The results of the research will inform a broader public will and public policy effort. At the same time, the survey will serve as a galvanizing force for the Alliance as one of its first large scale outreach efforts.

The United Way of Rhode Island has secured funding in partnership with the Rhode Island Out-of-School Time Alliance to conduct a broad-based parent survey. The network will contract with an experienced polling firm to conduct a telephone survey using a representative sample of Rhode Island residents who have children. The network identified parents as a key group for message research, as they are often consumers of and advocates for afterschool programs. In order to build public will for afterschool programs it is important to know which messages resonate most clearly with parents and other key constituencies. Some of this research has been done nationally by the Afterschool Alliance, but conducting a survey within a state allows a network to test certain messages that might be specific to that state.

The Rhode Island survey will look for the key messages about afterschool initiatives that resonate with parents and will attempt to identify gaps in afterschool programs in the state. Parents will be asked to highlight the aspects of afterschool programs that they deem most beneficial. Collecting this type of information will help the Rhode Island Statewide Afterschool Network to build its base of knowledge for a broader public will and policy effort. The survey will be released as part of the Rhode Island Governor's Summit on Afterschool. The Alliance will use the remaining funding secured for this project on the public will and policy work. As the network prepares to engage legislators and other policy makers, it will be able to offer to state policymakers evidence on the kinds of afterschool opportunities their constituents want.

## GOAL 3

*Support statewide systems to ensure programs are of high quality.*

**Objective:** Foster a system of multiple pathways for training and technical assistance that will ensure high-quality programs across the state is initiated, meets the needs of a diverse population, and funding is secured.

*Create a System of Coordinated Training  
and  
Technical Assistance Examples*

**Kansas  
Vermont**

*Creating a System of Coordinated Training and Technical Assistance*  
**Kansas**

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The Kansas Enrichment Network (KEN) has a strong history of providing training and technical assistance for afterschool programs across the state. Working with its partners, KEN working to coordinate varied training efforts across the state. A key goal for KEN is to build understanding and relationships between different training and licensing organizations and, ultimately, to work toward a comprehensive statewide system to support quality afterschool programs.

In 1998, the Kansas Health Foundation and the University of Kansas came together to form a statewide afterschool collaborative. The partnership supported hands-on grant writing assistance that led the U.S. Department of Education to award 52 grants for 21<sup>st</sup> Century Community Learning Centers in the state; those grants totaled \$22 million in first-year funding. The partnership also supported the Kansas Team a group of experts representing K-12, higher education and community based organizations, which provided technical assistance in the form of on-site guidance and 3-4 annual, statewide workshops. The work of the Kansas Health Foundation, the University of Kansas and the Kansas Team led to the establishment of KEN. While KEN continues to support training efforts through sustainability workshops, regional roundtables, statewide training sessions, and regional and national conferences, the network is also developing a coordinated system of training efforts of several different partner organizations.

KEN's state-level partners include the Departments of Health and Environment, Education, and Social and Rehabilitative Services, as well as the Kansas Association of Child Care Resource and Referral Agencies. Each of these organizations also provides training and technical assistance or licensing services. The various organizations have had trouble collaborating in the past because of barriers created by differing systems of training and licensing. KEN has provided these organizations with a neutral venue to discuss ways of overcoming their barriers to cooperation. KEN is coordinating an effort among the organizations to develop statewide standards, models, and/or curricula for afterschool programs. A successful collaboration would be a significant step towards easing the coordination of various kinds of afterschool programs and funding streams. Because of its key partnerships and experience in training, KEN is poised to make a large impact on the landscape of statewide afterschool programs.

*Creating a System of Coordinated Training and Technical Assistance*  
**Vermont**

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In 2001, the Out-of-School Coalition, now the Vermont Out-of-School Network (VOOST), received a grant from the U.S. Department of Justice to provide training to afterschool providers around the state. As the Out-of-School Coalition expanded and became VOOST, the organization extended the focus of its training efforts to include coordinating training and developing a system of peer support.

In 2003, VOOST began a strategic effort to develop a system to coordinate training and peer support among four different entities. This year, the Vermont Department of Education's 21<sup>st</sup> Century Community Learning Centers program began a peer mentoring initiative for project directors. VOOST is working to bring that initiative together with and complement the ongoing peer-to-peer work of its partners, the Vermont School Age Care Network and the Vermont Coalition of Teen Centers. Each of the partner organizations will continue to provide peer support to its own constituencies, and VOOST plans to coordinate the support systems through the network's website and other training opportunities.

Over the past year, VOOST has deepened its relationship with the Vermont School Age Care Network (VSACN), a network of school-age child care providers. VOOST has been participating on VSACN's core leadership, professional development, and communications teams. This has enabled VOOST to work with VSACN on their common goals. VOOST and VSACN will develop a professional development plan that will connect school-age child care and afterschool professionals, thereby helping to align the goals of the various programs. Connecting school-age child care programs and afterschool programs is key to establishing a comprehensive statewide system of afterschool programs.

## GOAL 3

*Support statewide systems to ensure programs are of high quality.*

**Objective:** Develop a support network for program developers and providers, including the dissemination of best practices, is initiated and funding is secured.

*Support Program and Provider Networks Examples*

**Missouri**  
**California**

## *Support Program and Provider Networks*

### **Missouri**

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The Missouri School Age Care Coalition (MOSAC<sup>2</sup>), and the Missouri Statewide Afterschool Network have established the Afterschool Resource Center (the Center) as the administrative hub for the state's training, technical assistance, and evaluation programs. MOSAC<sup>2</sup> and the Center's newly hired director have identified a strong mixture of funds to support the Center's work, and they are beginning to implement and deepen the Center's initiatives. The Center will coordinate training activities in an effort to create uniform training opportunities throughout the state.

Funding for the Center comes from a mixture of state agencies, foundations, and a corporation. The Missouri Department of Elementary and Secondary Education contributes training dollars from the 21<sup>st</sup> Century Community Learning Centers program. The state's Department of Social Services funds the Center through its Child Care Development Fund. The Center has also received a large grant from AT&T for training and technical assistance. A portion of the AT&T grant goes specifically toward funding training in school-based programs in Kansas City and St. Louis that serve the children of AT&T employees. The Center is able to use remaining AT&T funds to supplement the public funding for training throughout the rest of the state, allowing for significantly greater training opportunities. Combining corporate funding with core funding from state agencies provides a great opportunity to leverage both sources.

The Afterschool Resource Center coordinates technical assistance using a model of regional consultants to afterschool programs. Consultants provide both on-site training and training at state conferences. The Center, its consultants, and the Missouri Statewide Afterschool Network are meeting with providers from around the state to determine the technical assistance needs of programs. The Afterschool Resource Center will offer training opportunities to meet the needs of those afterschool programs. Though trainings will remain responsive to program needs, one of the Center's goals is to create uniform training systems. Because the Afterschool Resource Center represents the interests of the Department of Elementary and Secondary Education, the Department of Social Services, the Missouri School Age Coalition, and afterschool providers, the state is likely to achieve a uniform system of training across a variety of afterschool programs.

## *Support Program and Provider Networks* **California**

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The California Statewide System of Field Support (the System) combines several different types of program support and capacity building. The multi-tier system engages programs, afterschool experts, and representatives from the Department of Education in supporting the work of local programs. Despite major growth over the past several years, the System has remained flexible to address the changing needs of programs. While the System was created specifically for the statewide afterschool program, 21<sup>st</sup> Century Community Learning Centers and other afterschool programs are also eligible to receive technical assistance.

The System offers four types of program support, including Regional Leads, consultants from the California Department of Education (CDE), consultants and mentors from the AfterSchool Partnership, and Regional Learning Centers. The California AfterSchool Partnership coordinates the System and the work of the Regional Leads. The Regional Leads and the CDE consultants are the administrative arms of the System. The Regional Leads are housed in county offices of education, and their main role is to provide local support on administrative issues. They also serve as ambassadors for the programs in their region to policy makers and other local stakeholders. CDE consultants are available to programs that need logistical support for administering the state program.

The AfterSchool Partnership consultants and mentors and Regional Learning Centers provide peer-to-peer support. AfterSchool Partnership consultants and mentors are experienced program providers who provide on-site technical assistance, sponsor regional and statewide conferences, and facilitate relationships between programs, administrators, and other community leaders.

The Regional Learning Centers grew out of the Partnership's recognition that programs often learn best by observing their successful peers. The Regional Learning Centers are exemplary afterschool programs that have been through a two-year process of learning to coach and mentor other programs. Adding the Regional Learning Centers to the Statewide System has made the system more comprehensive in an effort to address multiple types of programs and program needs. In addition, it shows that the Partnership remains flexible in its work, will continue to listen to the needs of those in the field, and will create innovative ways to address those needs. While the Partnership is still in the process of determining the most effective elements of the system and how to coordinate its work, it provides a good example of progress in building a broad state infrastructure to support afterschool programs.

## **APPENDIX A**

### *Statewide Afterschool Networks 2002-2003*

#### COHORT I

California AfterSchool Partnership

Illinois After-school Partnership

Kansas Enrichment Network

Missouri Afterschool Network

PlusTime New Hampshire

North Carolina Center for Afterschool Programs

Rhode Island Out-of-School Time Alliance

South Carolina Afterschool Alliance

Vermont Out-of-School Time Network

## **APPENDIX B**

### *State-Level Policy Development: Afterschool Technical Assistance Collaborative*

The National League of Cities, Council of Chief State School Officers, The Finance Project, National Conference of State Legislatures, National Governors Association, and the Afterschool Alliance with assistance from Terry Peterson of the University of South Carolina are working to aid states in moving forward comprehensive statewide afterschool policies. These organizations form a team of national organizations and leaders - the Afterschool Technical Assistance Collaborative (ATAC)- and work specifically with state and local leaders towards the goal of supporting better school-based/school-linked afterschool programs for more children and youth. The following are descriptions of the technical assistance opportunities.

Organization	Technical Assistance Available
<p><b>National League of Cities, Institute for Youth, Education and Families</b></p> <p>The Institute for Youth, Education, and Families at the National League of Cities is a non-profit organization that seeks to strengthen the capacity of municipal leaders to address the needs of children, youth, and families in their communities.</p> <p>Contact Mark Ouellette at 202-626-3052 or Audrey Hutchinson at 202-626-3053</p>	<ul style="list-style-type: none"> <li>✓ Help mayors and city council members identify ways that they can stimulate and support the establishment, expansion and improvement of afterschool programs in their communities</li> <li>✓ Provide intensive, multi-year technical assistance to city officials, including information and guidance regarding roles of municipal government, promising examples of community-wide afterschool initiatives and potential financing strategies</li> <li>✓ Disseminate published materials on these and other topics through NLC networks and state municipal leagues, to local leaders in member cities across the nation</li> <li>✓ When possible, sponsor peer-to-peer exchanges that enable city officials to share lessons learned and identify strategies for overcoming major barriers to progress</li> <li>✓ Host periodic conference sessions and training opportunities designed to encourage municipal involvement in afterschool programming and enhance the knowledge and skill levels of city officials working in this area</li> </ul>

Organization	Technical Assistance Available
<p><b>Council of Chief State School Officers</b></p> <p>The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, District of Columbia, The Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its member's consensus on major educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and the public. The CCSSO Division of State Services and Technical Assistance is responsible for managing and staffing a variety of Council leadership and support initiatives to provide better educational services to children, especially those placed at risk of school failure.</p> <p>Contact Ayeola Fortune at 202-326-8680</p>	<ul style="list-style-type: none"> <li>✓ Facilitate planning, research, and communication on state after-school initiatives.</li> <li>✓ Research and develop database on characteristics of quality after-school programs, particularly those extended learning opportunities in high-poverty, high-achieving schools.</li> <li>✓ Assist in building communication networks, and gaining support from state education agencies on extended learning opportunities.</li> <li>✓ Assist state education agencies and their partners in building management and implementation capacity to ensure effective and sustainable after-school programs.</li> <li>✓ Research and promote efforts to integrate after-school initiatives with general state education improvement efforts, particularly through leveraging and coordinating state and federal programs and resources.</li> <li>✓ Plan, convene, and facilitate meetings of state education agency staff and after-school experts.</li> <li>✓ Provide support and technical assistance to promote substantial and sustained improvement in both the quality and number of extended learning opportunities, particularly those available to at-risk students.</li> </ul>

Organization	Technical Assistance Available
<p><b>The Finance Project</b></p> <p>The Finance Project is a non-profit policy research and technical assistance organization created to help improve results for children, families, and communities nationwide. The Finance Project develops information and tools, and provides technical assistance aimed at helping policymakers and program developers to effectively finance and sustain supports and services for families and children.</p> <p>Contact Sharon Deich or Heather Padgett at 202-628-4200</p>	<ul style="list-style-type: none"> <li>✓ <b>Sustainability Planning</b> <ul style="list-style-type: none"> <li>• Facilitate a sustainability self-assessment process with site leaders</li> <li>• Assist in using assessment results to develop sustainability strategies</li> <li>• Assist in developing a sustainability plan</li> </ul> </li> <li>✓ <b>Finding Funding</b> <ul style="list-style-type: none"> <li>• Facilitate a process to develop a strategic financing plan, including: <ul style="list-style-type: none"> <li>- Developing cost estimates</li> <li>- Mapping current funding sources</li> <li>- Identifying potential funding sources (federal, state, local, private)</li> <li>- Assisting in developing strategies to access those sources (i.e., maximizing federal sources, redirecting current funding, creating new revenue)</li> </ul> </li> </ul> </li> <li>✓ <b>Building Partnerships</b> <ul style="list-style-type: none"> <li>• Assist in engaging the business community</li> <li>• Facilitate the development of partnerships</li> <li>• Facilitate a partnership self-assessment process</li> </ul> </li> <li>✓ <b>Using Results</b> <ul style="list-style-type: none"> <li>• Provide training in developing a logic model</li> <li>• Provide training in developing performance management structures that enable site leaders to use outcome information to make decisions about: <ul style="list-style-type: none"> <li>- Strategic planning</li> <li>- Budgeting</li> <li>- Management</li> <li>- Accountability</li> </ul> </li> </ul> </li> <li>✓ <b>Building Infrastructure</b> <ul style="list-style-type: none"> <li>• Provide support for the design of local intermediary structures</li> <li>• Assist in developing fiscal management systems</li> <li>• Assist in developing human resources policies and systems</li> </ul> </li> </ul>

<b>Organization</b>	<b>Technical Assistance Available</b>
<p data-bbox="232 632 553 699"><b>National Conference of State Legislatures</b></p> <p data-bbox="232 741 610 1545">The National Conference of State Legislatures is a bipartisan organization dedicated to serving the lawmakers and staffs of the nation's 50 states, its commonwealths and territories. The Conference is a source for research, publications, consulting services, meetings and seminars. It is the national conduit for lawmakers to communicate with one another and share ideas. The Conference is an effective and respected voice for the states in Washington, D.C., representing their interests before Congress, the administration and federal agencies.</p> <p data-bbox="232 1587 566 1652">Contact Karen Johnson at 202-624-5400</p>	<ul style="list-style-type: none"> <li data-bbox="646 632 1370 699">✓ Provide presentations or testimony before legislative committees</li> <li data-bbox="646 741 1390 846">✓ Sponsor forums, workshops, briefings, or hearings for legislators, legislative staff, other government officials and community stakeholders</li> <li data-bbox="646 888 1263 955">✓ Arrange for national experts, state leaders or policymakers to present information</li> <li data-bbox="646 997 1382 1064">✓ Meet with or facilitate meetings individual legislators and legislative staff</li> <li data-bbox="646 1106 1279 1140">✓ Assist with the draft and review of legislation</li> <li data-bbox="646 1182 1390 1249">✓ Arrange consultant services for state-specific research and analysis of state after-school policy issues</li> <li data-bbox="646 1291 1230 1325">✓ Organize video or teleconference services</li> </ul>

<b>Organization</b>	<b>Technical Assistance Available</b>
<p><b>National Governors Association Center for Best Practices</b></p> <p>NGA, founded in 1908, is the instrument through which the nation's governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. Its members are the governors of the fifty states, three territories and two commonwealths. The NGA Center for Best Practices helps governors and their key policy staff develop and implement innovative solutions to challenges facing their states.</p> <p>Contact Elisabeth Wright at 202-624-5387 or Dane Linn at 202-624-5300</p>	<ul style="list-style-type: none"> <li>✓ Deliver confidential expert technical assistance on specific requests about best practices</li> <li>✓ Analyze problems and provide solutions on site with Governors and their advisors</li> <li>✓ Convene focus groups of policymakers, program officials and outside scholars</li> <li>✓ Match experts across state boundaries to share common experiences and concerns</li> <li>✓ Evaluate current state policies</li> <li>✓ Build new models for public-private partnerships by bringing state policymakers together with leaders from the private sector</li> </ul>

Organization	Technical Assistance Available
<p><b>Afterschool Alliance</b></p> <p>The Afterschool Alliance is an emerging alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for afterschool programs. Initiated and currently coordinated by the Charles Stewart Mott Foundation, Alliance partners include the Charles Stewart Mott Foundation, U.S. Department of Education, JCPenney, The Advertising Council, The Entertainment Industry Foundation and the Creative Artists Agency Foundation. The goal of the Afterschool Alliance is to ensure that every child has access to a quality, affordable afterschool program by the year 2010.</p> <p>Contact Janelle Cousino or Victoria Wegener, 202-296-7010 or Steve Fowler, 415-460-1965</p>	<ul style="list-style-type: none"> <li>✓ Facilitate promotion of afterschool to legislators, business members and community through on site communications planning/training sessions</li> <li>✓ Provide Alliance materials, i.e. Afterschool Action Kits, Poll Reports, *Organizing Handbook/Kit with sample items, resources and case studies offered on website</li> <li>✓ Promote Public Service Announcement (PSA) Partnerships working to get Alliance PSA placed, including connections with PSA directors, events and guides for placement</li> <li>✓ Connect with all Alliance related activities including Lights On Afterschool!, Public Service Announcement, Satellite Town Meetings, forums, contests and promotions, etc.</li> <li>✓ Track legislation</li> <li>✓ Provide access to afterschool networks including 21<sup>st</sup> Century Grantees and state affiliates of allied national organizations</li> <li>✓ Provide access to 30,000 person database of advocates, providers, legislators and aides, etc</li> <li>✓ Provide opportunities to networking of advocates across states, especially at a meeting geared toward state networks and coalitions in May of each year</li> <li>✓ Design and distribute kits and materials to assist with communications, community engagement, sustainability and advocacy</li> </ul>

## *ATAC PARTNERS AND SUPPORTING ORGANIZATIONS*

### **U.S. Department of Education**

The U.S. Department of Education administers the 21st Century Community Learning Centers program, leads national efforts and provides training opportunities.

Contact Carol Mitchell at 202-260-0982

### **University of South Carolina Educational Foundation**

The Resource Network for Community Education and Afterschool Programs at the University of South Carolina Educational Foundation was created to raise and explore emerging policy issues at local, state, and federal levels. Dr. Terry Peterson consults to national education leaders, states and localities on afterschool public policies that might enhance the expansion of and partnerships supporting local quality afterschool programs and community learning centers.

Contact Terry Peterson at 803-238-4343

### **Collaborative Communications Group**

Collaborative Communications Group coordinates the work of the national network of statewide afterschool networks including meetings and documenting successes and challenges of the ongoing work.

Contact Terri Ferinde Dunham at 202-986-4956

### **Learning Point Associates**

Learning Point Associates facilitates and coordinates the collaborative efforts of ATAC.

Contact Judy Caplan at 630-649-6500



COLLABORATIVE

COMMUNICATIONS GROUP

[www.publicengagement.com/AfterschoolNetworks](http://www.publicengagement.com/AfterschoolNetworks)