



Arizona Center for **Afterschool** Excellence



Working together to increase the availability
and quality of afterschool opportunities statewide

@afterschool advisor

August 3, 2009

A Message from the Executive Director

Nominate the Best in Afterschool by September 14

The Arizona Center for Afterschool Excellence is committed to raising the visibility, importance and quality of afterschool programs in our children's education and personal development. Help us spotlight the excellence in programs throughout the state.

The 8th annual Spotlight on Afterschool Awards of Excellence is your opportunity to recognize AND celebrate the quality programs and professionals that use creativity, innovation, structure, and discipline daily to instill a love of learning in the children they serve.

Monday, September 14 is the deadline for nominating afterschool professionals, programs and leaders for recognition at the October 14 Awards Luncheon at the Tempe Center of the Arts. Whether you are a parent, a principal, a program supervisor, a site coordinator, or program professional, you all know who is leading the charge to ensure quality afterschool and summer learning experiences for our youth. You know who is having a lasting impact on our children's lives. While they do it for their love of children, the Arizona Center for Afterschool Excellence wants to see them receive the recognition they so rightfully deserve and spotlight the best in afterschool programming.

Please go to our website, www.azafterschool.org, where you will find separate nomination forms for the outstanding afterschool professional, the outstanding afterschool program, and the outstanding afterschool leader. Nominate that person and/or program that has impressed you as being exemplary. And then plan to join us on Wednesday, October 14 for the presentation of awards.

News & Events

The Afterschool Directory is Going Live—Is Your Program Profile Current?

The AZAfterschool Directory, a searchable map representing out-of-school time programs across Arizona, will soon be available on the Arizona Center's website. If you find your program is already listed in the directory, please confirm the accuracy of information listed. Simply place a check mark in the box to verify your program profile. Because the data found was initially imported to the design test site months ago and may no longer be accurate you may need to make the necessary updates and click "Save." **Make sure your program information is complete and accurate on the [test site](#) before we go live.**

Parents looking for afterschool programs for their children will be able to log onto the site, enter their home address and search for all programs operating within three, five or fifteen miles from the address entered. All programs within the geographic radius selected will then pop up and parents can then click on individual program names to see the full details regarding the programs in their area.

Please call 602.279.7100 with questions.

Afterschool Programs Invited to Decorate Christmas Tree at the White House

Involve your students in creating ornaments for the 2009 Capitol Christmas Tree! This year's capitol Christmas tree will come from the Apache-Sitgreaves National Forest and afterschool programs are encouraged to help create the approximately 5,000 handcrafted ornaments needs to decorate the tree. [Click here](#) for ornament guidelines and information on where to send your completed ornaments.

Submit a Workshop Proposal to NAA

April 19 - 21, 2010 - Washington, DC

Join thousands of afterschool professionals for the learning and networking experience of the year! The National AfterSchool Association (NAA) Convention will feature hundreds of workshops from across the afterschool field.

[Click here](#) for details and to submit your enthusiastic ideas through our online RFP process.

Sonoran Alliance for Youth

Get involved in the activities of the Pima County regional coalition. The Sonoran Alliance for Youth, a regional coalition of the Center for Afterschool Excellence, will hold a coalition networking meeting September 14, 9:30-11:30 a.m. at Discover U, 2211 N. Indian Ruins Road (behind Kentucky Fried Chicken).

Meetings are held the first Monday of each month throughout the school year. Locations will vary; however, meeting sites will be posted on the Center's website as they are determined. Topics to be discussed at the September meeting are planning for a January 30 regional conference to be held at Empire High School in Vail and a discussion to consider scholarships for coalition members to attend local trainings.

Contra-Tiempo

Thursday, September 10, 2009 - 10:30 a.m.

ASU Gammage

Contra-Tiempo is a dynamic Urban Latin Dance Theater Company from Los Angeles. The company fuses Salsa, Afro-Cuban, West African, hip-hop and abstract dance-theater styles creating an electrifying, inspiring and educational performance. Selected students are given a unique opportunity to learn Latin dance forms one on one on the stage. Don't miss this opportunity for students to explore the world of Latino cultures through dance.

Performances are \$3 per student, teacher and chaperone. Teachers will receive a complimentary study guide filled with interactive lesson plans aligned with the Department of Education Arts Standards. [Sign up today!](#) View [Contra-Tiempo](#) on YouTube:

A bus scholarship program is available for Title I schools. For more information on Contra-Tiempo or the bus scholarship program please contact ASU Gammage Cultural Participation Manager Kristen Markus at Kristen.Markus@asu.edu or 480.965.5062.

Young Writers Contest

Yourspere.com, a subscription-based social-networking site for children and youth up to 18 years old, is holding a contest for young writers.

Participants are asked to write an essay - ranging from 350 to 600 words - about their summer passion. Whether it's reading books or soaking up the sun, hanging out with friends or playing sports, working at a summer job or lamenting the lack of one, your summer passion may make you a winner.

The writers of the top three essays will receive a \$300 savings bond and become paid Yourspere.com contributing writers, entitling them to a free one-year membership to the site.

Essays must be submitted in the body of an e-mail (no attachments) to YoungWriters@Yoursphere.com. Entries are due by Aug. 17 and winners will be announced Aug. 21. For more information on the rules, go to www.yoursphere.com/youngwriters/rules. (Source: School-Age NOTES)

Phoenix Public Library Provides Literacy Screenings

On Saturdays August 2009-July 2010, the Phoenix Public Library will provide free literacy screenings from children ages 1-3. The screenings rotate among four branches. [Click here](#) for times and locations.

Pima County English Language, GED and Citizenship Classes

The Pima county Public Library is enrolling individuals for classes English language, GED and Citizenship Classes offered through the Tucson Library system beginning in September. [Click here](#) for information on classes.

Afterschool in the News

ICAN (Improving Chandler Area Neighborhoods helps police lower gang activity
Free youth program started as recreation outlet now includes academics, leadership
<http://www.azcentral.com/community/chandler/articles/2009/07/29/20090729cr-ican0729.html> (Source: The Arizona Republic)

State & National Legislation

Tell Congress to Support the Investment in Rural Afterschool Programs Act

Rural communities face many unique challenges when it comes to care for their children, from transportation to lack of community resources to hunger. Afterschool programs are uniquely positioned to take on these challenges, offering a safe, enriching place, meals and caring adults.

That's why the Afterschool Alliance, along with more than [78 local, state and national organizations](#), is working with Congress to create a funding stream specifically for afterschool programs in rural communities. [Email your Members of Congress TODAY](#) and tell them to support the Investment in Rural Afterschool Programs Act (Senate Bill 1281/House Bill 3078).

Sponsored by Senators Blanche Lincoln (D-AR,) Mark Begich (D-AK,) Debbie Stabenow (D-MI) and Al Franken (D-MN) in the U.S. Senate, and Representatives Phil Hare (D-IL) and Blaine Luetkemeyer (R-MO) in the House of Representative, the Investment in Rural Afterschool Programs Act will help establish and improve quality rural afterschool programs by creating a pot of funding specifically for afterschool programs in rural communities.

[Email your Senators and Representatives now](#) to ensure that young people in rural communities have access to the quality, affordable afterschool programs they deserve. (Source: Afterschool Alliance)

Best Practices

Summer Learning in the Spotlight

For a long time, the issue of summer learning has waited in the wings, like a fully prepared understudy, ready to jump in and take the stage should the star need a back-up. Recently, though, summer learning has moved into the spotlight--and at the same time, the script is changing.

Read more about a new vision for summer school, program participation trends, and key research findings in *Summer Learning: Moving from the Periphery to the Core*, written by Center staff, in the June 2009 issue of *The Progress of Education Reform* from the Education Commission of the States. [See the article](#). (Source: Johns Hopkins University)

Council on Accreditation Survey Feedback

High quality after school programs play an integral role in the development and welfare of 6.5 million youth. In the Spring, COA sent out a nationwide survey to after school providers soliciting feedback on a few after school accreditation standards related to quality programming. The feedback we received was very informative (see data that follow) and will help support COA's work as we move forward. Here is a brief summary of what we learned from your responses:

Highlighted strengths:

- 94% of respondents have written program goals.
- 95% of respondents have a written program budget.
- 98% of respondents have written job descriptions and review them prior to staff beginning their duties.
- 99% of respondents conduct background checks on all employees who have contact with children and youth.

Areas for improvement:

- Almost 1/3 of respondents do not update their risk management plan annually.
- Approximately 1/2 of respondents do not review grievances quarterly.
- Almost 1/3 of respondents do not track measurable program outcomes.
- Over 20% of respondents do not have a comprehensive emergency management plan.

COA invites you to take advantage of our numerous *complimentary* trainings and resources available to assist programs in the development and implementation of quality systems, and to meet staff training requirements. These include the following webinar trainings that address areas identified in the survey results mentioned above:

- [After School Program Quality Improvement Standards.](#)
- [Risk Management Standards for After School Programs.](#)
- [Emergency Planning for After School Programs.](#)

As a reminder, the COA After School standards and resources are available for free online at www.COAafterschool.org and provide a solid foundation for increasing quality in your program through self-evaluation against, and implementation of nationally recognized and accepted accreditation standards. (Source: Council on Accreditation)

Professional Development Opportunities

Afterschool Conference—The Whole Child, The Whole World

November 14, 2009

Mesa Convention Center

Seven Arizona cities (Casa Grande, Chandler, Coolidge, Gilbert, Mesa, Phoenix, and Tempe) are among 93 in the nation to be named "Playful Cities USA" by KaBoom!, a national non-profit dedicated to bringing play back into children's lives, according to an article on abc15.com. The importance of play is the theme of at the 2009 Afterschool Conference. You won't want to miss [keynote](#) speakers Dr. Bill Michaelis and Ezra Holland explore and celebrate the developmental and health benefits of play and share playful teaching practices that are essential to relationship building and creating connections for successful group dynamics.

SEDL Leadership Development Series for Afterschool Program Directors

Our dynamic and unique Leadership Development Series for afterschool program directors increases the power and potential of your programs. This series is offered by SEDL, with expert faculty support from Learning Point Associates professional developers, both recognized leaders in afterschool.

The Leadership Development Series offers participants a full-year experience to understand and use the tools of successful, high-quality, expanded learning programs through a combination of two in-person training sessions, one webinar, ongoing personalized technical assistance from our experts, and support from a network of expanded learning program leaders.

By participating in this series, participants will accomplish the following:

- Gain access to dozens of strategies to ensure high-quality program organization, service delivery, and improved student academic and behavioral outcomes.
- Develop clear procedures to collect and use data to make strong program choices, promote schoolwide support, and help sustain their programs.
- Engage with a network of colleagues and experts to provide ongoing advice and ideas.

For more program information and to register for the series, go to:

www.sedl.org/register/event134.html

Trauma and the Jigsaw Children

FREE training for Grandparents and Relatives raising children and for Foster and Adoption families

Presented by: Nancy O’Kane, LCSW

20 years experience with Kinship Families

Wednesday August 19th, 2009

Time: 6:30pm- 8:30pm.

KARE Family Center

4710 E. 29th St. Building #7

Tucson, AZ 95711

Beginning in the womb, stress, violence, abuse, neglect and abandonment create bumps in the road of child development. Children can end up being one age physically, another emotionally, another academically, another socially, another spiritually (morally) etc.

Learn the newest ideas about trauma and what can be done to help parents and caregivers live with Jigsaw children much less help them heal.

Save the Date SAY Conference-January 30, 2010

The Sonoran Alliance for Youth (SAY) will hold its annual regional conference on January 30, 2010 at Empire High School in Vail. Get involved in planning the conference. Contact Marie Benson at (520) 749-0147 to volunteer.

Funding Opportunities

The Big Green Help Grants Program

April 1 – December 31, 2009

The Big Green Help is an initiative that connects kids to environmentally-friendly activities in their everyday lives. Nickelodeon is offering The Big Green Help Grants Program, which is a funding opportunity that gives \$2,500-\$5,000 grants to support environmentally friendly projects that inspire kids to take care of the environment, be active, live healthy and engage in community service.

Who is Eligible?

- Elementary and middle schools including grades K–9 (public and private not-for-profit) and after-school community based organizations with 501(c)(3) status serving kids age 5-15. Applicants must host an Earth Day event in April or a Worldwide Day of Play event in September. These events must be registered and include a project description, a recaps and photos from event
- Within the parameters of guidelines, projects of all non-profit organizations are considered for funding without regard to race, gender, disability, religion, ethnicity, age, or sexual orientation
- In addition to the criteria above, please note grant applications will not be considered unless the applicant hosts a Big Green Help environmental project or participates in Worldwide Day of Play in 2009 and provides tangible documentation of the activities. Documentation must come in the form of video, photographs or drawings. Supporting documentation, such as press clippings, letters/proclamation from

mayors, administrators or other elected officials are welcome!

For more information about the Grants Program applications can be found at: <http://www.bghevent.com/>. For any questions you may have, please direct to tiffany.curtis@mtvnmix.com.

McCarthy Heart Hats

McCarthy Heart Hats, the community involvement arm of McCarthy Building Companies Inc., is seeking non-profit applicants to receive the proceeds from its annual golf tournament, which is hosted every December.

This year, in light of the economy, the McCarthy Heart Hats Golf Tournament proceeds will be dedicated to those non-profits that support children and families experiencing dramatic economic need, and more than one organization may be selected as a recipient. Maricopa County 501(c)3 non-profit organizations are invited to apply for the funds now until Sept.1 using the Heart Hats [Grant Application](#). For questions regarding the process, contact Candy Schwarz at (480) 449-4700 or email clschwarz@mccarthy.com.

Awards

ICAN Receives COA Accreditation

ICAN, a Chandler based non-profit providing quality research-based prevention programs to youth, has excitedly attained national accreditation status from the Council on Accreditation earlier this month. As an organization serving youth, ICAN chose to self-select into the accreditation process to ensure the highest quality programs are provided to youth and their families. ICAN's Chief Executive Officer, Christy McClendon shared, "when ICAN began the accreditation process 9 months ago, it was a process of discovery and growth. We wanted to ensure that our organization was achieving high quality standards in programs, administration, and governance. Throughout the process we have each been dedicated to the development of systems that would allow us to transition from a 'good organization' into a 'great organization'."

The board and staff at ICAN echo this sentiment. Being an organization that is committed to providing research-based programs proven effective at preventing substance abuse and violence among youth, it was never about receiving an accreditation "seal." The importance of accreditation to the board and staff at ICAN was about maintaining high quality services that truly met the unique needs of our community. "It was about changing the lives of the youth we serve and ensuring we were doing it in the most efficient, ethical, and quality way possible," added Christy. In addition, board and staff members have shared that the process lent great value to the organizations operations through use of the Council on Accreditation standards.

After having completed the accreditation site visit in early July, ICAN's assigned site reviewers shared with staff and a room full of community leaders there to support the process, that they were extremely impressed with the organization and that word of the status would be shared within 45 days. A short 7 days later, ICAN was notified that they had been granted accreditation status! "Looking back, I am so grateful that we pursued this opportunity. Not only have we shaped an organization that the community can be proud of and feel confident supporting, but we have also increased our ability to meet the need of the kids we serve. Seeking national accreditation was a very mission-driven decision – one that we are very proud of." (Source: ICAN)

Job Openings

Beyond the Bell Program Assistant

Part time positions are available with Beyond the Bell at Imagine Bell Canyon. Program Assistants plan and implement high quality informal learning experiences for children PreK-8th grade during the

afterschool program. Must be 18, have a Class B fingerprint clearance card and current first aid/cpr certification. Must be able to start immediately. Submit your resume via email to kellyann.bonnell@imagineschools.com

Afterschool Resources/Research/Reports

Stop Bullying Now DVD

You can help parents and students Stop Bullying Now! The Stop Bullying Now campaign is a Federal program which includes resources for adults on bullying awareness, prevention, and intervention. They have also created webisodes, games, and MyPlace for the youth to learn about bullying and how to help. Check their website at <http://stopbullyingnow.hrsa.gov/kids/>. To order a copy of a DVD which contains anti-bullying webisodes, games etc., e-mail kmorgan@azafterschool.org.

The Achievement Gap Begins Early: Study Finds Disparities in Child Outcomes Among Infants

A new Child Trends study commissioned by the Council of Chief State School Officers finds disparities between poor, at-risk children and more advantaged children as early as 9 months of age--extending prior research that primarily focuses on disparities at kindergarten entry and beyond. The study, [Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study--Birth Cohort](#) identifies low income and low maternal education as the factors most strongly associated with poorer cognitive, social-emotional, and health outcomes among very young children. It also finds that the more risk factors a child has, the more profound the disparities.

Study highlights:

- Disparities by Family Income: Compared to their peers from higher-income families, infants and toddlers from low-income families score lower on cognitive assessments, are less likely to be in excellent or very good health, and are less likely to receive positive behavior ratings at both 9 and 24 months.
 - Toddlers from lower-income families are also less likely to have a secure attachment to their primary caregiver compared to toddlers from higher-income families.
 - Small effects were found for all outcomes at 9 months; these effects were larger (moderate) by 24 months.
- Disparities by Maternal Education: Compared to infants whose mothers have a Bachelor's degree or higher, infants and toddlers whose mothers have less than a high school degree score lower on both cognitive and behavioral measures and they are also less likely to be in excellent or very good health. Disparities are typically small at 9 months, but become more pronounced at 24 months (moderate to large).
- In addition, toddlers whose mothers have a Bachelor's degree or higher are more likely to have a secure attachment to their primary caregiver compared to toddlers whose mothers have less education.

The study, based on a nationally representative sample of children born in the U.S. in 2001, also includes implications for policy and practice. (Source: Child Trends)

Youth Perspective on Why Teens Don't Participate in Programs

Youth who are not involved with out-of-school time programs identify varied barriers to participation, ranging from programs that are located in unsafe or unfamiliar neighborhoods to program participation being perceived in a negative light by parents and/or peers. A new brief, [Why Teens are Not Involved in Out-of-School Time Programs: The Youth Perspective](#), presents findings from a recent Child Trends youth roundtable discussion. Youth participants also suggested program improvement strategies, such as teaching practical skills, using technology for recruitment, offering a variety of activities, and

hiring skilled staff members who treat youth with respect. (Source: Child Trends)

Implementing High-Quality Youth Programs

Three new Child Trends briefs present research findings and effective strategies to implement high-quality out-of-school time programs.

[How Program Administrators Can Support Out-Of-School Time Staff](#)

[Building Systems-Level Partnerships](#)

[Data-Driven Decision Making in Out-Of-School Time Programs](#)

These briefs complete a six-part series on the drivers for implementing evidence-based practices in out-of-school time programs, available at [Youth Development](#). (Source: Child Trends)

The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities, a new report from CCSSO and NGA.

The report provides recommendations on how state leaders can establish a state ELO quality system to improve the effectiveness of afterschool and summer programs. For more, [download the report](#).

A User's Guide to Online Resources for Identifying Evidence-Based, Out-of-School Time Programs

In the current economic and political climate, knowing how to identify and select evidence-based programs adds value to any organization seeking to improve outcomes for children and youth. A new Child Trends brief, [Online Resources for Identifying Evidence-Based, Out-of-School Time Programs: A User's Guide](#), can help funders, administrators, and practitioners find evidence-based programs that may be appropriate for their target populations and communities. The *Guide* provides an overview of 22 resources -- 12 searchable online databases, two online interactive summaries, and eight online documents -- that offer information on a range of evidence-based intervention programs. It also includes recommendations and questions to consider when searching for evidence-based programs, and what level of evaluation evidence or rigor is available -- ranging from evidence-informed programs to experimentally-evaluated programs. See also: [Presentation](#) (Source: Child Trends)

Structuring Out-of-School Time to Improve Academic Improvement

The What Works Clearinghouse (WWC) invites you to look at its newest practice guide. Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. The five recommendations in this guide are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students.

The guide also describes the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them. [Download the guide now!](#) (Source: U.S. Department of Education)