

Capturing Promising Practices in Afterschool:

*A Scan of Promising Academic and Enrichment Activities
prepared for the Buffalo Providers Network*

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INTRODUCTION

Afterschool programs have been serving the developmental needs of children in America for well over a century. In the last ten years, however, we have seen overwhelming public support and funding for the expansion of these programs across the country. The substantial growth in funding for afterschool programs is driven, in part, by the belief that young people are more likely to succeed in school and in life when they have access to safe places after school— places that are supervised by caring adults and that offer engaging, high-quality learning activities.

As the number of programs has grown, so have efforts to strengthen the quality of these programs. Large investments in program research and evaluation have led to a growing consensus on the critical features of effective youth programs and on definitions of program quality. This increased funding has also resulted in the development of quality assessment tools that can be used by large and small organizations.

One nationally recognized assessment tool which is increasingly in wide use across New York State was developed by New York State Afterschool Network (NYSAN). The NYSAN Quality Self-Assessment (QSA) Tool has been selected by PPEF as the organizing framework for this paper. In developing this tool, NYSAN identified the following essential elements of quality programs, each with its own set of indicators:

**NYSAN's Ten Essential Elements of
Quality Afterschool Programs**

1. *Environment / Climate*
2. *Administration / Organization*
3. *Relationships*
4. *Staffing / Professional Development*
5. *Programming /Activities*
6. *Linkages Between Day and Afterschool*
7. *Youth Participation / Engagement*
8. *Parent / Family / Community Partnerships*
9. *Program Sustainability / Growth*
10. *Measuring Outcomes and Evaluation*

Since program activities are central to overall program quality, and especially to supporting the school success of children who participate in afterschool programs, this paper focuses on “Programming/Activities” within the NYSAN quality framework and specifically on two leading indicators in this area: (1) *academic support* - the presence of quality academic support, including tutoring and homework help, and (2) *enrichment* - the offering of enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health. NYSAN's QSA Tool considers the presence of academic supports and enrichment opportunities to be essential to a quality afterschool programs.

The paper offers a series of “promising practices” in these two areas. It is hoped that sharing these practices will offer useful ideas to program leaders, stimulate discussions of program practice, and foster networking between programs, especially with the programs featured in this paper.

Identifying Promising Practices

For the purpose of this paper, a promising practice is defined as an effective program method or activity that engages the interests of program participants and promotes the learning of new knowledge and skills. Criteria used to select the practices included in this paper are cited below.

Promising Practice Selection Criteria:

- *Engages the interests of program participants and promotes the learning of new knowledge and skills.*
- *Addresses barriers common to many afterschool programs and/or leverages the unique opportunities that are available to afterschool programs.*
- *Can be adapted to fit the needs of individual programs.*
- *Is developmentally appropriate for the age of participants.*
- *Reflects youth development theory and knowledge of effective teaching and learning practices.*

ACADEMIC SUPPORT

Academic support refers to activities designed to respond to young people's schoolwork needs and intended to contribute toward their improved academic performance. Often these activities take the form of homework help where adult staff members supervise young people as they work on classroom assignments, offering assistance when needed. Increasingly, academic support activities also include more rigorous tutoring sessions in one-to-one or small group settings. Academic support activities are often conducted by a variety of individuals: volunteers from local colleges, high schools and the larger community, as well as paid staff, including classroom aides and credentialed teachers.

Programs face a number of challenges when providing academic support after school, including:

- *Closing the Communications Gap:* Establishing regular communication between afterschool staff and the teachers with whom students spend their school day can be very difficult. There are a number of reasons for this: afterschool staff represent the "second shift" of the day. Thus, when the classroom day ends and the teachers become available, the afterschool staff begin their shift, making it difficult to arrange contact. To facilitate a better exchange of information between afterschool programs and school-day teachers, new structures need to be put in place and afterschool staff need administrative time in order to be involved. Below we review the practices Jamestown Community Center developed to facilitate better information exchange.
- *Increasing Participation and Engagement:* Some young people are resistant to continuing their school day experience by participating in homework or tutoring sessions every day after school. This is particularly true of children who are not succeeding in the traditional classroom or who are able to make their own decisions on whether or not to attend the afterschool program. Research indicates that the frequency and duration of a young person's participation in an afterschool program are key to impacting their attitude toward and performance in school. If the students who are most in need are also the most difficult to attract and retain, how can we bring more imagination to these academic components to make them more attractive? We learn below how two innovative programs, After School All Stars in Los Angeles (urban middle schools) and Lights on in Lander (rural elementary and middle schools), successfully engage and retain youth participants in their academically-focused programs.

PROMISING PRACTICE # 1:

Ensuring Alignment and Communication between Afterschool Tutors and Classroom Teachers

Organization: Jamestown Community Center, San Francisco, CA.

Contact: Jorge Solórzano, Tutoring Coordinator, Jorge@jamestownsf.org

About the Program

Jamestown provides comprehensive afterschool programs serving low-income youth at elementary, middle, and high school sites in San Francisco, CA. The program focuses on skill building in basic literacy and math as well as some support for homework completion. For youth who are performing at one or more years below grade level, Jamestown provides intensive, individualized tutoring from college students and community volunteers. Youth are matched with a tutor and meet twice a week for one hour with a college student or once a week with a community volunteer.

The Practice

One problem faced by afterschool tutoring programs is the absence of information shared between tutors and the children's classroom teachers. Jamestown believes that for tutors to be effective, they must be working in coordination with their students' teachers and incorporating the knowledge and recommendations of the teachers into their tutoring plans. To provide for this important exchange of information, Jamestown tutors complete a monthly progress update for each of their students. This report is shared with each teacher, with a request for any relevant information and recommendations from the teacher. When teachers return these forms, tutors develop lesson plans prior to each tutoring session, incorporating the remarks of teachers.

Approximately 75% of school-day teachers complete and return the form, thus providing tutors with valuable information about the children's needs and academic progress. This exchange of information results in increasing teacher awareness and appreciation of the supports provided by the afterschool program, helps them form a positive, on-going relationship with the tutors, and provides the tutors with the feedback they need to develop individual lesson plans for each student.

To implement this practice, tutors need an hour per student, per month to complete their progress reports. The staff person overseeing the program needs to collect the progress reports and then coordinate the completion of the progress reports with both classroom teachers and tutors, which may take up to six hours per month. Lastly, progress reports need to be organized and made accessible to the tutors and program supervisors.

PROMISING PRACTICE # 2

Motivating and Sustaining Students through the Use of Incentives and Real World Application

Program: Lights On In Lander

Organization: Fremont County School District, Lander, WY

Contact: Linda Barton, Program Director, (307) 332-4240, lbarton@fre1.k12.wy.us

About the Program

The goal of Lights On In Lander is to provide elementary and junior high school-age children a safe, structured and nurturing afterschool environment that offers opportunities for expanded learning. In addition to recreation and enrichment activities, students participate in “Power Hour” three days a week. In Power Hour students receive assistance with their homework and participate in literacy activities such as theme-based literacy projects, read alouds, creative writing, as well as projects that incorporate science, math, social studies and the arts.

The Practice

The staff at Lights On In Lander created an incentive system to promote high attendance and to maintain the motivation of program participants. Students who participate in the Power Hour receive “Lights On Bucks”, an imitation monetary reward, for their regular attendance and for demonstrating positive behavior in the program. Positive behavior might include helping a peer or participating in a school clean-up. A record of the earned bucks is kept daily and once a month program participants can withdraw the bucks they have earned from the “Lights On Bank.” Or, students can save their bucks and allow them to accumulate in the bank.

Every month, the program hosts a “Market Place” event that features different ways in which the students can spend their bucks. They can purchase items from the “Mercantile” or hot food from the “Bistro.” They can also use their bucks to have their face painted or hair braided, or play carnival games. Many of the Market Place stores and activities are run by the students, giving them opportunities to apply their math and organizational skills.

Lights On in Lander recently expanded the use of “Lights On Bucks” to the local junior high school, where participants can earn bucks for attending the after school program. The junior high students redeem their bucks at the school’s student store where they can purchase school supplies and other items. The student store is a student-run business that operates throughout the week. Profits from the student store fund community service projects. Students have funded a tobacco prevention campaign, and purchased outdoor benches for the school. The students who run the store are paid in “Chamber Dollars,” which they can use when shopping at businesses owned by Chamber of Commerce members. When students redeem their Chamber dollars, they also receive acknowledgement and recognition from local businesspeople for positively contributing to their school.

**PROMISING PRACTICE # 3:
More Than Just Homework Helps to Keep It Interesting.**

Organization: After-School All-Stars, Los Angeles, CA

Contact: Diego Sulaiman Arancibia, Director of Training & Program Development,
(213) 978.0745, diego@la-allstars.org, website: <http://www.la-allstars.org>

About the Program

After-School All-Stars, Los Angeles provides academic and enrichment programs to urban middle school youth. Each middle school site offers academic learning support and programs in visual and performing arts, health, nutrition and physical fitness, leadership, character development and community service. Over 1,200 participants attend the program, most five days a week.

The Practice:

The All-Stars' staff recognized that in order to attract the same students to the academic portion of their program five days a week, they needed to offer more than “study hall”. In response, they developed “Countdown”, a daily homework and study session that incorporates a number of other activities designed to motivate and engage students and promote a sense of belonging among participants. Activities include provocative group discussions on issues of the day followed by journal writing, reading aloud from high-interest books and contemporary movie scripts, interwoven with workshops on study skills such as note taking, test-taking strategies, and how to use a student planner.

The Countdown period also includes regular, program-wide academic and athletic competitions among Countdown student teams. Academic competitions revolve around a theme such as the planets or Latin American countries, which each team researches to prepare for Friday contests against other Countdown sections. Staff members also develop and lead competitive games to help students prepare for upcoming tests.

Countdown has resulted in a daily attendance rate of over 90%, an exceptional accomplishment for a program that serves middle school youth five days a week.

ENRICHMENT ACTIVITIES

While many programs are committed to providing academic support activities, they also offer enrichment activities that broaden and enhance their participants' learning. Because attendance in afterschool programs is voluntary, enrichment activities are an important factor in a program's ability to attract and retain participation, especially by older children and youth.

Enrichment activities refer to enjoyable activities and events that expand young people's knowledge and skills and provide opportunities to apply these skills to real-life experiences. Activities are often interactive and project focused, drawing on methods that differ from those used during the classroom day, and which contribute to young people's personal, social and cognitive development.

As a less formal learning environment, afterschool programs have several advantages that make them unique from the school day, including:

- **Place:** Afterschool programs have the flexibility to go beyond the walls of their facilities, utilizing the larger community as a learning laboratory.
- **Topics of Interest:** By blending academic skills with the arts or community service, enrichment activities can help young people creatively apply the skills they learn in school. Programs have the flexibility to design activities based on the interests of different groups of young people. By offering an array of activities, programs are able to attract a wide spectrum of young people, including those who are not responding as well to the formal classroom environment
- **Diverse Teachers:** By drawing on the broader community as a resource, afterschool participants have opportunities to learn from a broad array of teachers who are culturally diverse, a variety of ages, and who come from all walks of life. In some cases, teachers can be older peers.
- **Time:** Time is not a limiting factor. If need be, an enrichment activity can take one to two afternoons, or projects can run over several weeks or months.

The practices of the Family Technology Resource Center, Inwood House, Hudson Middle School and the Smithsonian Anacostia Community Museum make strong use of their surrounding communities as places of learning, while also introducing young people to a diversity of "teachers" and settings. The practice from Park Day School is a strong example of how to incorporate literacy into enrichment activities over an extended time period. The Sunset Beacon Center offers a practice developed specifically to attract middle school youth who are considered "high risk" by offering a "high interest" program.

PROMISING PRACTICE # 4

Encouraging Children to Become Authors

Organization: Park Day School, Oakland, CA.

Contact: Laurie Grossman, Director for Community Outreach, laurie@parkdayschool.org, www.parkdayschool.org.

About the Program

Park Day School is an independent K-8 school with a 30-year history of progressive education. During the school year, Park provides afterschool programming five days a week and an arts-focused day camp during the summer months.

The Practice

The Park Day School program places an emphasis on writing and developed an “authors project” to promote the writing skills and confidence of their younger students. This project begins by letting students know that they are an author— someone who successfully uses words and images to create stories that are interesting and meaningful to their readers.

To help develop their skills and confidence, the students write every day in the program. Assignments might involve journal writing, or the use of writing prompts such as monthly remembrances—“In September I remember...” or on Mondays writing “weekend news stories” based on their weekend adventures. By saving their work in a portfolio, students can review their writing over time to check for progress. For example, they can look at all of their “monthly remembrances” and identify how their writing has changed.

Later, students generate their own ideas for stories. They are encouraged to think about what it means to publish their stories for others to read. For instance, does an author use different kinds of words for different audiences? Students learn how to give and receive feedback respectfully at “publishing parties” where they share their writings with one another. Over time, with feedback from instructors and peers they learn that spelling, handwriting, and punctuation are important to ensure that others can read and enjoy their stories. To preserve their work, students bind their best stories into books throughout the year and store their other writings in their portfolios.

As a culminating activity, parents and friends of the participants are invited to “Meet the Author Night,” a celebration of the young authors. Students do a biography titled “About the Author” with a photo that stands on a table where their books and other pieces are displayed. Children select an “Author’s Choice”, their favorite piece, and place a blue ribbon on that selection. Visitors are encouraged to provide positive feedback to the students on a feedback form. It is explained that they are to look for growth in the student’s writing and that some writings are works in progress.

PROMISING PRACTICE # 5

Engaging Struggling Students through Real World Application of Academic Skills

Program: Summer Extravaganza

Organization: Family Technology Resource Center, Decatur, GA

Contact: Mindy DiSalvo, Program Director, (678) 676-1000, disalvom@fc.dekalb.k12.ga.us.

About the Program

Summer Extravaganza is a summer program that pairs young people and mentors to explore the application of math, science, and technology in solving real life problems. Students, grades 5-8, are selected to participate based upon their eagerness to learn, their motivation to try, and their interest in the subject matter, rather than their skill level. The 400 participants are students who typically are overlooked for exciting learning opportunities due to previous poor or average academic performances. The goals of the program are to instill increased confidence in the students, promote greater interest in math and science and the idea that all students should aspire to college.

The Practice

Summer Extravaganza students are paired with mentors, who are teachers, college professors, college students, and scientists. They meet on a college campus for three weeks during the summer and focus on a project related to a specific topic. The staff act as instructors/mentors to the students, introducing them to their chosen topic and helping the students to gain a better understanding of the subject matter. This is then followed by student experiments and/or projects, where students gain a practical understanding of the topic through hands-on experience.

Project topics have included “pollution solutions” (students work with scientists, environmentalists, HazMat teams, and community land developers to understand the long-term effects of hazardous materials and how they contribute to “brownfields”), “Georgia's earth” (students work with architects and seismologists to understand the internal movement of the earth as they construct their own buildings, bridges, walls, etc., and test their sustainability under various earthquake activity), and robotics (students design robots and robotic devices with scientists who work in the fields of manufacturing, space exploration, medicine, and farming.)

The Summer Extravaganza is able to offers students this unique learning experience through their community partnership with the Center for Education Integrating Science, Mathematics, and Computing, and the Georgia Tech Research Institute.

PROMISING PRACTICE # 6

Teaching Youth to Create Community Change

Program: Community Change

Organization: Inwood House Youth-for-R.E.A.L, South Bronx, NY

Contact: Kenyatta Sunzerburk, Program Director, (718) 563-2274 or (917)674-8269,
kenyattasunzerburk@hotmail.com.

About the Program

Inwood House is working to create a community of youth and adults who share a sense of collective responsibility for their neighborhood and have the capacity to address the challenges of their environment. The Youth-for-R.E.A.L. (Responsibility, Excellence, Achievement, and Leadership) afterschool program serves 225 students, and offers a variety of activities, such as homework help, career counseling, community problem-solving projects, conflict management activities, and a summer program. The program has a 22-person staff, made up of staff from the school, parents, college students, and high school students. The Community Change Project is a program within Youth-for-R.E.A.L, aimed at children in kindergarten through 5th grade, that helps young people become positive change agents in their own communities.

The Practice

In the Community Change Project, the students are involved in a process of identifying, assessing, and analyzing social problems in their neighborhood and finding ways to address them. From this experience, students learn how to conduct research, develop their leadership abilities, strengthen their analytical skills, and work as a team. They also learn that everyone, regardless of age, can be proactive in effecting change in the community in which they live.

Students taking part in the Community Change Project are divided into small groups. Then, guided by staff, they explore problems in five phases: 1) problem identification and definition; 2) causes of the problem; 3) effects of the problem on the community; 4) possible solutions to the problem; and 5) actions they will take to address the problem. Each phase lasts one to two months. Students and staff also make presentations at program-wide events explaining why they have chosen to tackle a particular issue, and then at the conclusion of their project to share the findings of their research and the impact of their chosen actions.

To ensure program quality, staff receive training on how to design and implement the Community Change Project during an initial orientation and then at staff meetings throughout the year. They are also guided by a curriculum, called the “Community Change Project Outline” which includes submitting lesson plans and progress reports on a weekly basis.

PROMISING PRACTICE # 7

Utilizing Community Resources to Create Unique Learning Experiences

Program: Junior Firefighting and Intergenerational Club

Organization: Hudson Middle School Afterschool, Hudson, New York

Contact: Kathleen Clark, Program Director, (518) 828-4360 x3192,
misskathleen56@yahoo.com, www.hudsonafterschool.com.

About the Program

Hudson Middle School Afterschool Program serves approximately 110 students in grades 5-8 daily. With a staff made up of adult teachers and community members, counselors-in-training, and college and high school students, the program provides over twenty educational and enrichment youth development programs. The goal of the program is to create school, family and community partnership models for improving student performance and reducing violence.

Hudson Middle School Afterschool Program has reached out to the community and built upon existing staff relationships to establish two unique programs – the Intergenerational Club and the Junior Firefighting Program. Located across the street from Hudson Middle School, the Fireman’s Home is a retirement and nursing facility built for retired volunteer firefighters.

The Practice

In the Intergenerational Club, up to ten students visit with resident retired firefighters to talk, share a meal and play games. The firefighters receive visitors from the afterschool program three times a week. For the residents, it is a welcome visit and for the students it is an opportunity to build a unique connection with someone older and more experienced in life.

Expanding on their relationship with the Fireman’s Home, Hudson established a partnership with the local firehouse and created the Junior Firefighting program sponsored by the J. W. Hoysradt Fire Hose Company. During the fall and spring program sessions, which last eight weeks, fire fighting classes are offered once a week for two hours. Up to 16 students can sign up for each day of classes. Volunteer fireman provide hands-on and classroom instruction on all aspects of firefighting tactics and administration. Students participate in competitions using firefighter gear and learn about all the functions of the fire truck. The program culminates with a session-end field trip to the new Hudson Firehouse, where the students participate in a simulated fire rescue in the firehouse’s "smoke room". As a part of the program, students learn about volunteerism, community service and camaraderie among firefighters.

While no formal assessment has been conducted to date, program staff report increased attendance and more positive behavior when Junior Fire Fighting is being offered. An increase in patience and compassion is evident during program participants' interactions with the retired firefighters, although it is difficult to quantify.



PROMISING PRACTICE #8
Connecting Youth to Community Resources

Program: Museum Academy

Organization: Smithsonian Anacostia Community Museum in partnership with Friendship Cares, Washington, D.C

Contact: Robert Hall, Associate Director for Education, 1901 Fort Place SE, Washington, DC 20020, fax: (202) 287-3183, www.anacostia.si.edu.

About the Program

The Museum Academy is a cultural enrichment program, serving 120 children, ages 6-12. Its goals are to enhance reading and research skills, creative ability, and social and intellectual development. The program is operated in partnership with Friendship Elementary Academy Public Charter School and Friendship CARES.

The Practice

Each year the program organizes enrichment activities around a single theme. Using the expertise of Anacostia Community Museum and Smithsonian Institution educators, historians, curators, and researchers, as well as the talents of local artists, illustrators, and writers, the program incorporates instruction in reading, writing, music, cultural studies, and applied arts related to the theme.

Many of the children served by Friendship CARES do not have access to the many historical and cultural resources of the city due to parent work schedules, inadequate transportation and/or lack of funds. Thus, an important component of the program is field trips, which are related to the year's theme and scheduled throughout the year. This year's program theme, *Music in My Community*, resulted in the children taking a field trip to the Kennedy Center to see a performance of the *Spirit of Kwanzaa*.

Enrichment activities allow the students to interpret their learning experiences orally, in written form and musically. Evidence of success has been demonstrated by improvements in the student's self-esteem, pride in their community, and reading and writing skills. Students have also increased their collaboration skills with their peers while engaged in team-building projects.

PROMISING PRACTICE # 9

Engaging Hard To Reach Youth in Afterschool Activities.

Program: After School Learning Center

Organization: Sunset Neighborhood Beacon Center, San Francisco, CA

Contact: Sean Yeung, After School Learning Center Program Director or Jon Bernson, Urban Music Project Director, jbernson@sdbc.org, www.sdbc.org.

About the Program:

The After School Learning Center (ASLC) at A.P.Giannini Middle School is one of five school-based afterschool programs run by Sunset Neighborhood Beacon Center in urban communities in San Francisco. Each afterschool program includes a variety of project-based learning activities or “clubs” supporting homework, language arts, creative arts, information technology skill development and civic engagement. Each club employs a range of experiential approaches and integrates technology based on state academic goals and standards. Currently SNBC's Afterschool Program engages 550 participants each day in their four elementary and one middle school site, which are open five days a week.

The Practice

Attracting older children, especially those who are not succeeding in school, to participate in activities after school is a challenge for many programs. ASLC's programming style of providing choices and clubs that satisfy both learning enrichment goals and youth interest is based on youth development theory, as well as a commitment to connecting with young people who are not necessarily interested in staying after school. One activity club in particular has been highly successful in attracting young people who are struggling in school and in their home life – the DJ Club.

The main goal of the DJ Club is to provide youth with a supportive environment and an outlet for positive and personal musical expression. Youth are taught the fundamentals of DJ'ing and hip-hop, and how to record and compose electronic music. Graduates of the program, many of whom are currently in high school, are serving as mentors. In addition to serving as positive role models for their younger peers, the older youth are also developing their own skills and gaining valuable job experience.

The DJ Club was started as a direct result of adult staff asking young people what type of activities would entice them to participate in the afterschool program. What began as a fledgling program over eight years ago has blossomed into a larger program, with impact beyond increasing attendance in after school. As a group, the DJ Club receives requests to perform at events throughout the city of San Francisco. Some graduates have become professional DJ's and begun their own small businesses by making their own music and beats and selling them on the Internet. Many communities across the country have already established DJ Clubs at their schools, keying in on youth interest and the opportunity such clubs provide to mentor, teach and develop young people's musical talents.

Additional Resources

If you are interested in learning more about the promising practices highlighted in this report, please contact programs directly using the information provided. For additional promising practices and publications on the effectiveness of academic and enrichment programs in afterschool programming, you can go to the websites listed below.

Promising Practices in Afterschool website provides an extensive listing of afterschool promising practices from across the country in the areas of Community & Family Involvement, Programming, Management & Administration, Staffing & Training, Research and Evaluation and Policy and Advocacy. www.afterschool.org/

Southwest Educational Developmental Laboratory website contains a toolkit of afterschool promising practices in math, science, arts and literacy. www.sedl.org/afterschool/toolkits/

The After-School Corporation website contains numerous resources, including promising practices from afterschool programs in New York in the areas of academic alignment, relationships, youth participation, parent/family connections, staffing, administration and more. www.tascorp.org

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Temescal Associates researched and prepared this report. Temescal Associates is dedicated to building the capacity of leaders and organizations in education and youth development. Their clients include leaders of youth serving institutions and organizations, school and youth program practitioners, public and private funders, intermediary organizations, and policy makers. Sam Piha, founder of Temescal Associates and lead consultant on this project, has a background in providing technical assistance for large and small-scale afterschool initiatives. He has published and taught in the areas of youth development and afterschool programming and is currently working in California and New York to expand and improve access to high school afterschool programs.

For additional copies of this report, contact Tina Washington-Abubeker, PPEF After School Program Director, 716 855-1522, twashabu@citizenactionny.org, 739 Main Street, Buffalo, NY 14203.

Agency Information

Public Policy and Education Fund of New York (PPEF) conducts research, policy development, public education, coalition building and grassroots organizing on issues that promote economic, racial, social and environmental justice. In December 1999, PPEF created the Coalition for After-School Funding (CASF) to build support for increased funding for after-school programs. Since that time CASF has grown to over 300 member groups, and has run successful campaigns that brought tens of millions of additional dollars in local, state and federal funding to after school programs across New York State. PPEF's current work focuses on: state funding for schools; funding for after-school programs; affordable quality health care; and campaign finance reform. For more information about PPEF, visit www.ppefny.org on the web.

Buffalo Provider Network: In 2003, PPEF created a collaborative process between providers, the school district and Erie One BOCES to bring 21st Century Community Learning Center grants to Buffalo. As a result, Buffalo went from receiving \$150,000 in 21st Century funding in the first funding round (prior to the collaboration) to \$1.5 million in round 2 and another \$1.5 million in round 3. The success of the collaboration led PPEF to create the Buffalo Provider Network. The Network's goal is to improve the quality and quantity of after school programs in Buffalo, NY. The Network provides training sessions for staff of after school programs, shares best practices among network members, and provides network members with information about funding opportunities and other resources. It also provides a means for providers to collaborate, coordinate and share information. For more information or additional copies of this report, contact Tina Washington-Abubeker, PPEF After School Program Director, 716 855-1522, twashabu@citizenactionny.org, 739 Main Street, Buffalo, NY 14203.

New York State Afterschool Network (NYSAN) is a statewide public-private partnership of afterschool program providers, funders, technical assistance and training experts, educators, advocates, public agencies and community leaders dedicated to promoting young people's safety, learning and healthy development outside the traditional classroom. NYSAN's mission is to build the capacity and commitment of communities to increase the quality and availability of programs during non-school hours. NYSAN operates through a statewide Steering Committee and regional networks in several areas of New York State. For more information about NYSAN and how to get involved in a regional network near you, visit www.nysan.org or email info@nysan.org.

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