



The Afterschool Investments Project Resource List

This list of selected resources is intended to serve as a starting place for afterschool program developers and policy makers looking to build the supply and increase the quality of school-age programs in their states and communities. Each web site and publication on the Resource List includes links to a wide range of other important resources and information related to opportunities and challenges in the afterschool field.

Tools from the Afterschool Investments Project

Publications

These publications will be available online at nccic.org/afterschool/presources.html

“CCDF and 21CCLC: State Efforts to Facilitate Coordination for Afterschool Programs,” (forthcoming). To date, few afterschool programs have successfully integrated funding from the Child Care and Development Fund and 21st Century Community Learning Centers. This brief describes the rationale for increased coordination, the challenges involved, and emerging strategies for states to consider that can make it easier for programs to utilize both funding sources.

“Creating a Vision for Afterschool Partnerships,” (forthcoming). This tool is intended to help the growing number of new afterschool partnerships create a shared vision for their work. It contains information to educate partners on what a vision statement is and the purpose it serves; provides two alternative techniques for creating a vision; and includes a variety of considerations for planning teams as they finalize a vision statement.

“Estimating Supply and Demand for Afterschool Programs: A Tool for State and Local Policy Makers,” (forthcoming). This tool provides a framework for estimating supply and demand—from basic steps to an in-depth review—by summarizing and highlighting experiences in a number of states. This tool describes the ways states and communities have made estimates and includes lessons learned from pioneers in the field.

Web Resources



State Afterschool Profiles: Forthcoming at nccic.org/afterschool/statep.html.

The Afterschool Investments Project is compiling information about statewide programs, policies, and resources for school-age care, as well as notable local out-of-school time initiatives and relevant demographic data. Each state’s practices and approaches will be available online, along with national comparisons of selected afterschool data.

Program Development (e.g. activities planning, curriculum development, program management)

Publications



“Academic Content, After-School Style: A Notebook and Guide,” published by Foundations, Inc., 2003. Designed as a write-in notebook for teachers and program directors, this guide summarizes academic content standards and provides ideas, tips, tools, and references to help merge academic content with afterschool activities. Order online at www.foundationsinc.org.

“Beyond the Bell: A Toolkit for Creating Effective After-School Programs,” second edition, published by the North Central Regional Educational Laboratory (NCREL), 2001. This publication provides tools and information in key areas of developing afterschool programs. Order online at www.ncrel.org/after/bellkit.htm.

“A Resource Guide for Planning and Operating After-School Programs,” published by the Southeast Development Lab (SEDL), 2003. This publication provides an annotated resource list to support afterschool program development for school-aged children. Available online at www.sedl.org/pubs/fam95/.

Web Resources



Academic Enrichment Project: www.afterschool.org/aea/index.html

Learning Point Associates has created this web site containing examples of high-quality academic enrichment activities gathered from afterschool programs across the country. The site also includes tools to help programs improve their academic enrichment activities.



Afterschool.Gov: www.afterschool.gov

This web site offers links and referrals to a variety of afterschool resources, including a database of more than 100 grant and loan programs from the federal government. Program development information and resources can be found by clicking on “Activities.”



Extended Learning and Development Opportunities: www.ccsso.org

As part of their High Poverty Schools Initiative, the Council of Chief State School Officers profiles successful extended learning programs and the policies and practices related to their implementation and maintenance.



Extra Learning Opportunities: www.nga.org/center/topics/1.1188.D_363.00.html

Produced and maintained by the National Governors Association Center for Best Practices, this web site houses a range of resources relevant to state and local leaders in afterschool, including a database of state activities around extra learning opportunities, quarterly newsletters with new information on policies and practices around the country, and links to additional resources.



National AfterSchool Association (NAA): www.nsaca.org

NAA promotes national standards of quality school-age care for children and youth 5 to 14 years old, and grants accreditation to programs meeting the standards. The web site includes links to various resources, including state affiliates' web sites.



National Child Care Information Center (NCCIC): nccic.org

NCCIC, a project of the Child Care Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services, is a national resource that links information and people to complement, enhance, and promote the child care delivery system. The web site includes resource lists and other pages dedicated to school-age care and youth development.



National Institute on Out-of-School Time (NIOST): www.niost.org

NIOST is a national leader in providing highly interactive, research based training for directors and staff, school administrators, community leaders, and others committed to providing high quality afterschool programs for children and youth. Publications address a variety of topics, from worker compensation to curriculum planning.



National Partnership for Quality Afterschool Learning: <http://www.sedl.org/afterschool>

The National Partnership is identifying afterschool programs that demonstrate exemplary or promising practices in providing high-quality, research-based academic content. Sites will receive technical assistance, and the National Partnership will produce technical assistance toolkits addressing academic content areas.



Promising Practices in Afterschool: www.afterschool.org

Developed and maintained by the Academy for Educational Development, this web site offers descriptions of promising practices in afterschool programming and policymaking in several key areas.

Financing & Sustainability

Publications

“Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs,” published by the California Department of Education/Foundation Consortium Partnership, 2001. This paper provides a funding formula related to sustainability of afterschool programs. Although written with a focus on California projects, it presents information useful to any program developer. Available online at www.nccenet.org/funding/balanced_funding_paper.htm.

“Finding Funding: A Guide to Federal Resources for Out-of-School Time and Community School Initiatives,” published by The Finance Project, 2003. This comprehensive updated publication includes detailed information on all potential federal funding sources for out-of-school time programs. Available online at www.financeprojectinfo.org/Publications/FundingGuide2003.pdf.

“Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives,” published by The Finance Project, 2002. This book is designed to help new program directors find longer-term funding by providing concrete tips and examples of ways other out-of-school time initiative leaders have succeeded in replacing initial seed grant money by creating a diverse portfolio of federal, state, local, and private funds. Available online at www.financeprojectinfo.org/Publications/ftips.pdf.



Sustainability Planning Workbook, published by The Finance Project, 2003. The Workbook helps program developers and community leaders identify basic issues in: sustaining promising initiatives; addressing strategic details; and developing a comprehensive plan. The workbook includes a “planning to plan” guide and five step-by-step modules that help initiative leaders identify specific resources and strategies that are needed to successfully sustain effective programs and services. Order online at www.financeproject.org.

Web Resources



Out-of-School Time Strategy Brief Series: www.financeprojectinfo.org/OST/ostfinancing.asp.

This series, published by The Finance Project, includes a variety of briefs for afterschool leaders that highlight funding sources and financing strategies and considerations for their implementation. Topics include use of federal funding streams for school-age programs, such as Title I, CCDF, or TANF, as well as financing particular program components, such as facilities or transportation.

Measuring Results

Publications

“Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs,” published by the Harvard Family Research Project and The Finance Project, 2002. This guide provides out-of-school time practitioners with techniques, tools, and strategies they can use to improve their programs and track their effectiveness over time. Available online at www.financeproject.org/OSTlocalevaluation.htm or www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief3.pdf.



“The Impact of Afterschool Programs: Interpreting the Results of Four Recent Evaluations,” published by the W.T. Grant Foundation, 2004. This technical analysis of four recent afterschool evaluations includes recommendations for designing future evaluations and a discussion of reasonable expectations. Available online at www.wtgrantfoundation.org/usr_doc/After-school_paper.pdf



“Out-of-School Time Program Evaluation: Tools for Action,” published by the Northwest Regional Educational Laboratory, 2003. This resource offers advice and tools for evaluating programs conducted outside regular school hours. It includes several user-friendly surveys for a full range of participants. Available online at www.nwrel.org/ecc/21century/publications/ost_tools.pdf.

Web Resources



Child Care and Early Education Research Connections: <http://www.childcareresearch.org>

The National Center for Children in Poverty, the Inter-University Consortium for Political and Social Research, and the Child Care Bureau designed Child Care and Early Education Connections to serve researchers and policymakers by providing a searchable database of research, data sets, syntheses, and a 50-state data tool to compare policies within and across states.



Harvard Family Research Project: <http://gseweb.harvard.edu/~hfrp>

The Harvard Family Research Project houses a variety of program evaluation resources, including the Out-of-School Time Program Evaluation Database, and publications such as *Issues and Opportunities in Out-of-School Time Evaluation Briefs*. The database profiles the evaluation experiences of afterschool programs and initiatives, which are searchable on several key criteria. Evaluation briefs provide a rich discussion of many relevant topics around measuring results in afterschool programs.

Collaboration & Partnerships

Publications



“The Challenge of System-Building in the After-School Field: Lessons From Experience,” produced by the National Institute on Out-of-School Time, 2003. This paper analyzes the tasks, questions, and challenges associated with system-building in the afterschool field, focusing on city level efforts. Available online at www.niost.org/about/HalpernSystemsFull.pdf.

“Expanding Afterschool Opportunities,” published by the National League of Cities, 2002. This document offers strategies, examples, and resources to municipal leaders striving to forge partnerships in order to improve afterschool opportunities for youth in their communities. Available online at www.nlc.org/nlc_org/site/files/reports/afterschool.pdf.

“A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives,” published by The Finance Project, 2001. The guide is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. Available online at www.financeprojectinfo.org/Publications/ostpartnershipguide.pdf



“Statewide Afterschool Networks: Examples of Effective Practices,” published by the C.S. Mott Foundation, 2004. This report captures knowledge developed by statewide afterschool networks through examples of effective practices in policy and legislation, outreach, coordination, network funding, sustainability, increasing public will, creating a system of coordinated training and technical assistance, and support program and provider networks. Available online at www.publicengagement.com/afterschoolnetworks/EffPractices.pdf.

Web Resources



21st Century Community Learning Centers: www.ed.gov/programs/21stcclc/index.html

This federal afterschool program developed out of a public/private partnership with the C.S. Mott Foundation. To be funded, local community learning centers must be true partnerships of schools and community-based organizations. This web site describes the federal program, houses a searchable grantee database, and provides links to additional resources on afterschool.



Child Care Partnership Project: nccic.org/ccpartnerships/home.htm

This project was supported by Child Care Bureau of the U.S. Department of Health and Human Services' Administration for Children and Families. This web site provides practical information on creating and maintaining public-private partnerships to increase and improve child care in states and communities. Project

resources include profiles, case studies, and fact sheets of successful child care partnerships and approaches as well as other tools and materials to help initiative leaders create and sustain partnerships.



National Network of Statewide Afterschool Networks: www.publicengagement.com/afterschoolnetworks
Maintained by the Collaborative Communications Group, this site provides information about each state network funded by the C.S. Mott Foundation as well as resources for building afterschool networks.

Community Mobilization & Outreach

Publications



“Inside the State House: The People and Ideas that Shaped After-School Legislation,” published by the National Conference of State Legislatures, 2004. Each of the six vignettes in this collection describes a piece of legislation to support afterschool programs, the process behind its implementation, and the people who made it work. Order at www.ncsl.org/public/catalog/pubs.cfm?prodid=013152.



“No More Islands: Family Involvement in 27 School and Youth Programs,” published by the American Youth Policy Forum, 2003. This report compiles evaluations and profiles of schools and youth programs that have incorporated family involvement activities. The report also describes key barriers to family involvement and provides recommendations for policy makers and program providers. Available online at www.aypf.org/publications/nomoreisle/index.htm.

“Out-of-School Time Matters: What Community Foundations Can Do,” published by the Coalition of Community Foundations for Youth, 2002. This tool offers practical information for community foundation leaders interested in the development of out-of-school time systems in their communities. Highlighting examples from around the U.S., it seeks to capture what is being learned about efforts to build quality systems and to challenge community foundations to help their communities sustain these systems. Available online at www.ccfy.org/toolbox/ccfy_out_of_school_time.pdf.

Web Resources



Afterschool Alliance: www.afterschoolalliance.org

The Afterschool Alliance is dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. The organization’s web site includes links to many useful tools and resources to help increase awareness about the benefits of afterschool programs in their communities, including an Afterschool Action Kit.



Coalition for Community Schools: www.communityschools.org

The Coalition for Community Schools works toward improving education and helping students learn and grow while supporting and strengthening their families and communities. Community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities—before, during, and after school, seven days a week.



The Institute for a Child Care Continuum: <http://www.bankstreet.edu/kithandkin>

The Institute for a Child Care Continuum at Bank Street College provides access to research, information on state policies, and links to other resources related to family, friend, and neighbor child care.

For more information about the Afterschool Investments Project or to submit a request for technical assistance or information, contact The Finance Project at (202) 587-1000 or by email at afterschool@financeproject.org.

This resource list is intended for informational purposes only. The Afterschool Investments Project and the U.S. Department of Health and Human Services do not endorse any organization, publication, or resource.



U.S. Department of Health and Human Services
Administration for Children and Families
Child Care Bureau

