



# The Afterschool Investments Project Resource List

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This list of selected resources is intended to support the efforts of afterschool program developers and policy makers as they work to increase access to high quality school-age programs in their states and communities. The web sites and publications on the Resource List are grouped under the following key topics:

- [Program Development](#)
- [Financing and Sustainability](#)
- [Measuring Results](#)
- [Collaboration and Partnerships](#)
- [Quality Improvement](#)
- [School-Age Care Settings](#)
- [Community Mobilization and Outreach](#)

For 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, see the Afterschool Investments Project State Afterschool Profiles. This web resource includes each state's practices and approaches, along with national comparisons of selected afterschool data, a searchable database of statewide initiatives, and a national summary profile. Available online at <http://nccic.acf.hhs.gov/afterschool/statep.html>



**Publication focused on a particularly timely issue in the field**

**Publication produced by the Afterschool Investments Project**

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

### **Publications**

*Afterschool Innovations In Brief*, published by the Afterschool Alliance, 2008. This compilation of briefs discusses issues such as teacher recruitment/retention, family involvement in schools, and the connection between afterschool programs and schools and communities. Available online at [http://www.afterschoolalliance.org/issue\\_briefs/Afterschool\\_In\\_Brief\\_08.pdf](http://www.afterschoolalliance.org/issue_briefs/Afterschool_In_Brief_08.pdf)

*Afterschool Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families*, published by the Afterschool Alliance, 2008. This report looks at the impact afterschool programs have on academic achievement, health and safety. Available online at [http://www.afterschoolalliance.org/documents/outcomes\\_0208.pdf](http://www.afterschoolalliance.org/documents/outcomes_0208.pdf)

*Healthy Choices Afterschool*, published by the National Institute on Out-of-School Time (NIOST), 2006. This report describes physical activity and nutrition curriculum choices for afterschool programs, linking with the National Afterschool Association Program Standards. Available online at <http://www.niost.org/pdf/healthy%20choices%20afterschool.pdf>

*Helping Youth Succeed Through Out-of-School Time Programs*, published by the American Youth Policy Forum, 2006. This paper reviews the current research and literature on OST programs especially with regard to their effectiveness. Available online at <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

*Lessons Learned About Effective Policies and Practices for Out-of-School-Time Programming*, published by the American Youth Policy Forum 2003. This report discusses the challenges to out-of-school-time (OST) program implementation, including issues of going to scale, state and local roles and responsibilities, funding and sustainability, the role of intermediaries and advocates, and the relationship between OST programming and academic achievement. It also provides tips on how communities can provide OST activities that are both effective and responsive to local needs. Available online at <http://www.aypf.org/publications/LessonsLearnedOSTPrograms.pdf>

*Literacy in Afterschool Programs: Literature Review*, published by the Northwest Regional Educational Library, 2005. A comprehensive review of literature regarding literacy practices and outcomes in the afterschool context. Available online at [http://www.sedl.org/afterschool/toolkits/literacy/pdf/AST\\_lit\\_literature\\_review.pdf](http://www.sedl.org/afterschool/toolkits/literacy/pdf/AST_lit_literature_review.pdf)

*Planning and Operating Afterschool Programs: Second Edition*, published by Southwest Educational Development Laboratory (SEDL), 2004. A publication which addresses six interrelated areas for the successful operation of after-school programs in its training curricula, including: management, communication, programming, integrating K-12 and afterschool programs, community building/collaboration, and evaluation. Available online at <http://www.sedl.org/pubs/fam95/afterschool.pdf>

Featured  
Resource

*Promising Afterschool Practices: A Showcase of Innovative, Creative & Successful Afterschool Programs*, published by New Jersey After 3 and the National Institute on Out-of-School Time (NIOST), 2007. This publication highlights promising afterschool practices in New Jersey After 3 affiliated afterschool programs. Practices range from strategies to support staff development to incorporating youth voice into program activities. Available online at <http://www.niost.org/pdf/NJA3PromisingPractices2007.pdf>



*Promoting Physical Activity and Healthy Nutrition in Afterschool Settings: Strategies for Program Leaders and Policymakers*, published by the Afterschool Investments Project, 2006. This strategy brief outlines the important role that after-school programs can play in efforts to prevent childhood obesity and includes ideas for incorporating nutrition and fitness into after-school programming, strategies for financing these efforts, and examples of policies that can support and encourage the after-school community's endeavors to steer children toward healthy choices. Available online at [http://nccic.acf.hhs.gov/afterschool/fitness\\_nutrition.pdf](http://nccic.acf.hhs.gov/afterschool/fitness_nutrition.pdf)

Featured  
Resource

*Strategic Plan: Building a Skilled and Stable Out-of-School Time Workforce*, published by the National Institute on Out-of-School Time (NIOST), 2003. This strategic plan argues that the presence of a skilled and stable workforce in out-of-school time programs for children and youth plays a significant role in the quality and continuity of these programs and consequently, the impact they have on young people. It also offers recommendations for building a skilled and stable workforce and a more cohesive field. Available online at <http://www.wcwonline.org/content/view/904/299/>

## Web Resources



*Active Hours Afterschool*: [http://www.afterschoolalliance.org/active\\_hours.cfm](http://www.afterschoolalliance.org/active_hours.cfm)

The Afterschool Alliance created this site to address the important role that afterschool programs play in promoting healthy lifestyles for youth. The site offers a wealth of information on this subject including News and Research; Federal, State, and Local Policy updates; and Resources from the Afterschool Alliance.



*Academic Enrichment Project*: <http://www.learningpt.org/promisingpractices/about.htm>

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*: <http://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 "Activity Ideas."



*Afterschool Training Toolkit*: <http://www.sedl.org/afterschool/toolkits/>

This is a web-based toolkit created by The National Partnership for Quality Afterschool Learning. It is designed to give afterschool program directors and instructors the resources they need to build fun, innovative, and academically enriching activities.

 *Extended Learning and Development Opportunities:* <http://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.

 *National AfterSchool Association (NAA):* <http://www.naaweb.org>


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

 *National Child Care Information Center (NCCIC):* <http://nccic.acf.hhs.gov>

NCCIC 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):* <http://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.

 *Programs that Work – Or Don't – To Enhance Children's Development:*

[http://www.childtrends.org/catdisp\\_page.cfm?LID=CD56B3D7-2F05-4F8E-BCC99B05A4CAEA04](http://www.childtrends.org/catdisp_page.cfm?LID=CD56B3D7-2F05-4F8E-BCC99B05A4CAEA04)

Developed and maintained by Child Trends, this web site contains examples of the most promising programs and approaches that have been shown to aid in risk-reduction and positive development for youth.

 *Promising Practices in Afterschool:* <http://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.



 *Health and Safety:* <http://nccic.acf.hhs.gov/afterschool/webinars.html#4>

This section of the Afterschool Investments Project website includes audio recordings, a transcript, and presentation materials from a national audio conference on promoting fitness and nutrition in afterschool settings.

## Financing & Sustainability

### Publications

*A Guide to Effective Investments in Positive Youth Development: Implications for Research for Financing and Sustaining Programs and Services for Youth*, published by The Finance Project, 2009. This brief reviews the research on what works to promote positive youth development and provides decision makers with background information to guide their investments. It also addresses the importance of using a strategic financing approach to ensure programs and services supporting youth development can be sustained over time. Available online at <http://www.financeproject.org/publications/PositiveYouthDev.pdf>

*Corporate Investments in After School*, published by Corporate Voices for Working Families, 2006. This paper summarizes their findings from a series of interviews with corporate and non-profit leaders about the corporate expenditures and experiences in after school. Available online at <http://cvworkingfamilies.org/publications/2/5/6>

*The Federal Role Out-of-School Learning: Afterschool, Summer Learning, and Family Involvement as Critical Learning Supports*, published by the Harvard Family Research Project, 2009. This strategy brief makes a research-based case for federal provision of out-of-school complementary learning supports from birth through high school, particularly for poor children, so that all students gain the skills that economists, educators, and employers agree are necessary for success in the 21st century. Available online at <http://www.hfrp.org/publications-resources/browse-our-publications/the-federal-role-in-out-of-school-learning-after-school-summer-learning-and-family-involvement-as-critical-learning-supports>.

*Financing and Sustaining Out-of-School Time Programs in Rural Communities*, published by The Finance Project, 2008. This brief describes the funding landscape and highlights the unique resource challenges confronting rural out-of-school time programs. It also describes various public and private resources that can support out-of-school time programming and identifies effective strategies that can be used by program

leaders to create sustainable approaches to their work. Available online at <http://www.financeproject.org/publications/OSTRuralYouth.pdf>

*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 <http://www.financeproject.org/Publications/FundingGuide2003.pdf>



*Making Smart Investments in Afterschool: A Policy Primer for State and Local Leaders*, published by The Afterschool Investments Project, 2006. This brief offers ideas for state and local policymakers to develop interagency collaboration, expand access to affordable afterschool programs, and advance general program quality. Examples of promising practices from across the country are included to show leaders concrete ways of improving the sustainability of afterschool programs. Available online at <http://nccic.acf.hhs.gov/afterschool/policyprimer.pdf>

*Nourish Their Bodies, Feed Their Minds: Funding Opportunities and Nutrition Resources for Afterschool Programs*, published by the Food Resource Action Center, 2005. To make it easier for out-of-school time programs to participate in federal child nutrition programs, this toolkit provides information on how the child nutrition programs operate and how to access them. Available online at [http://www.frac.org/Afterschool\\_Guide.pdf](http://www.frac.org/Afterschool_Guide.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 <http://www.financeproject.org/publications/fptips.pdf>

*Strategies for Improving Out-of-School Programs in Rural Communities*, published by Child Trends, 2008. A brief highlighting the challenges faced by rural programs and suggests several strategies that can strengthen them. Proposes five key strategies for obtaining resources for rural out-of-school programs and also includes advice from the director of a successful rural out-of-school program and a list of additional resources. Available online at [http://www.childtrends.org/Files//Child\\_Trends-2008\\_05\\_05\\_RB\\_RuralOST.pdf](http://www.childtrends.org/Files//Child_Trends-2008_05_05_RB_RuralOST.pdf)

*Supporting Student Success: A Governor's Guide to Extra Learning Opportunities*, published by the National Governors Association, 2005. This report offers guidance for making the most of out-of-school time funding flowing from the federal government to states. It provides recommendations on how to connect out-of-school learning to statewide education reform efforts, engage new business and community partners and increase accountability. Available online at <http://www.nga.org/Files/pdf/0509GOVGUIDEEL0.PDF>

*The Cost of Quality Out-of-School Time Programs*, commissioned by the Wallace Foundation and developed by Public/Private Ventures and The Finance Project, 2009. This study examines what it costs to operate a high-quality out-of-school time program, discovering that cost varies substantially, depending on the characteristics of the participants, the goals of the program, who operates it, and where it is located. Based on detailed cost data collected from 111 OST programs in six cities, this report provides cost averages and ranges for many common types of programs. A companion online tool, the Out-of-School Time Cost Calculator, helps users to generate cost estimates for specific programs. The study is available online at <http://www.financeproject.org/publications/CostofQualityOSTPrograms.pdf> and the Cost Calculator is available at <http://www.wallacefoundation.org/cost-of-quality>

## Web Resources

 *Clearinghouse for Sustaining and Expanding Youth Programs and Policies:*  
<http://www.financeproject.org/index.cfm?page=30>

This online clearinghouse is a joint project of The Finance Project and the Forum for Youth Investment. The clearinghouse contains information and resources for supporting and sustaining youth programs and initiatives. The clearinghouse was designed to help program developers and managers, intermediaries, funders and policymakers keep abreast of new information and develop innovating strategies for implementing, financing, and sustaining effective programs and policies.



*Afterschool.gov Federal Funding Database:* <http://www.acf.hhs.gov/afterschoolfund/>

The “How to Get Money” section of the Afterschool.gov site is an online tool that enables program leaders to search for federal funding sources relevant to their specific needs. Users can search by keyword, program categories, or federal agency.



*George Lucas Educational Foundation: Lesson 2: Learn how to Obtain Resources and Funding for Afterschool Programs:* <http://www.edutopia.org/pasa-lesson-resources-funding>

This tutorial describes various methods that program leaders can use to obtain resources and funding for afterschool programs.



*Out-of-School Time Finding Funding Clearinghouse:* <http://www.financeproject.org/index.cfm?page=25>

This Resource Center highlights funding sources and financing strategies and considerations for their implementation. Strategy brief topics include: accessing funding from federal agencies, such as SAMHSA or the Department of Justice; utilizing specific funding streams, such as Title I, CCDF, or TANF; and financing particular program components, such as facilities or transportation.

## Measuring Results

### Publications

Featured  
Resource

*After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It*, published by the Harvard Family Research Project, 2008. This brief examines the impact afterschool programs have on youth development and investigates the conditions which yield successful results. It analyzes a variety of issues pertaining to youth development, including academic achievement, social/behavioral outcomes, and health and wellness issues. Available online at <http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>

*Assessing School Engagement: A Guide for Out-of-School Time Program Practitioners*, published by Child Trends, 2008. This brief discusses school engagement, and the role out-of-school time programs can play in increasing it. It also provides specific tools for practitioners to measure students' behavioral, emotional and cognitive engagement. Available online at [http://www.childtrends.org/Files//Child\\_Trends-2008\\_10\\_29\\_RB\\_SchoolEngage.pdf](http://www.childtrends.org/Files//Child_Trends-2008_10_29_RB_SchoolEngage.pdf)

*Charting the Benefits of High-Quality After-School Program Experiences: Evidence from New Research on Improving After-School Opportunities for Disadvantaged Youth*, published by the Policy Studies Associates, Inc., 2007. This report offers approaches on improving the quality of after-school programs and highlights the benefits to disadvantaged youth engaged in them. Available online at <http://www.statewideafterschoolnetworks.net/dat/promisingprograms1.pdf>

*Critical Hours: Afterschool Programs and Educational Success*, published by the Nellie Mae Education Foundation, 2003. Discusses the role afterschool programs can play in building the “prerequisites” to learning, supporting not only school achievement, but long-term competence and success as well. Although the report focuses on the middle school years, a time when many students experience a marked decrease in school engagement, the information presented is relevant to anyone wanting to understand the framework for creating a successful afterschool program. Available online at [http://www.nmefdn.org/uploads/Critical\\_Hours.pdf](http://www.nmefdn.org/uploads/Critical_Hours.pdf)

*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 <http://www.financeproject.org/Publications/OSTlocalevaluation.pdf>

*Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs Impact on Behavior, Safety and Family Life*, published by Afterschool Alliance, 2007. This summary focuses on the impact of afterschool programs on student safety, behavior and discipline, and parents' concerns about their children's safety. Available online at [http://www.afterschoolalliance.org/documents/Evaluations\\_Behavior\\_0107.pdf](http://www.afterschoolalliance.org/documents/Evaluations_Behavior_0107.pdf)

*Evaluations Backgrounder: A Summary of Formal Evaluations of the Academic Impact of Afterschool Programs*, published by the Afterschool Alliance, 2008. This summary provides an overview of research on the

impact of after school program participation on students' academic performance. Available online at [http://www.afterschoolalliance.org/Evaluations%20Backgrounder%20Academic\\_08\\_FINAL.pdf](http://www.afterschoolalliance.org/Evaluations%20Backgrounder%20Academic_08_FINAL.pdf)

*Learning From Small-Scale Experimental Evaluations of After School Programs*, published by Harvard Family Research Project, 2006. This publication reviews the evaluation strategies and findings from rigorous, experimental studies that are smaller or more local in scope than the national evaluations usually featured. Available online at <http://www.hfrp.org/out-of-school-time/publications-resources/learning-from-small-scale-experimental-evaluations-of-after-school-programs>

*Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*, published by the Harvard Family Research Project, 2008. This report describes instruments used by current out-of-school time programs to evaluate their implementation and outcomes. Available online at <http://www.hfrp.org/publications-resources/browse-our-publications/measurement-tools-for-evaluating-out-of-school-time-programs-an-evaluation-resource>

Featured  
Resource

*Measuring Youth Program Quality*, published by the Forum for Youth Investment, 2007. This guide offers a comparison of the purpose, structure, content and technical properties of several youth program quality assessment tools. Available online at <http://www.forumforyouthinvestment.org/node/297>

*Moving Towards Success: Framework for After-School Programs*, published by the C.S. Mott Foundation, 2005. This tool is designed to assist afterschool program staff embark on a long-term strategic plan by presenting examples of program goals, program elements, desired participant outcomes, and measures. Available online at [http://www.collaborativecommunications.com/assets/78\\_framework.pdf](http://www.collaborativecommunications.com/assets/78_framework.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, including several surveys for a full range of participants. Available online at [http://www.nwrel.org/ecc/21century/publications/ost\\_tools.pdf](http://www.nwrel.org/ecc/21century/publications/ost_tools.pdf)

*What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time Participation*, published by the Harvard Family Research Project (HFRP), 2006. This brief reveals findings from the first phase of a study on factors associated with children and youth participation in out-of-school time programs and activities. Available online at [http://www.hfrp.org/content/download/1074/48577/file/full\\_report\\_demographic\\_diff.pdf](http://www.hfrp.org/content/download/1074/48577/file/full_report_demographic_diff.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 provide 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://www.hfrp.org/>

The Harvard Family Research Project houses a variety of program evaluation resources, including the Out-of-School Time Program Evaluation Database, and publications. 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

*Building and Sustaining After-School Programs: Successful Practices in School Board Leadership*, published by the National School Boards Association, 2004. This report features eight districts whose school boards are providing innovative leadership for afterschool programs through policy and partnership. Available online at <http://www.afterschoolresources.org/kernel/images/edlo.pdf>



*CCDF and 21CCLC: State Efforts to Facilitate Coordination for Afterschool Programs*, published by the Afterschool Investments Project, 2004. 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. Available online at <http://nccic.acf.hhs.gov/afterschool/CCDF21CCLC.pdf>

*The Challenge of System-Building in the After-School Field: Lessons From Experience*, published 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 <http://www.niost.org/about/HalpernSystemsFull.pdf>



*Creating a Vision for Afterschool Partnerships*, published by the Afterschool Investments Project, 2004. This tool is intended to help afterschool partnerships create a shared vision for their work. It contains information on what a vision statement is and the purpose it serves; provides alternative techniques for creating a vision; and includes a variety of considerations. Available online at <http://nccic.acf.hhs.gov/afterschool/visioning-tool.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 <http://www.nlc.org/ASSETS/3C0613310A174811B9B99AA43555A524/afterschoolactionkit.pdf>



*A Guide For Effective Governance: Considerations and Lessons Learned for Afterschool Networks*, published by The Afterschool Investments Project, 2006. This tool is intended to help statewide and local afterschool networks to implement effective governance practices that help them to meet their goals. Key components of governance discussed include: vision, structure and leadership, accountability, broad representation, communication and measuring results. Available online at <http://nccic.acf.hhs.gov/afterschool/governanceguide.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 <http://www.financeproject.org/publications/ostpartnershipguide.pdf>



*Linking and Learning: Lessons for Afterschool from Early Childhood System-Building Efforts*, published by The Afterschool Investments Project, 2006. While early care and after-school providers serve different populations with distinct needs, there are many similarities in the infrastructure and supports they need to succeed. This paper describes eleven lessons that the after-school community may learn from the system-building efforts in the field of early care and education. Available online at [http://nccic.acf.hhs.gov/afterschool/linking\\_learning.pdf](http://nccic.acf.hhs.gov/afterschool/linking_learning.pdf)

*Statewide Afterschool Networks: Policies and Practices*, published by the C.S. Mott Foundation, 2005. This publication provides examples of what statewide afterschool networks funded by the C.S. Mott Foundation describe as their successes, challenges, and progress toward their goals. Available online at <http://www.statewideafterschoolnetworks.net/resources/dat/pp3-2005.pdf>

## Web Resources



*21<sup>st</sup> Century Community Learning Centers*: <http://www.ed.gov/programs/21stccclc/index.html>

This web site describes the federal program, houses a searchable grantee database, and provides links to additional resources on afterschool.




*Extended-Day Learning Opportunities (EDLO) Online Resource Center*: <http://www.nsba.org/edlo>

The National School Boards Association maintains this clearinghouse of resources to help school leaders implement policies and collaboration strategies to support afterschool programs.



*FindYouthInfo.gov*: <http://www.findyouthinfo.gov/>

This federal website provides interactive tools and other resources to help youth-serving organizations and community partnerships plan, implement, and participate in effective programs for youth. Included are youth facts, funding information, and tools to help assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.

 *National Network of Statewide Afterschool Networks:* <http://www.statewideafterschoolnetworks.net/index.html>  
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.

 *Partnerships, Alliances and Coordination Techniques (PACT) Initiative:*  
<http://nccic.acf.hhs.gov/pact/index.html>

This initiative of the National Child Care Information Center (NCCIC) provides policymakers the resources, training, and technical assistance to build more comprehensive and collaborative early care and education systems for children and families. PACT resources help CCDF Administrators learn about how to take leadership roles in creating, implementing, and sustaining cross-system partnerships, and how to manage and evaluate partnerships to ensure long-term outcomes.

 *Resources on Afterschool:* <http://www.afterschoolresources.org>

This online tool features selected resources in the areas of: research and evaluation, promising practices, professional development, public awareness and communications, policy, and financing in afterschool. These resources have been compiled for statewide afterschool networks and the field working to build systems that support quality, sustainable afterschool programs.

## Quality Improvement

### Publications



*Afterschool Professional Development Toolkit*, developed by the Afterschool Investments Project, 2008. Drawing on research of national experts and lessons learned from afterschool leaders in six states, this toolkit includes discussion guides, tools, and resources to help State leaders address the unique challenges and opportunities for fostering strong statewide afterschool professional development systems. Selected materials contained in the toolkit are available for download at [http://nccic.acf.hhs.gov/afterschool/prof\\_dev.html](http://nccic.acf.hhs.gov/afterschool/prof_dev.html)



*Building Professional Development Systems for the Afterschool Field*, published by the Afterschool Investments Project, 2007. This publication provides a snapshot of state and local approaches to building professional development systems for school-age care professionals, highlighting the shared challenges these systems face and the common components of sustainable professional development systems. Available online at [http://nccic.acf.hhs.gov/afterschool/AS\\_PD.html](http://nccic.acf.hhs.gov/afterschool/AS_PD.html)

*Exploring Quality in After School Programs for Middle School-Age Youth*, published by the Harvard Family Research Project, 2006. This brief describes some of the key issues and challenges in providing quality programs for middle school-age youth and discusses how program quality standards can be used to improve them. Available online at <http://www.hfrp.org/var/hfrp/storage/fckeditor/File/summit-2005-handout.pdf>

Featured  
Resource

*Making the Case: Quality Afterschool Programs Matter*, published by the National Institute on Out of School Time, 2007. This brief provides an explanation for what constitutes a quality afterschool program and discusses ways to establish standards to ensure quality programs. Available online at [http://www.niost.org/pdf/MS\\_C\\_brief\\_Hall\\_Gruber.pdf](http://www.niost.org/pdf/MS_C_brief_Hall_Gruber.pdf)

*Massachusetts Afterschool Research Study (MARS)*, published by the National Institute of Out of School Time (NIOST) and Intercultural Center for Research in Education (INCRE), 2005. This study was designed to increase understanding of the status of afterschool programs in Massachusetts and across the nation. Its two major goals were to explore the complex relationship between youth experiences and youth outcomes, and to identify those program characteristics that are most closely related to high quality implementation. Available online at <http://www.niost.org/pdf/MARSReport.pdf>



*Promoting Quality in Afterschool Programs Through State Child Care Regulations*, published by The Afterschool Investments Project, 2006. This publication provides states with strategies for adapting state child care regulations to better promote quality in afterschool programs. There is also discussion of how states can align child care regulations with other strategies for improving the quality of afterschool programs. Available online at <http://nccic.acf.hhs.gov/afterschool/childcareregs.pdf>

*Quality, Scale and Effectiveness in After-school Programs*, published by the Policy Studies Associates, 2004. This brief provides an external evaluation of The Afterschool Corporation's (TASC) programs. Data was

collected from 96 TASC after-school projects and their host schools in New York City over a four-year time period. The study looked at program quality and the impact of the program on students and addressed practices associated with the greatest academic achievement for students. Available online at <http://www.policystudies.com/studies/youth/TASC%20Summary%20Report%20Final.pdf>

*Quality Time After School: What Instructors Can Do to Enhance Learning*, published by Public/Private Ventures, 2007. Drawing from surveys and interviews with more than 400 participants and instructors from five Philadelphia-based Beacon Centers, this report examines the characteristics of afterschool activities linked to youth engagement and learning and makes recommendations on how to improve program quality and create effective learning environments. Available online at [http://www.ppv.org/ppv/publications/assets/213\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/213_publication.pdf)

Featured Resource

*Setting the Stage for a Youth Development Associate: A National Review of Professional Credentials for the Out-of-School Time Workforce*, published by National Institute on Out-of-School Time, 2006. This report describes evidence of the value of credentialing programs in enhancing the workforce and improving the quality of programs and positive outcomes for youth. Available online at [http://www.cornerstones4kids.org/images/youth\\_devel\\_Setting\\_606.pdf](http://www.cornerstones4kids.org/images/youth_devel_Setting_606.pdf)

Featured Resource

*The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities*, published by the Council of Chief State School Officers and the National Governors Association Center for Best Practices, 2009. This report outlines seven strategies for state leaders to build a comprehensive state extended learning opportunities (ELO) quality system. Available online at <http://www.nga.org/Files/pdf/0904ELOQUALITYIMPERATIVE.PDF>

*The Quality of School-Age Child Care in After-School Settings*, published by Child Care and Early Education Research Connections (CCERC), 2007. This brief provides an overview of the features of high-quality after-school settings, including an examination of key research on links between program quality and developmental outcomes, a review of current practice in program quality assessment, and a set of quality-related considerations for policymakers. Available online at [http://nccp.org/publications/pdf/text\\_739.pdf](http://nccp.org/publications/pdf/text_739.pdf)



*Using Quality Rating Systems to Promote Quality in Afterschool Programs*, published by the Afterschool Investments Project, 2007. Most tiered quality ratings systems were designed with early care providers in mind, but are readily adaptable to providers that care for school-age children. For those providers who only serve school-age children, adapting the ratings systems is more challenging. This brief outlines issues in adapting tiered quality ratings for those caring for school-age children, offers suggestions for adaptations, and provides examples of innovative solutions that states are proposing. Available online at [http://nccic.acf.hhs.gov/afterschool/grs\\_afterschool.pdf](http://nccic.acf.hhs.gov/afterschool/grs_afterschool.pdf)



Featured Resource

*Using the Child Care and Development Fund to Support a System of Quality Improvement for School-Age Programs*, published by the Afterschool Investments Project, 2009. This strategy brief is intended to provide information and considerations for State child care administrators and other policymakers for improving access to high quality school-age care. It is based on a review of the literature and interviews with State child care staff and their school-age partners in seven States: Delaware, Florida, Minnesota, Pennsylvania, Ohio, and Oregon. Available online at <http://nccic.acf.hhs.gov/afterschool/presources.html>

## Web Resources



*2005 Comparative State Child Care Licensing Study*, published by the National Association of Regulatory Administration, February 2007, this site compares licensing policies and practices in all 50 states and the District of Columbia for child care centers. Available online at <http://www.nara.affiniscap.com/displaycommon.cfm?an=1&subarticlenbr=104>



*Systems/Quality Supports*: <http://nccic.acf.hhs.gov/afterschool/webinars.html#1>

This section of the Afterschool Investments Project website includes audio recordings, transcripts, and presentation materials from national audio and web conferences on promoting quality in afterschool programs through the Child Care and Development Fund, common measures of quality, and State child care quality rating systems.

## School-Age Care Settings

### Publications

*After-School Programs and Activities: 2005*, published by the National Center for Education Statistics, 2006. Presents data on participation in after-school activities and programs in the United States. From the After-School Programs and Activities Survey (ASPA) of the 2005 National Household Education Surveys Program (NHES:2005). Available online at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006076>

Featured Resource

*After-School Programs in Public Elementary Schools: First Look*, published by National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2009. This study provides a national profile of various types of formal afterschool programs physically located at public elementary schools in 2008. The survey collected basic information on student enrollment (including whether students from other schools attend the program), program schedule, transportation, and the extent to which selected factors hinder students from participating in the programs. Available online at <http://nces.ed.gov/pubs2009/2009043.pdf>

Featured Resource

*Care in the Home: A Description of Family Child Care and the Families and Children Who Use It*, prepared by Abt Associates Inc. for the U.S. Department of Health and Human Services, 2006. This report presents findings from the first wave of data collection for the In-Depth Study of Family Child Care, a component of the National Study of Child Care for Low-Income Families. The study is a five-year research effort that provides information on the effects of policies and programs on child care at the community level, and the employment and child care decisions of low-income families. Available online at [http://www.acf.hhs.gov/programs/opre/cc/nsc\\_low\\_income/reports/care\\_in\\_home/care\\_in\\_home\\_title.html](http://www.acf.hhs.gov/programs/opre/cc/nsc_low_income/reports/care_in_home/care_in_home_title.html)

*The Realm of Afterschool...A World of Diversity*, published by Special Commission on After School and Out of School Time, 2007. This publication provides a definition of "after school" and an overview of research on the benefits of after school programs for children. Available online at <http://www.massafterschoolcomm.net/downloads/The%20Realm%20of%20Afterschool%20-%20Little%20Final%20Fall%202007.pdf>

*School Age Child Care Arrangements*, published by Child Care and Early Education Research Connections, 2006. This report offers a summary of research drawn from nationally representative surveys on the types and usage of non-parental child care arrangements for school age children. Available online at <http://www.childcareresearch.org/SendPdf?resourceId=10779>



*School-Age Children in Regulated Family Child Care Settings*, published by the Afterschool Investments Project, 2007. This publication explores the role of licensed family child care providers in caring for school-age children. It outlines steps that states can take to better support these providers in serving school-age or mixed-age groups and addresses information gaps in the field where further research is needed. Available online at [http://nccic.acf.hhs.gov/afterschool/family\\_childcare.pdf](http://nccic.acf.hhs.gov/afterschool/family_childcare.pdf)



*State Child Care Subsidy Administration Policies for School-Age Care*, published by the Afterschool Investments Project, 2007. This strategy brief examines subsidy administration policies and practices with regard to how they promote access to care for school-age children. It explores how states establish provider reimbursement rates for school-age care, determine co-payments for families with children in school, and develop strategies to facilitate the transitions between part-time care during the school year and full-time care during school and summer breaks. Available online at [http://nccic.acf.hhs.gov/afterschool/subsidy\\_policies.pdf](http://nccic.acf.hhs.gov/afterschool/subsidy_policies.pdf)

## Community Mobilization & Outreach

### Publications

*Access to Afterschool Programs: Overcoming the Barriers to Getting Youth "In the Door,"* published by the Special Commission on After School and Out of School Time, 2007. This brief presents an overview of six common barriers to children's access to and participation in after school programs. Available online at <http://www.massafterschoolcomm.net/downloads/Access%20-%20Final%20-%20Little%20Fall%202007.pdf>

*Afterschool Worries: Tough on Parents, Bad for Business*, published by Catalyst, 2006. This study evaluates the impact of working parents' stress regarding their children's afterschool arrangements on their work performance. It includes estimates that such stress costs companies between \$50 - \$300 billion in health care and lost job productivity each year. Available online at <http://www.catalyst.org/file/75/pcast%20report.pdf>

*All Work and No Play?: Listening to What Kids and Parents Really Want from Out-of-School Time*, published by Public Agenda, 2004. Using results from national surveys, this publication finds that children and parents value the afterschool programs they access but that many do not have access to the types of programs they desire. Available online at <https://www.policyarchive.org/handle/10207/5616#>

*America After 3 PM*, published by the Afterschool Alliance, 2004. This report documents the findings of a survey investigating the number of children in afterschool programs versus the number in unsupervised settings. The survey also collected detailed information about parent satisfaction with afterschool programs, and data on the demand for afterschool, including the likelihood that non-participating children would join afterschool programs, if programs were available. Available online at <http://www.afterschoolalliance.org/researchAmerica3PM.cfm>



*Estimating Supply and Demand for Afterschool Programs: A Tool for State and Local Policy Makers*, published by The Afterschool Investments Project, 2004. This tool provides a framework for estimating supply and demand. The tool describes how states and communities have made estimates and includes lessons learned from pioneers in the field. Available online at <http://nccic.acf.hhs.gov/afterschool/SupplyDemand.pdf>

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Resource

*Focus on Families: How to Build and Support Family-Centered Practices in Afterschool*, published by the Harvard Family Research Project, 2006. The guide offers a research base for why family engagement matters, concrete program strategies for engaging families, case studies of promising family engagement efforts, and an evaluation tool for improving family engagement practices. Available online at <http://www.hfrp.org/family-involvement/publications-resources/focus-on-families!-how-to-build-and-support-family-centered-practices-in-after-school>

*Making the Case: A Fact Sheet on Children and Youth in Out of School Time*, published by the National Institute on Out of School Time, 2008. This fact sheet provides a summary of statistics and research findings relevant to making the case for expanding and improving opportunities for afterschool programs. Available online at <http://www.niost.org/pdf/Final2008FactSheet.pdf>

*Making Out-of-School-Time Matter: Evidence for an Action Agenda*, published by the RAND Corporation, 2005. Drawing on recent studies, the authors identify and address the level of demand for services, the effectiveness of offerings, what constitutes quality, how to encourage participation, and how to build further community capacity. Available online at <http://www.rand.org/publications/MG/MG242/index.html>

*The Afterschool Hours: A New Focus for America's Cities*, published by the National League of Cities, 2005. This publication demonstrates the connection between the availability of quality afterschool programs and improving both the quality of life and economic development in cities. The report highlights lessons learned and provides strategies for civic leaders. Available online at [http://www.nlc.org/ASSETS/C5F25E1659B64149B61C05410AC98025/IYEF\\_Afterschool\\_Hours.pdf](http://www.nlc.org/ASSETS/C5F25E1659B64149B61C05410AC98025/IYEF_Afterschool_Hours.pdf)

## Web Resources



*Afterschool Alliance*: <http://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*: <http://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.



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

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](mailto: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.*

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