

AfterSchool Today

The Official Publication of the National AfterSchool Association/naaweb.org | Summer 2013

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ASSOCIATION

25 years

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25 Years of NAA

TOP 25 Afterschool
Program Challenges

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ON THEM."

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INSPIRATION &
SUCCESS..."

"THE PROGRAM
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SUCCESS."

"WHEN I
BROUGHT OUT SETS
OF COMIC BOOKS,
SOME OF THE
STUDENTS ACTUALLY
CHEERED!"

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Summer 2013

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NAA AT 25 YEARS



Barbara Roth

Board Chair, NAA
barbara.roth@ymca.net

As I reflect on the state of the National AfterSchool Association on the occasion of our twenty-fifth year in existence, I'm struck by both how far we've come and how far we have yet to go. The development of the National AfterSchool Association, which was called the National School Age Care Association (NSACA) twenty-five years ago, was a bold and positive step toward professionalizing the afterschool field.

I once heard Maya Angelou speak of how we all stand on the shoulders of our ancestors who worked hard, dreamed, planned, suffered, and came before us so we might be where we are. This is how I'm thinking about the visionaries who had a dream and made it the reality of NSACA. When this professional association began, many afterschool programs and their staff did not see themselves as professionals. Certainly many of the families we served and many of our partners in schools and communities didn't see us as professionals. After all, we believed in learning through play. We believed in development through fun, physical activity. We believed that healthy snacks were supportive of learning. We believed that academics were best supported through supporting children and youth in discovering and developing their passions.

What a fabulous turn of events that we still can and do believe this! Instead of having to change our holistic and positive methods of programming for children and youth, the research has now caught up with us and supports our methods. Afterschool in 2013 can and should be proud of our proven ability to provide programs that guide and build all aspects of human development through positive relationships. We not only help schools and communities meet their goals, but for some children we provide the best place for learning, establishing friendships, and becoming creative, curious, caring individuals.

HOORAY for twenty-five years of this profession and our professional association, NAA. Here's to another twenty-five in which we grow in our abilities to build on our strong foundation and continue to let the world know of the important roles we play in all communities lucky enough to have a high-quality afterschool program.

Where do we go now? We need continued focus on strong partnerships, continuing to tell the story of afterschool and its real impact on children's lives, families, and communities. This story will be told through new research, anecdotes, and the clear picture we paint of policy implications.

Who will tell this story? Each and every afterschool professional will tell the story. And as we assure families know how we're supporting holistic development, families will become our ambassadors as well. This will forge another strong twenty-five years for our profession.

Barbara Roth
Board of Directors Chair
National AfterSchool Association

VISIT: WWW

Read more about the people, products, and programs featured in this issue of *AfterSchool Today*!

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www.niost.org

www.coaaferschool.org/standards.php

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DID YOU MISS THE NAA CONVENTION?

CHECK OUT THESE AMAZING **VIDEOS**

<http://www.naaweb.org/default.asp?contentID=754>

- Chef Jeff Henderson wows the crowd with his inspiring true story of the “power of potential.”
- Four national afterschool leaders reflect on “25 Years: Looking Back and Looking Forward,” moderated by Wallace Foundation CEO Will Miller.

10 TOOLS FOR AFTERSCHOOL PROFESSIONALS

NAA's Core Competencies

www.naaweb.org/downloads/NAA%20Final%20Print%20version.pdf

Aligning the School Day: Strategies to Help Principals and Afterschool Leaders Click!

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Responsibility Checklist for the Principal and After-School Program Director

www.naaweb.org/default.asp?contentID=606

After School Data: Six Tip Sheets for Collecting and Using Data

www.wallacefoundation.org/knowledge-center/after-school/collecting-and-using-data/Pages/After-School-Data-What-Cities-Need-To-Know.aspx

Glossary of Terms Used in Afterschool

www.learninginafterschool.org/documents/Glossary%20for%20afterschool%20and%20summer%20program%20terms.pdf

Tapping Federal Funds for Afterschool Meals

www.nlc.org/media-center/news-search/witnessing-child-hunger-firsthand-and-tapping-federal-funding-for-afterschool-meals

Strategies to Engage Older Youth in Afterschool Programs

www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/afterschool/city-strategies-to-engage-older-youth-in-afterschool-programs

Building Broader Partnerships Toolkit

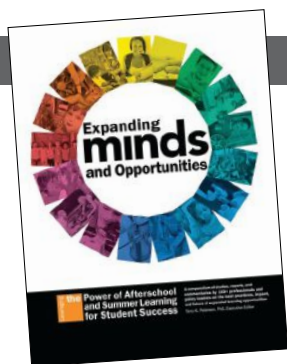
www.readyby21.org/toolkits/broader-partnerships-toolkit

Data Sharing: Federal Rules and Best Practices to Improve Out-of-School Time Programs and Best Practices

www.partnerforchildren.org/storage/documents/downloads/after_school_downloads/ost_data-sharing_and_ferpa.pdf

How to Market Your Afterschool Program

www.afterschoolalliance.org/marketing.cfm



FOR YOU AND YOUR PROGRAM:

Expanding Minds provides a compendium of resources from a broad range of expertise on how the hours before and after school, summers, and weekends can be critical for improving educational achievement. The book is a collection of almost seventy reports, research studies, essays, articles, and commentaries by more than one hundred authors representing a range of researchers, educators, policymakers, and professionals in the field concerned with student success.

Of special note, Milton Chen's article provides a refreshing perspective when he refers to this time as "the third learning space," suggesting a new name for these efforts. As he defines this, it reminds one of those organizations that have been providing learning opportunities for youth for more than one hundred years, that actively engage them in their own learning—programs that nurture curiosity, provide relevant and real-world experiences, and engage them in the excitement and joy of learning. Research cited in this book identifies intellectual curiosity and interest as essential for learning and intellectual development that serve as the basis for motivating the "hungry mind."¹

This must-read volume brings together a wealth of information, impacts, and strategies that can grow the field. There remains an opportunity to publish a similar compendium focused on the strengths of approaches that focus on the broader needs of the whole child and this "hungry mind," not just academic success.

—Submitted by Pam Garza, president and CEO, Garza & Associates,
and Kirk Astroth, director, Arizona 4-H Youth Development

¹ (Stumm, Hell & Chamorro-Premuzic, 2011) page 29.

EXPANDING MINDS AND OPPORTUNITIES: LEVERAGING THE POWER OF AFTERSCHOOL AND SUMMER LEARNING FOR STUDENT SUCCESS

Terry K. Peterson,
Ph.D., executive editor

FOR YOUTH:

Have you ever seen what happens when a child takes an old towel or oversized T-shirt and ties one end around his or her neck, like a cape? Have you ever seen a teenager doodling superhero art on a notebook?

That's the idea behind *Reading is a Superpower!*, the new comic book curriculum for afterschool developed by educational publisher ABDO Publishing. Programs combine Marvel and *Star Wars* graphic novels with teacher materials—lesson plans, discussion questions, and glossaries—designed to get kids and teens reading, writing, and creating their own science fiction mutants, gadgeteers, and aliens.

Dan Verdick, vice president with ABDO, notes that if you ask youth if they want to create original superheroes and write their own story, they immediately understand what that means. They don't see it as the reading and writing assignment it is. ABDO's programs are a great example of "disguised learning," with a popular format and characters that expose kids to vocabulary and get them creating.

That engagement was clear last summer, during ABDO's pilot program in San Diego. The ten National City district sites conducted a three-week "Comic Con," with children creating characters, artworks, and plays, and reading the comic books together. Children cheered when they saw the books and took the work home with them, the two biggest compliments ABDO received on the pilot. "With more than five-thousand high-level terms, one superpower of comics is vocabulary," Verdick said. But the real power is youth's belief in themselves and that they can create a hero—on the page and in their lives.

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THE BUSINESS SIDE OF THINGS

Building Successful Afterschool Programs from the Business Plan Up | BY ERIKA FIFELSKI

Ellen Clippinger is the founder, president, and CEO of AYS, Inc. Since its creation in 1980, the organization has developed out-of-school time programs at thirty-three sites in Indiana counties. But Clippinger got into the education field long before that. As a teacher in Indianapolis and then on a military base in Paris, Clippinger acquired a perspective of afterschool programs saturated with knowledge of student coaching and problem-solving skills essential to educational development. She believes out-of-school time programs are not an extension of the school day, but rather a complementary enhancement of what goes on inside the classroom.

Clippinger, named the NAA's 2013 Flame of Inspiration Award winner, was recognized at the 2013 NAA National Convention for her leadership in out-of-school time programs at the local, state, and national levels. Here is her advice for developing and maintaining successful afterschool programs.

Why are programs like AYS, Inc. necessary and relevant for students and communities?

First of all, it's about safety and keeping kids out of harm's way. It's also about engaging kids in something meaningful and providing opportunities to socialize, too. Children learn social skills and problem solving, and making good decisions for themselves. Spending time on homework is also important. All of that makes an agency like AYS important.

What is your advice for afterschool program leaders for running efficient and beneficial programs?

They need to know the business side of it—come up with a business plan. How will the program be funded? How are you going to get the qualified people that you should have? If you're going to use volunteers, how will you keep the volunteer pool going? Where are the supplies going to come from? What is the space going to be like? There's a real side to this other than just helping kids after school.

What obstacles to afterschool programs have you experienced, and how could afterschool providers overcome them?

Space—where the program will be held—has really become an issue. You need to develop a good relationship with the school and administration and work out a schedule that is going to meet the needs of all the kids in the school.

Transportation is an obstacle now. For our programs, kids walk from their classroom into the area of their school that we have—that's one of our safety features. But if the program is held at the church down the street, how will you get kids there safely? Will they be walked or will they need to be transported? We need a more comprehensive plan in communities to identify where programs are, who the key players are, and how to get students there.

Money is also an issue. There's not enough funding to go around and to serve all the kids who need it, even with a sliding fee scale like AYS has.

Having qualified staff could be an obstacle. More community colleges are beginning to have courses in youth development in order to prepare people to work in the field of afterschool.

What resources are there for people who are developing or building up afterschool programs?

The National Institute on Out-of-School Time at Wellesley College has summer seminars and assessment tools. There is also a National Set of Standards that came out in 1999. I strongly encourage a Code of Ethics like that of the National AfterSchool Association. Also, we've got to use the Internet, but be careful with it, as with anything. •

OTHER RESOURCES

Find out more about AYS Kids at <http://www.ayskids.org/> • National Institute on Out-of-School Time at Wellesley College: <http://www.niost.org/> • National Set of Standards: <http://www.coaafterchool.org/standards.php> • NAA Code of Ethics: <http://www.naaweb.org/default.asp?contentID=604>

"Congratulations! NAA has been a pivotal force in developing a strong workforce of professionals working to keep kids safe, socially engaged, and intellectually stimulated during out-of-school time hours. NAA is to be commended for its determination and dedication to building a professional culture for the afterschool workforce, based in norms, knowledge, and ethics. NAA is a driving force behind the development of a professional development system, grounded in standards and competencies for youth workers."

—Ellen Clippinger, MA, IYD, CYCCB, President and CEO, AYS Inc.

Expanding minds and Opportunities

Leveraging the Power of Afterschool and Summer Learning for Student Success

Terry Peterson, Ph.D., executive editor
and senior fellow, College of Charleston

COMPILED
BY ROBERT
SAFFORD
AND EDITED
BY AMY L
CHARLES

In any human services professional field, it's difficult to find compiled in one place a powerful set of articles and research that validates one's work and its contribution to children, youth, and families. Yet this is what Executive Editor Terry Peterson accomplishes with *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Peterson harnesses the vision, expertise, and experience of more than one hundred practitioners and thought leaders—representing most major sectors of the rapidly-growing expanded learning field—to produce a landmark compendium of sixty-nine studies, reports, and commentaries that collectively define the field.

Peterson argues that “Well-designed,

quality programs offered to students beyond the school day and year are prime vehicles for providing experiential, hands-on learning opportunities that are often difficult to offer within the constraints of the traditional school day and year. We must venture beyond the notion that learning happens only during the traditional school day and year, when young people are wearing their ‘student’ hats.” The volume unabashedly favors expanded learning approaches that tap the rich vein of innovation and creativity that community-based nonprofit organizations, businesses, museums, libraries, arts organizations, universities, and more could bring to learning endeavors, frequently in partnership with local schools.

Expanding Minds and Opportunities

includes frequent nods to the important role the federal 21st Century Community Learning Centers program plays in building and leading the expanded learning field in rural communities, urban and suburban areas, and small towns. The initiative funds nearly eleven thousand school- and community-based centers throughout all fifty states and serves more than 1.5 million students from some of the most economically needy families.

Illustrating the breadth of *Expanding Minds and Opportunities*’ reach and appeal is a sampling of reviews from representatives of various expanded learning field domains, which reflect the larger set of reviews published to date on Amazon.com by the wide array of professionals in the target audience:

“Kudos to Terry Peterson and his collaborators for putting together this comprehensive collection of research, best practice, and commentary that, as a whole, paints the picture of a vibrant field that did not even exist fifteen years ago. ... *Expanding Minds and Opportunities* does a brilliant job in capturing the results of more than a decade of work ... to provide children in high-need communities with unprecedented opportunities to learn and grow.”

—Robert Stonehill, Managing Director, Education, American Institutes for Research

“*Expanding Minds and Opportunities* offers practical, research-based solutions for making better use of students’ time and dramatically expanding the range of learning opportunities available to students from cradle to career. The compendium models a collective impact approach in uniting various stakeholders, partners, and leaders from a variety of sectors to share reliable research, promising practices, and affordable, sustainable, and effective approaches applicable to any community—urban, suburban, rural, red state, or blue state.”

—Rebecca Kelley, Director, Knowledge & Innovation, Strive Network

“*Expanding Minds and Opportunities* cogently articulates the efficacy of afterschool and summer learning in achieving outcomes for our young learners. It should be quite clear to any reader that afterschool should no longer be considered an ‘afterthought.’ ... This book is very timely and should reset the national discourse regarding the benefits of afterschool and summer learning.”

—Adrian K. Haugabrook, Ed.D., Vice President, Enrollment Management and Student Success, and Chief Diversity Officer, Wheelock College

"Expanding Minds tells the story of how Afterschool and Summer Learning programs provide critical support for the development of the whole child. From health and nutrition, physical activity, creativity and the arts, and increasingly student achievement, afterschool programs utilize unique community partnerships to engage children and youth."

—Diane Genco, Executive Director, NJSACC – The Statewide Network for New Jersey's Afterschool Communities

While the compendium covers nearly every major facet of the expanded learning field, Peterson would never claim that *Expanding Minds and Opportunities* is the final word on the subject. Indeed, the infectious enthusiasm and excitement pervading the work is due to his and his contributors' acknowledgment that in a relatively few short years of concentrated effort, the afterschool and summer learning

field has only begun to demonstrate its potential for opening vast new opportunities to children and youth, leveraging community assets and partnerships, and renewing and revitalizing public support for student learning in the twenty-first century and beyond. • | Robert Saffold is the vice president and co-principal of Smarter Learning Group.

The hefty compendium *Expanding Minds and Opportunities*, available through Amazon.com for \$19.95, is an asset to every afterschool professional's bookshelf. To read, print, download, or share articles for professional development, partnership building, or encouraging funders or families, visit www.expandinglearning.org/ or expandingminds.org/ for the complimentary online version.

"Let me congratulate NAA, its members, and leadership on your anniversary. In this fifteen-second bite world, it is difficult to keep alive an initiative and even an organization for long. Twenty-five years is an important milestone. Thank you to everyone involved: We need you more than ever. The times of 3 to 6 p.m. on weekdays, before school, and summers are important development and learning times often filled by NAA members, affiliates, and friends. As a grandparent, educational researcher, and educator, I really appreciate you!"

—Terry K. Peterson, Ph.D., Senior Fellow, College of Charleston; National Board Chair, Afterschool Alliance; Chief Counselor to the U.S. Secretary of Education, 1993-2001



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Game Reasoned Judgments

Objective: Students will identify and generalize facts and valid and invalid generalizations.

"Generalizations in Jeopardy"

Teacher note: In this activity, students will recognize and generalize facts and valid and invalid generalizations using key words. This activity uses Level 100 Brown's Thinking Systems.

Groupings: whole class, in three teams

Materials: game boards, pages 12–14; category cards, pages 15–16; point cards, page 17

Before class: Make one copy of each game board, pages 12–14; category cards, pages 15–16; and five copies of point cards, page 17. Laminate category cards and point cards for durability and use. Tape or otherwise attach category cards to a wall or the top of a bulletin board or chalkboard. Attach point cards in columns under the category cards.

Directions:

- Have class stand in three lines, one for each team.
- Teacher reads the first passage for 100 points in the "Eye on the Ball" category.
- When the teacher has finished, the first student in each group has a chance to identify or create the statement.
- The first student to raise his/her hand who identifies the statement is first to a valid or invalid generalization, or generates the question statement.
- If student is correct, he/she receives the point card for that question, and that team continues to select categories.
- The first student is that first team to the end.
- The next student from the winning team chooses any point value from any category, and the teacher reads the corresponding box on the game board.
- If the student is not correct, students have 10 seconds to have time to choose to identify or create the statement.
- If student correctly identifies or creates the generalization or fact, the teacher explains the answer and answers that point card and then the board.
- The continue until all passages have been read.
- The team with the most points is the winner.
- There are enough questions for two rounds of the game; if additional questions are needed, divide it into three.

Extension: Students will create new categories and write one fact statement and two valid and two invalid generalization statements for their new category.

Practice extension: Students will read "American Themes: Soccer" and create the questions over major generalizations. Teachers may use this as a building mechanism of using taking skills or grade may be taken for enrichment purposes.

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Eye on the Ball	Upon a Time
That's Entertainment	Creepy Crawlers
Under the Weather	Hola, Aloha

25 years OF OUT-OF-SCHOOL TIME JARGON & ACRONYMS

BY ALICE H. HALL, PH.D.

The National AfterSchool Association proudly celebrates twenty-five years as the organization charged with leading development, education, and care of youth during out-of-school hours. As afterschool developed, the terminology associated with out-of-school time (OST) did, too. If you've ever been part of a conversation full of acronyms and terms you didn't understand, this article will help you translate wording used throughout the past twenty-five years by afterschool professionals, parents, principals, and community leaders.

"We incubated NAA. In the early days, the executive director was based at Wellesley, at NIOST. When I think of the formation, and what it looks like now—I never thought it would turn into a convention! Back then we had twenty-five people in a room, passing the hat for refreshment donations. We found enough people who cared to set ourselves apart and let people know the difference between afterschool and early education. We were such a small group ..."

—Ellen S. Gannett, M.Ed.,
Director, National Institute on Out-of-School Time (NIOST)

THE OST ISSUE

In the late '70s, more women entered the workforce, single-parent families increased, and parents needed care for school-age children when school was out. Millions of U.S. children could be classified as "latchkey" at that time—a term used to describe children left home alone or in the care of a sibling. Many children in "self care" wore keys around their necks, so they could let themselves into their house when they got off the bus or walked home. Books began to focus on helping parents whose children were left "home alone." There was little information on afterschool programs, because few existed then. The need for school-age child care (SACC) before/after school and during summer was emerging. The clock reading between 2 and 3, after the typical school day ends, became the OST symbol and the NAA logo.

The School-Age Child Care Project (SACCProject) at the Wellesley Centers for Women, Wellesley College, was created as a national resource for OST training, technical assistance, and research; it was later renamed the National Institute on Out-of-School Time (NIOST). An action manual published to help communities start SACC programs included information gleaned from comprehensive field research via telephone interviews of 200 programs and week-long site visits at programs across the country. The NIOST impact had begun.

THE LEADING VOICE

Since 1926, the National Association for the Education of Young Children (NAEYC) was the leading voice for high-quality early care and education. The need for a national professional OST organization addressing the unique care and education of school-age children when school is out emerged from conversations at mid-'80s NAEYC conferences. SACC caucus gatherings were held in conjunction with NAEYC conferences, until the creation of the National School Age Child Care Alliance (NSACCA). In 1994, NSACCA received an AmeriCorps grant in collaboration with The National Association of Child Care Resource and Referral Agencies (NACCRRA) to hire a staff member and open an office. Since 1994, it's held a convention/conference to bring together leading afterschool experts, thinkers, and practitioners.

In 1995, NSACCA became the National School-Age Care Alliance (NSACA) and in 1999 hired its first executive director. Community crime statistics and a changing focus on older children brought emphasis to middle and high school. In 2003, at the last NSACA conference, a vote was taken and the name changed to the National AfterSchool Association (NAA).

OST QUALITY

In 1993, the National Association of Elementary School Principals (NAESP) published Standards for Quality School-Age Child Care, in collaboration with the SACCProject. Principals were concerned about children caring for themselves after school. As boards of education (BOEs), principals, and community-based organizations (CBOs) worked together, a need for quality standards developed. While safety and security were primary reasons for SACC, the benefits of recreation and socialization with peers

became recognized.

In 1991, NIOST published a program self-study method designed to focus on a team approach to incremental, ongoing change. Program staff, family members, children, and community members collaborated to share views about quality, then collect and analyze information from participants and develop and implement a program improvement plan. In 1994, NSACA and NIOST formed a partnership to develop a National Improvement and Accreditation System (NIAS). NSACA, now NAA, published the “purple book” of standards to define best practices in OST programs for children five to fourteen. NAA operated a national accreditation system from 1999 to 2009, when the Council on Accreditation (COA) began afterschool and youth program accreditation using NAA standards as a guide to developing COA standards.

FEDERAL FUNDING

In the 1990s, the federal government recognized the impact of afterschool on children and responded with funding. 21st Century Community Learning Centers (21st CCLC) has been the only federal funding source dedicated to OST. Funding began with \$40 million; it's now around \$1.1 billion.

PROGRAM TERMS

While “shared space” versus “dedicated space” was new in the '80s, terms now include Expanded Learning Time (ELT) and/or Expanded Learning Opportunities (ELOs)—practices and programs providing a more structured OST learning environment. The U.S. is recognizing the need to make children competitive globally and for increased opportunities for making afterschool time more enriching and educational.

Programs place more emphasis on quality programming in science, technology, engineering, and math (STEM); when also emphasizing arts and music, the acronym becomes STEAM.

To improve health and nutrition in OST, a set of Standards for Healthy Eating and Physical Activity (HEPA) was developed by the Healthy Out-of-School Time (HOST) Coalition and adopted by NAA in 2011. • | Alice H. Hall, Ph.D., associate professor, Child and Family Development, Georgia Southern University.

For the full version of this article: www.naaweb.org/default.asp?contentID=756

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TOP 25 AFTERSCHOOL PROGRAM Challenges

BY ALYCIA ORCENA

I've been in the afterschool field for almost twenty-five years. When asked to reflect on what has and hasn't changed, I thought it might be worthwhile to ask the professionals. Following the 2013 25th Anniversary NAA Convention, a survey requesting conference feedback went to all attendees. (We also tucked in questions related to afterschool programming, such as: What are your challenges?) While many things have changed, many things have stayed the same—and I hope as an afterschool professional, you find comfort and support in that statement. Wherever you are in the field, these challenges may have come before you, and they may face professionals in the future, as well. Let's look at those pesky challenges and ponder them awhile, shall we?

- 1. BEHAVIOR.** As long as children are children, we'll be faced with behaviors. No matter how much we study and learn about child development, there will always be that one child (or two, or twenty) who makes us a little nuts at times. Remember: He or she could grow up to be a rock star or a politician, so foster that behavior and be encouraging.
- 2. FUNDING.** Please show us the money—and show us some more. There never seems to be quite enough to go around!
- 3. DEDICATED SPACE.** Programs need space ... and a storage closet where materials and supplies are secure, a wall for displaying artwork, complete gym access, and not having to move if other groups want to use "our" space.
- 4. STAFF RETENTION.** We ask: "Why won't staff stay here forever?" OK. So, pay is minimal. Benefits are nonexistent. Hours are crazy. But we're not asking staff to be superheroes.
- 5. QUALIFIED STAFF MEMBERS.** They're wanted. They're needed.
- 6. MOTIVATED STAFF.** See above.
- 7. STAFF BURNOUT.** Must we mention retention again?
- 8. SCHOOL ADMINISTRATION.** They sometimes struggle to prioritize their building. We don't always understand why we're not at the top of their list.
- 9. TRANSPORTATION.** What do you mean we can't have a school bus to go on a field trip? Transportation isn't unlimited. That may reflect on 2, above.
- 10. FAMILY INVOLVEMENT.** It's a challenge or a success, depending on whether you've created successful programming. We want families to be involved in our programs, but how do we achieve that when we're serving many working families?
- 11. LIMITED RESOURCES.** It's hard meeting the needs of family and children in urban, rural, and suburban environments.
- 12. ASSESSMENTS AND EVALUATIONS.** These are difficult when you have limited time with children and lots of children in your care.
- 13. COLLECTING DATA.** This would certainly help make the case for funding, but ...
- 14. PAPERWORK.** The director's desk—or dining room table—is often buried under attendance sheets, menus, handbooks, policies, licensing regulations, staff evaluations, parent newsletters, lesson plans, et cetera.
- 15. COMMUNICATION CHALLENGES.** We feel we talk all day, but does anyone hear us? We're expected to communicate effectively with families, parents, principals, school day teachers, staff, custodians, and secretaries. And children. Don't forget the children.
- 16. BUILDING COMMUNITY PARTNERSHIPS.** See 18.
- 17. BUILDING RELATIONSHIPS.** Ditto.

18. WORKING WITH STATE AGENCIES. Maybe if we invited community partners, state leaders, and others we want to build relationships with to sit around our dining room table, we could begin some conversations. (They could at least help us with that pile of paperwork and perhaps free up time.)

19. TIME.

20. KEEP STUDENTS ENGAGED. How do you do this while programming for various ages?

21. MIXED AGE GROUPS. How do you engage everyone?

22. OLDER KIDS. Engaging them is interesting. Perhaps we do need a superhero or two.

23. COMPETITION. Programs have competition from other activities: sports, peer pressure, or older kids wanting to stay home by themselves.

24. TECHNOLOGY. This would help keep kids engaged, if funding and space allow.

25. RESPECT AS A PROFESSIONAL. It's little surprise this appears to be the biggest challenge. And it's among the most important, as we continue achieving through our successes. •

| Alycia Orcena, 21st CCLC program coordinator at Delaware City Schools, Ohio, and NAA board member.



"The afterschool community is so diverse, and that's one of its strengths. You meet people of diverse backgrounds and programs, all helping young people grow. Diversity is what NAA embodies. The NAA convention is one of few places where so many could be represented. This is where you have conversations. This is where you create vision for the future, together."

—Carol Tang,
Former Director of the Coalition for Science After School

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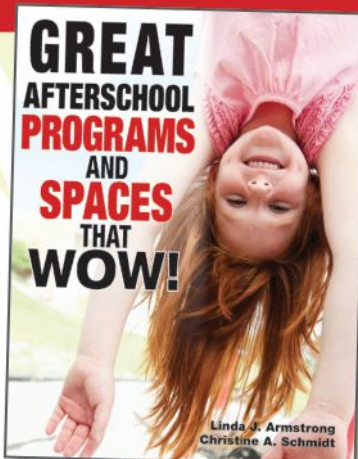
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STAYING *Relevant*

The Boys & Girls Club of Hartford, Connecticut, celebrates more than a century and a half of developing youth. | BY ERIKA FIFELSKI



Thirty-five years ago, an eight-year-old boy named Sam Gray, Jr. attended the Boys & Girls Club in Richmond, Virginia, and his life and career would never be the same. Gray is now the president and CEO of the Boys & Girls Club of Hartford, Connecticut, in 1860 the first Club to open its doors. Members celebrated the sesquicentennial in 2010, but every year is a celebration of providing students and the community with life-changing, awe-inspiring support.

"I can see this from both sides, as a beneficiary of receiving service to being a professional within it," Gray said. "It's just really interesting as a nonprofit doing this work for young people to know that after 150 years, we're still relevant and still needed and probably will be here for as long as there is a need for providing a place for young people to have hope and opportunities to be whatever they want to be in their lives."

In Hartford and all over the country,

modern day Boys & Girls Clubs work to provide priority outcomes that revolve around academic success, healthy lifestyles, and good character and citizenship. How these outcomes transpire in Hartford may be different from Clubs in the Western or Southern United States, but the foundation of the organization is consistent. "As an organization, we look at how can we help young people for the time we have them after school," Gray said. "We want to make sure we compliment what that young person learns during the school day."

Even so, the Boys & Girls Club recognizes that things change in life, and it adjusts accordingly to provide excellent and necessary services. "It's an ever changing world that we live in, especially around outcome measurement and impact," Gray said. The number of students served is also changing—and growing! Twenty-five years ago, BGCH served approximately three hundred

students each day. Now, the Club works with about one thousand students daily. Because so many more community members are taking part in afterschool activities, tailoring programs to fit the Club's desired outcome is more important than ever.

ACADEMIC SUCCESS

When the Boys & Girls Club was founded, afterschool activities such as sewing and wood shop helped prepare youth to enter the job force. The concept remains true today. And while arts and crafts activities are still offered, the challenges of entering the workforce post-recession are much different. Particularly for teenaged Club members, job-readiness programs prepare students for the challenge of being equipped for the real-world workforce. The BGCH teaches high school students how to market themselves and be competitive in the job arena. "It's very key for our young people to have these types of opportunities," Gray said. "That's changed over the years. Now, it's very competitive." Career exploration and financial literacy programs give students the skill set to understand what they want to do with their lives, and how to make their goals successful and lucrative.

HEALTHY LIFESTYLES

While putting together a well-rounded dinner is easy for some, others don't know how to balance what's on their plate, or even how to read a label. That's where the Boys

"As afterschool programming and advocacy have come into their own as important components of our young people's lives, the National AfterSchool Association has been there every step of the way for the last twenty-five years. Programs such as our agency's Out-of-School Time initiative are national models of success, due in no small part to the work of the NAA and the opportunity to share ideas and best practices with other cities and providers. I have had the privilege of presenting at numerous NAA conferences, and wish your outstanding organization a wonderful twenty-fifth anniversary. Here's to a quarter-century more!"

—Jeanne B. Mullgrav, Commissioner, New York City Department of Youth and Community Development



& Girls Club steps in to help. Especially because obesity is a growing problem, program directors try to help children understand that what they eat matters. BGCH starts with removing the temptation; there are no vending machines with sugary drinks or junk food on the premises. The Club's partnership with the local food bank, House of Bread, ensures that each student attending afterschool programs will receive a well-balanced dinner before heading home. "We want to make sure kids are physically active and participating and moving," Gray said. "We have to be conscious about what young people are eating and they have to understand what they're eating."

GOOD CHARACTER AND CITIZENSHIP

To the Boys & Girls Club, being an up-standing member of the community means volunteerism and helping your neighbors.

To drive this home, everyone affiliated with the Club, from the CEO to the volunteers, is conscious of his or her actions, words, and attitudes. Little eyes are always watching—a fact Gray can attest to. "As a staff, we are role models for these kids. I think about my experience when I was eight years old in the Boys & Girls Club. I admired the staff, how they walked, talked, and what they ate as well," he said. When students and youth see best practices for good character and citizenship in action, they can put these qualities to work in their own lives. "It's not the buildings, and it's not the programs, so to speak, but the caring individuals who everyday help (students) become productive and responsible citizens."

Although the Club has changed in the past quarter of a century and will continue to progress as its members' needs change, what holds steadfast through time is the impact of its efforts upon each successive generation. Needs may be different but they will continue to be served, as long as the doors of the Boys & Girls Club are open.

"The overall mission of the Boys & Girls Club is that we want our young people to have good character and to be good citizens," Gray said. "We want to make sure they're giving back to the community and that we're planting the seed of philanthropy at an early age." This is a message Gray in particular understands, as a former club member and

now professional in the organization, and one he believes in so much that he has dedicated his life to sharing it with others.

"Boys & Girls Clubs have always been a second home, a safe haven. It's always been place to belong—a place that no matter the race, religion, or ethnic culture, children are welcome," Gray said. "A kid can be a kid at the Boys & Girls Club. That's been constant. Wherever we are, we're here first and foremost for kids." •



"Congratulations! Thank you for your tireless efforts to support the afterschool staff who help keep our kids safe, inspire them to learn, and help working families. The Afterschool Alliance is proud to be your partner in efforts to help the afterschool field continue to thrive and grow. Here's to another twenty-five years and the gains NAA will help the afterschool field realize!"

—Jodi Grant,
Executive Director, Afterschool Alliance

FOR MORE INFORMATION: Boys & Girls Club of Hartford — www.bgchartford.com / USDA Choose My Plate — www.choosemyplate.gov





Engaging Children During the Past Quarter-Century and Beyond

BY AMY L CHARLES

As NAA celebrates twenty-five years of commitment, dedication, and a passion for making a difference, we look at a couple of names in the afterschool world that have been around even longer. What keeps them at the forefront? How have they bettered their programs and products?

Champions has identified “quality” and continually improves and refines its processes to support strong programming. “We recognize that nothing can happen without strong talent at the site level, specifically with the role of the site director,” said Pat Heibel, vice president of operations, adding that Champions has increased the level of training for site personnel before they start, to provide children and parents with the highest quality. “We’ve also put tremendous efforts toward employee engagement, at all levels of the organization.”

Programming is shaped to align with twenty-first-century learning goals, and is based on research and on twenty-first-century and common core standards. Teacher assessment includes immediate coaching, and development of a measurable quality tool to guide managers visiting programs. These hone consistency

and ensure quality programming elements are in place. It’s a Champions priority to focus on the importance of engaged teachers, families, and school partners when assessing program quality, and its level of partnership with school communities helps it strengthen relationships.

“In our programs across the country, we pride ourselves on being an integral part of every school, district, and community,” Heibel said. Activity areas and program enhancements include technology, science, fitness, literacy, writing, arts, character development, and homework support. “We look at the most highly regarded and current research to develop programs that provide the most enriching environment possible.”

As part of its character development program, Champions created a proprietary board game to help children make the best choices when facing tough social decisions. Champion’s proprietary curriculum incorporates learning through fun, hands-on activities, and opportunities for children to begin or complete homework.

Program components were born of

education initiatives; programs are an extension of school-day learning. Champions’ education philosophy is to offer children the guidance, tools, and space to explore the world, pique their curiosity, reinforce school learning, and promote twenty-first-century learning skills including creativity, communication, collaboration, and critical thinking, as well as leadership. Its fitness program was born of the obesity in children movement; its science and technology offering from the STEM focus in schools. “We work closely with feedback given to us by the school districts we work with—their needs, how we can support their school day, how to help them solve their pain points,” Heibel said. Champions also has affiliations with leading education and afterschool organization affiliations, including Afterschool Alliance, American Association of School Administration, Education Industry Association, and National School Board Association.

“Innovation allows us to grow as an organization, provide leadership opportunities to our staff, and create the sustainability to integrate with schools, families, and communities long

term,” Heibel said. “Innovation guides Champions toward decisions that provide positive, successful outcomes for families and children in our out-of-school time programs.”

And innovation is all around us.

“Today we live in a world full of digital information—of Google searches, text messages, tweets, and mobile access to everything,” said Greg Worrell, president, Scholastic Classroom and Community Group. “Yet reading has never been more important: It is the door-opener to the twenty-first century for all young people—to hold a job, to understand their world, and to know themselves.”

In 2010, on its ninetieth anniversary, Scholastic launched a global campaign that reaffirmed its long-held mission and dedication to ensuring all children learn to read and have a chance to succeed. The Read Every Day campaign asks parents, teachers, school and business leaders, and the general public to support every child’s right to read for a better life in our digital world. With this as a backdrop, Scholastic looks for new, innovative ways of engaging children with books and reading, ensuring even the most disadvantaged children have access to resources that give them a chance at success and fulfillment.

“In the last twenty-five years, research has continued to support the notion that the ability to read well is the most critical foundational skill and a predictor of achievement and attainment in school,” Worrell said. “And it has shown that access to resources and supports outside of school—learning experiences starting at birth, books in the home, reading and learning opportunities during the summer, adult mentors who model reading behavior and motivate students to strive, literacy-

rich after school programs—make a tremendous difference as well.”

Recognizing that supporting literacy is everyone’s job and learning can happen every time a child encounters a caring adult, Scholastic created Scholastic FACE, a team dedicated to Family And Community Engagement. This new group seeks innovative ways to bring together stakeholders across communities to build literacy initiatives that support children from birth to adulthood—before, during, and after school, and all year long. But schools can’t do it alone, Worrell notes, and neither can parents. Everyone needs to pursue the same goals. Scholastic FACE provides resources, tools, and training to help communities support their young children for future success.

Among Scholastic’s efforts is Scholastic R.E.A.L. (Read. Excel. Achieve. Lead.), a program providing students with reading mentors from their communities. R.E.A.L. mentors read and connect with students who have limited access to positive role models. Students receive books to build home libraries and the powerful experience of meeting strong, successful community members. R.E.A.L. mentors come from all areas: business, medicine, law, sports, politics, and the nonprofit sector.

The Scholastic Read and Rise literacy engagement program brings families, schools, and communities together to support children’s literacy development and celebrate the positive effect of family culture and tradition. It includes family workshops to engage families in how best to support literacy development at home, take-home libraries for every student, resources to help build a text-rich home environment, and English and Spanish

language editions.

To keep the focus on reading after school, Scholastic created Literacy Fun Packs Express. Five copies of one book make it great for small group and read-aloud sessions. The program, available in nonfiction and fiction titles, has writing prompts, lesson plans, and hands-on activities, all supporting Common Core State Standards.

The need to keep children learning beyond the school day and over the summer is why Scholastic works with districts across the country to distribute My Books Summer book packs for students to take home. Summer reading has been shown to help reduce or eliminate “summer slide”—the loss of academic skills common to many children during summer break that affects low-income students disproportionately, as they are less likely to have out-of-school access to books and enriching activities. Scholastic also created the Scholastic Summer Challenge, a free online reading program where children log their reading minutes to earn rewards and help set a new 2013 world record for summer reading. Last year’s record is 95,859,491 minutes.

“We’ll continue to look for new, innovative ways to ensure every child becomes a lifelong reader,” said Worrell. •

“Congratulations on twenty-five years of growth, innovation and persistence! I was honored to be with you in Indianapolis. I look forward to returning to celebrate your next round of successes in 2018.”

—Karen Pittman, President and CEO,
The Forum for Youth Investment

THEN. *Now.* THE FUTURE.

BY AMY L CHARLES

How do you sum up twenty-five years of NAA? Those at the 2013 annual convention closing session gleaned history from NAA Board Chair Barbara Roth and Will Miller, The Wallace Foundation president and CEO. They caught a glimpse through Willis Bright, retired director, Lilly Foundation; Karen Pittman, co-founder, president, CEO, Forum for Youth Investment; Terry Peterson, PhD, director, Afterschool and Community Learning Network, C.S. Mott Foundation; and Jane Quinn, vice president, director, National Center for Community Schools, Children's Aid Society. You may get a feel for it here.

Roth notes that lasting twenty-five years in any field takes passion and grit, and in afterschool is “an accomplishment of a different order.” The field’s been changing since the mid-1800s. Throughout the twentieth century, it became and stayed fragmented. The debate over how to spend out-of-school time remains heated.

In the past four decades, programming underwent its most significant growth. Women joined the workforce at a dramatic rate. Child care demands and pressure for improving program quality grew. Research linked OST to academic achievement and prevention of crime and risky behaviors. Government afterschool funding through the 21st Century Community Learning Centers became a focus. And NAA spread ideas and information and ensured providers met the highest standards. The association remains the only national one for OST program professionals.

“NAA has set the standards for the work

of the field,” said Vince LaFontan, NAA vice chairman of the board. “It convenes the field annually to celebrate, trumpet, and provide a platform for advances in professional development.” The annual convention provides thousands of people with invaluable information on creating, sustaining, and improving program quality.

NAA keeps abreast of member needs through partnerships with its state affiliate organizations. Growing affiliates and other partners is important. “NAA best serves its members by assisting in the continued development and capacity building of other intermediary organizations whose missions align with NAA and the needs of the field,” said LaFontan. Support must extend to organizations advocating for the profession and field and to those serving children and families in the summer and in therapeutic settings.

“Twenty-five years ago, I was trying to figure out how to be an elementary school principal,” said Paul Young, PhD, former NAA board member, president, and CEO, NAA member (retired). “I wish I’d been more aware of what was happening around the nation—the emergence of afterschool! Kids in my schools in the late ‘80s missed expanded learning opportunities because of my narrow focus.” Opportunities today are more prevalent, yet principals still juggle challenges and responsibilities, and may miss creating seamless afterschool learning opportunities.

After he retired from principalship, Young’s friend and presidential predecessor

Judy Nee sought his involvement in afterschool. Principal and program leader collaboration became his passion and hallmark. A lesson Young learned through NAA resonated: Effective principals don’t want afterschool to be more school. They appreciate its freedom and creativity—a climate they want for students and will work to develop, whenever and wherever.

Since its grass-roots beginning, NAA has supported professionals to provide quality programs. “At one time we had twenty to twenty-five representatives on the board of directors,” said Ellen Clippinger, AYS Inc. president and CEO. “Their role was not only to bring statewide perspectives, but act as trustees of the association and provide guidance to the six standing and ad hoc committees.” NAA members served on committees monitoring public policy, helped start state affiliates, planned and oversaw the national conference, and developed an accreditation system. National Institute on Out of School Time gave to NAA program standards that became the foundation of an accreditation system encompassing all types of OST programs and representing their participants’ wide age range. NAA’s Code of Ethics—“a benchmark for the profession,” Clippinger adds—guides daily practice for workers.

Professionals look to NAA as a strong, clear, consistent light to guide a growing, evolving field. “The next twenty-five years present an even greater challenge for NAA,” said LaFontan. “Its light must become an even brighter beacon of best practices and quality.” •

Closing session presentation: www.naaweb.org/default.asp?contentID=754 / More NAA history: www.naaweb.org/default.asp?contentID=625

Always Believe in Children: ABC CARE INC.

Become the Owner of Your Own Afterschool Program Franchise

BY CHELSEA STOSKOPF

A high-quality child care program is what all before-school and afterschool leaders and parents want for their children. Always Believe in Children, a part of ABC Care Inc., provides a proven model and opportunity for child care providers to become the owner of their own summer school, before-school, or afterschool program franchise.

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with everything they need when opening single or multiple regional child care program locations.

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MOVING TOWARD HEALTHIER SNACKS

BY PAM WATKINS

It's not been that long since the favorite afterschool snacks to serve were cookies, chips and dip, toaster pastries, fruit punch ... and the list goes on. The misconception: It was easier for the staff to serve and was meant to be just a snack—so why worry about serving healthy as “they’ll get that when they get home”? Unfortunately, that type of thinking has really backfired and contributed to our nation’s childhood obesity crisis. Families often spend their evenings in the car, driving from one thing to another, so the easiest thing to do is stop and get fast food. We knew we had to do something, and that’s how our journey started.

The YMCA of Greater Kansas City started the quest for healthier snacks about four years ago. While we succeeded in eliminating a good bit of the sugary items, it was clear we still had a long way to go. As an organization committed to Healthy Living, Social Responsibility, and Youth Development, we had to take a stand and be part of the solution. We completely revamped our curriculum in a way that reflected and supported the YMCA’s 3 Cornerstones. When the HEPA (Healthy Eating and Physical Activity) standards were unveiled, we quickly signed on to ensure we were still moving toward the solution.

We faced many obstacles in getting to where we are now:

- **Lack of space.**
- **Licensing regulations regarding the washing of fruits/vegetables and utensils used.**
- **Kids’ complaints on our choices, and staff making the assumption that the kids wouldn’t like something.**

- **The funds to require fresh fruits/vegetables five days a week.**
- **Staff buy-in and understanding what we meant by “nutritious snacks.”**

One of the biggest obstacles we had to overcome was staff not role modeling the behavior we desired from the kids. It was a classic case of “Do what I say, not what I do.” This gave us the opportunity to really look at how we were educating our staff. Although we required use of the Food and Fun Curriculum (developed in collaboration with the Harvard School of Public Health, it’s one of the YMCA’s tools for creating healthy environments and supporting the well-being of kids at the YMCA and at home) and had requirements in place for the HEPA standards, we hadn’t checked back in to see what was and wasn’t working.

This led us to choose some pilot sites, so we could determine the factors that led to success in promoting healthier snacks and lifestyles, or determine what had gone wrong. The overwhelming data gathered showed that sites where staff role modeled the standards in HEPA were having greater success with their kids and families than those that did not role model the desired behaviors. They attributed their success mainly to being educated in HEPA and able to make the connection between healthier eating/physical activities to the desired outcomes, as well as not making assumptions on what the kids would or wouldn’t eat. They could see those outcomes happening in front of them. Their kids were quick to call the staff out if they were not eating snacks with them or participating in the physical activity

planned. Staff started seeing the changes in themselves, and once that occurred nothing else had to be said. They got it.

Adopting these healthier standards and focusing on serving fresh fruit/vegetables allowed us to partner with an organization that works with local growers and have them provide our snacks during summer camp. These snacks do not contain preservatives, are made from scratch, and contain only locally grown products. In addition, they provide nutrition education for our campers, their families, and staff.

We know we’ll still come up against obstacles and struggle with helping some of our staff “get it,” but we look at the positives that have come from our journey. Not only are we stating we are an organization that is all about Healthy Living, Social Responsibility, and Youth Development, we are living it daily and proving it through our actions. We are helping affect youth in a way that will benefit them for the rest of their lives and allow them to not become statistics within our nation’s childhood obesity crisis. Families are learning that becoming healthier and more active does not have to be expensive or hard to fit into their busy schedules, but instead something they look forward to as it becomes a family goal. We’re excited to see where we’ve come from. And most important, we are excited to see that there is no end to our journey. •

| Pam Watkins, vice president of youth development services, YMCA of Greater Kansas City, NAA member-at-large.

KANSAS
AFTER SCHOOL ASSOCIATION



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NATIONAL

AfterSchool
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AND THE AFTERSCHOOL FIELD

BY BARBARA ROTH

The afterschool field has grown in the past twenty-five years to become a professionalized, respected, honored field of contribution to the education and holistic development of children and youth. During our past twenty-five years, the body of research supporting the impact of our work has included proof about the types of program practices that indicate high quality, what types of systems yield better programs, how to assess and improve programs, what types of local and regional partnerships are most effective in supporting afterschool, and how to assess the programmatic experiences of children/youth related to their growth and development.

Programs once included playing board games, putting on talent shows, and reading good books out loud, because program leaders understood that these activities supported learning in general ways and were fun for the kids. Now, playing board games means we understand that board games provide an opportunity for relationship building and negotiating conflicts. Putting on talent shows helps with twenty-first-century skills of working together, planning ahead, and public speaking. Reading good books out loud

allows continued development of the love of reading and comprehension that are the foundation for all learning.

Our professional reach has widened and become deeper than it was twenty-five years ago. With federal, state, and local support for afterschool programs from a broad array of partners, the knowledge base about the crucial nature of afterschool has widened. From Fight Crime Invest in Kids, where our support comes from the law enforcement arena, to foundation and corporate funders who care deeply about afterschool, our net has widened. And our profession has deepened as practitioners are able to focus on the arts, STEM, literacy, social/emotional development, and healthy eating/physical activity within programs. Afterschool professionals across the country advocate for children/youth, and develop and implement strong foundations in programs that then deepen with content specifics and enrichments. Perhaps best of all, more and more programs are beginning to measure their accomplishments through program quality assessments, child/teen impact assessments, and sharing the positive communitywide effects of providing good afterschool programming for all.

The types of professional careers

available in the afterschool world are much broader than twenty-five years ago. We have more opportunities for starting in the afterschool field as a young person and staying, developing a rewarding and fiscally supportive career that lasts a professional lifetime. But there's still work to be done in assuring that afterschool professionals could choose and stick with this career option, and that those entering the field understand the plethora of career options: working directly with children/youth and families, administering programs, evaluating programs, training, researching, developing/leading afterschool systems, coaching/mentoring/consulting, leading corporate/foundation giving, local/state/federal positions, and specializing in programmatic opportunities from STEM to the arts. These and many more career options allow for a rich, varied, rewarding career path for those who choose and stay with afterschool.

There's also much to be done in the area of research and enhancing the focus on the benefits of high-quality, affordable, available afterschool for all. The next twenty-five years will need a new research agenda, an updated professional development system, additional supports for individuals and institutions in the field, and continued strong advocacy. Afterschool will also need leaders committed to increasing and deepening collaborations and our ability to work together for common goals. When cities, schools, and afterschool programs collaborate with law enforcement, health departments, and family service organizations, children/teens

"Congratulations, NAA, on twenty-five remarkable years building the afterschool field. Your work has raised the bar on program quality and supported the inception of many local afterschool networks. You've had a great run, but the best is yet to come! From your friends at the Collaborative for Building After School Systems."

—Jessica Donner, Director, Collaborative for Building After School Systems

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2038

are best served in afterschool programs that make an impact. When federal agencies, organizations, researchers, and professional development systems align to put proven practices and strategies into actual practice, all programs—and all children/youth/families—benefit.

When we look to our future in the afterschool profession, we know our work will continue to be valued and honored only if we continue to guide the need for research, funding, focus on quality/outcomes, and programs for all children and teens.

As NAA board member Vince LaFontan shared in his vision for 2038, “At the fiftieth anniversary celebration of NAA in Washington, D.C, the president of the United States will proclaim: ‘We have achieved much over the past few decades through exciting education reforms, especially in the areas of science, technology, engineering, and math, and our students have now reclaimed the top ranking in the world. Since recognizing that children learn in different ways and at different times during the day and embracing the efforts of afterschool

organizations, we have made incredible strides. We owe much to our nation’s professionals dedicated to supporting the whole child before, during, and after school.’”

It’s through visionary leadership, hard work, ongoing collaboration, and continued focus on the realities for children and youth in our culture that we’ll be successful in making our dreams for the afterschool field a reality. • | [Barbara Roth, NAA board chair, YMCA National Director Youth/Family Programs, Michigan Affiliate Member.](#)

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ONE CHILD AT A TIME

BY RONDA CHARPING

Shortly after I graduated from community college, my husband said I'd have to find a job to begin paying back my student loan. I was a mom to three children and it had never occurred to me that I'd be going to work full time. During my time in school I had worked part-time as a substitute teacher in the local schools. My associate degree in child development and my experiences with preschool helped me to know I did not want to work with preschool children; I wanted to work with school-age children. I had hoped to continue my education and work in a school library, but that meant that I would have to wait for further education. My job search took me into many preschool facilities until one day, a phone call came from my college advisor. She said there was a job opening with the Vestavia Hills (Alabama) City Schools afterschool program, and thought this would be just the job for me. I scheduled an interview and was hired the same day, and began working for the Vestavia Hills City Schools Extended Day Program on August 20, 1986.

Throughout the years I have seen many children pass through my program. In the beginning, my program was housed at one school and had seventy to eighty children in K-3 grades. The program has since grown to seven school sites caring for students K-8 grades. Currently, I have nearly four hundred students attending

my programs, and employ thirty-five people part-time and six full-time people. As our school district grew, so did the need for programs to serve the families and community in the afterschool time.

As I make preparations for my retirement, I have begun to reflect on the years and the families my program has served and the lives I've touched through working with and for the community. The children who came into my program were added to my personal list of children. I have always told parents that when their child is in my care, that child is MY child. The young adults who worked with me while they were in college have moved into the next phase of their professional life; some as teachers, some as nurses, and others who are medical doctors. And some students who were in my program's care now have their own children in my program today.

I was around in the beginning of National School-Age Care Alliance. In the late 1980s, I attended one of the first afterschool conferences held with National Association for the Education of Young Children in Atlanta, Georgia. I have attended NSACA Conferences in Arizona, Pennsylvania, Texas, Florida, Washington, Kentucky, Missouri, and Washington D.C. Rich Scofield, from School-Age NOTES, was one of the first people I met when I began attending conferences for professional development. I was one of the

first nominees for the Rich Scofield Award for afterschool excellence.

In 1999, I enrolled in college at Concordia University and received my bachelor's and master's degrees in education with an emphasis in school-age care. In 2003, I became an adjunct professor at Jefferson State Community College, teaching child development and courses related to the afterschool degree tract. As a member of the Alabama Community Education Association, I have encouraged others to seek excellence in their afterschool programs. I have also represented my state as an afterschool ambassador with the Afterschool Alliance. I continue to be a part of the steering committee for Alabama's Afterschool Network.

Although there have been quite a few changes over the years, children are still children—and I feel extremely blessed to have touched so many lives. • | **Ronda Charping is the director at Vestavia Hills City Schools Extended Day Program.**

ALABAMA
AFTER SCHOOL ASSOCIATION

"Congratulations, NAA! Happy twenty-fifth anniversary! Thank you to those professionals, past, present, and future, who work so hard to expand learning and create opportunities for kids—after school."

—Paul G. Young, Ph.D.,
NAA Past President and CEO, NAA Member (retired)

Have a "True Story" you want to share?
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AfterSchool Mourns the Loss of Richard Murphy

Richard L. Murphy, a social policy innovator and former NAA Board Chair, died on February 14, 2013 in Manhattan. He was 68.

Mr. Murphy became engaged in youth issues in the late 1960s as a recent college graduate who had bounced between jobs before finding part-time work as a city social worker. One day he noticed a young man at a lunch counter and asked why he was not in school. The youth said he did not have school that day because it was a special day off. The next week, Mr. Murphy spotted the same young man in the same place, only this

time he offered a different story.

"I got involved," Mr. Murphy said in an interview with The Times in 1985. "I followed the kid, went to his home. That was the beginning."

Mr. Murphy found that of New York City's million or more students, as many as 200,000 were skipping school each day, many of them getting into trouble. In response, with fi-

nancing from the city's Criminal Justice Coordinating Council, he started the Rheedlen Foundation to help truants finish school. Rheedlen (the name was a combination of two aunts' names) was founded in 1970 in Harlem and expanded to other New York neighborhoods. It later became the Harlem Children's Zone, which now provides after-school and other educational services to 12,000 young people and their families in 97 blocks of Harlem.

Mr. Murphy began winning trust and respect in Harlem by handing out day-old bread on the streets in the morning. On Fridays, he gave children a quarter to call him on a pay phone if they ran out of food over the weekend. His trademark was a colorful bow tie.

With a track record of building grass-roots community organizations and coalitions, Mr. Murphy was appointed commissioner of youth services by NYC Mayor David Dinkins, in 1990. He immediately expanded the agency's scope, maintaining that youth programs were an important anti-crime tool.

One of Mr. Murphy's initiatives was to open an emergency youth hot line, which received thousands of calls a week — some as desperate as a plea for help from a teenager pondering suicide, others as mundane as a query about what neighborhood activities were available. Another effort by Mr. Murphy was to keep dozens of schools open for tutoring, exercise classes and other activities be-

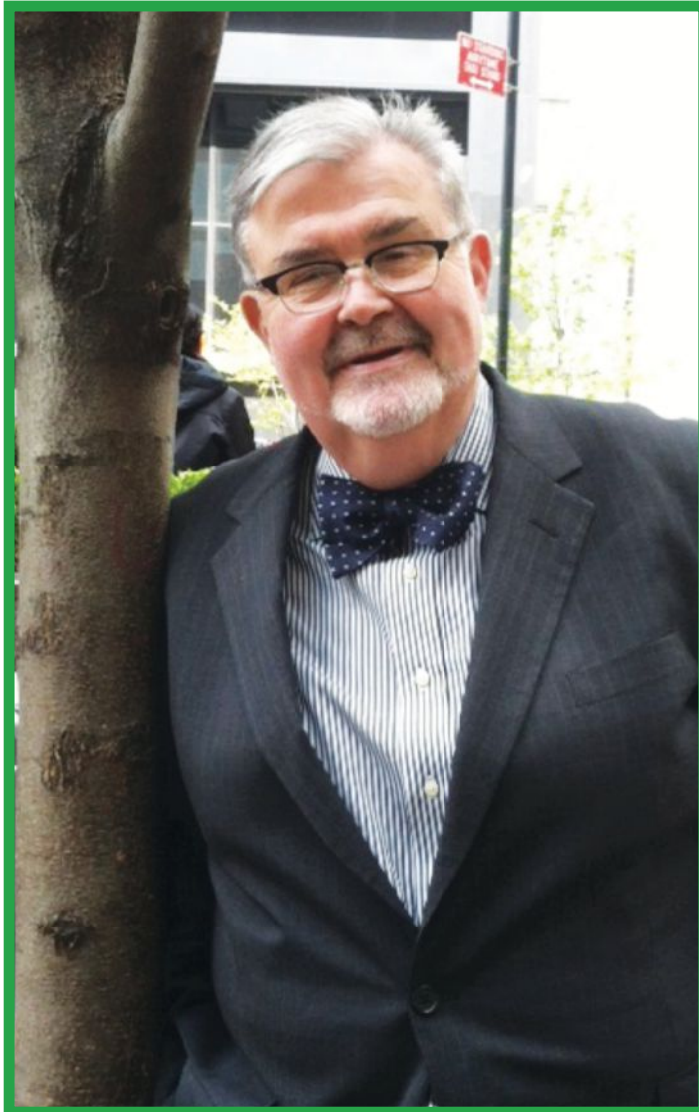
yond the usual 8 a.m.-to-3 p.m. hours. Thirty-seven schools, at least one in each district, participated as part of Mr. Dinkins's Safe Streets, Safe City program.

The idea, Mr. Murphy said, was to create dozens of "small universes" in which young people could learn, dream and grow and, in the process, stay out of trouble.

"You can have a policeman on 178th Street and a policeman on 179th Street and you can sweep kids off the streets," he told The New York Times in 1990, "but unless you give them something to do, they'll simply go to 180th Street. You have to give kids something to do."

After serving as commissioner, Mr. Murphy worked for nonprofit organizations, including Food Change (now named Food Bank for NYC), which addresses emergency food needs. With his help, the group started a culinary arts high school in Manhattan, Food and Finance High School, on West 50th Street. He also worked for the Academy for Educational Development, a research organization in Washington. Most recently, he was heavily involved in the work of imapVentures, a community mapping initiative he created to help young people identify resources and opportunities within their communities.

Mr. Murphy, who never married, is survived by his brothers, Barry and Brian; his son, Noel Garcia; his daughter, Asia Washington; and a grandson.



In recognition of his tremendous contributions to the field of afterschool and youth development, NAA will present the "Richard Murphy Power of Potential" Award at the organization's 2014 Conference in New York City.

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