AFTER-SCHOOL PREVENTION

TOOL KIT

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EXECUTIVE SUMMARY

The inspiration for the After-School Prevention Tool Kit came from education professionals, police officers, church groups, musicians, parents, librarians and government agencies, who asked a simple question—"How do I put prevention in my after-school program?" Prevention professionals and grant makers, who were being asked this question, decided it was time to take what research and science have learned are effective strategies for substance abuse prevention and put that information into a user-friendly, easy to understand manual.

The tool kit is designed for organizations that want to start an after-school program or those who want to expand or improve an existing effort. Like a quality after-school program, the kit is designed to change and improve over time. It is hoped individuals using the information will continue to add ideas, information and resources to ensure that their after-school program continues to meet the needs of the children they serve.

The kit has all the tools that an after-school program planner will need. By following the step-by-step process and completing the blue print worksheet in the front pocket of the notebook, practitioners will have a complete plan that follows, as closely as possible, a science, research-based approach.

Once complete, the plan includes:
- Measurable objectives that are based on the needs of the target audience and the community
- Appropriate strategies and activities that are linked to the community, school, family and individual risk and protective factors
- A plan to evaluate their effectiveness
- A business plan
- A workable budget

To assist them in completing their Blueprint for Action, the kit includes the following:
- A needs assessment to capture information on the community, the target audience, the social environment, and risk and protective factors
- A worksheet to assist with the development of measurable goals and objectives that are based on the information obtained from the needs assessment
- An evaluation worksheet to help programs track their effectiveness and respond to the needs of funding organizations
- A list of suggested activities divided into ten program categories. The characteristics for each program category are included along with specific activities
- A resource assessment to determine the types of resources that are currently available to the program and what resources need to be obtained
- A business plan worksheet
- A budget worksheet with a sample
- A list of available resources

As much as possible, an effort has been made to ensure that the information in this manual is based on research and science. Although everything in the book has not been proven scientifically, the information is valid for after-school programs, based on current knowledge. Since every community and neighborhood is unique, it would be impossible to cover every contingency or answer every question. Rather, the manual deals with the most common questions in a framework that will make the job easier for every after-school practitioner.

The kit was originally developed for the Metropolitan Washington Council of Governments Substance Abuse Prevention conference in May 2000. Information gained from participants in the conference and a series of focus groups with prevention professionals from throughout the metropolitan area resulted in this final product.

BACKGROUND

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, both practitioners and researchers have found effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities.

In the report, "Community Counts: Youth Organizations Matter for Youth Development," author Milbrey McLaughlin, professor of education at Stanford University, showed the following results for youth participating in after-school programs.

➢ Achieve at higher academic levels
➢ Have higher expectations for themselves
➢ Demonstrate greater self-confidence and optimism about what the future holds
➢ Express a strong desire to "give back" to their communities
➢ Become more productive, employed and active members of their communities.

Childhood and adolescence are times of transition. As Jacquelynne Eccles, University of Michigan, has documented in her work, children moving toward adulthood undergo dramatic biological, psychological, and social changes. Young people experiencing these changes and developing a desire for independence who are not given positive outlets for growth may find potentially damaging alternatives—including truancy, dropping out of school, use of alcohol, drugs and tobacco, and other risky behaviors.

The Problem

Research shows that school-age children who attend quality programs have better emotional adjustment, peer relations, self-esteem, and conduct in school compared to children not in programs. Studies also show that quality after-school programs can help prevent crime, juvenile delinquency, and violent victimization. As shown on the cover of this notebook, almost a third of all juvenile offenses occur on school days between the hours of 2:00 p.m. and 8:00 p.m., a time when young people are out of school. Following are some facts and statistics about school-age children.

Today's Children and Families

♦ Nearly two-thirds of school-age children and youth live with a single employed parent or two parents who are both employed. Over 14 million children ages 6-11 and over 15 million children ages 12-17 live with employed parents. Nearly 80 percent of working parents are employed full-time.

U.S. Bureau of the Census, 1998

♦ The typical married-couple family worked 247 hours (over six weeks) more per year in 1996 than in 1989, as a result of falling real wages, reduction in the number of unionized workers, increased employment of women, and increasing expectations of employers.

Bernstein, et. al., 1999

♦ More than 70% of employed parents who spend more than 40 hours per week on the job feel that they do not have enough time with their children.

Appleseed Today, U.S. Department of Education, Bureau of Labor Statistics, 1998

◆ The best data available indicates that there are approximately 8 million children ages 5 to 14 that spend time without adult supervision on a regular basis. This number includes 4 million children between the ages of 5 and 12 and another estimated 4 million children ages 13 and 14.

Miller, 1999

Increased Risk of ATOD Use

◆ A study conducted by the University of Illinois found that middle school youth who were left unsupervised after school two or more days per week were four times more likely to have gotten drunk in the past month, and three to five times more likely to use cigarettes, marijuana, and inhalants.

Journal of Drug Education, 1996

◆ A major study on youth use of leisure time found that even a few hours per week of adult supervised leisure time after-school was associated with a reduction in the use of illegal drugs. Youth who did not participate in any supervised after-school activities were 49 percent more likely to use drugs as those who participate in even four hours per week of adult supervised activities.

U.S. Department of Health and Human Services, "Adolescent Time Use,
Risky Behavior and Outcomes: An Analysis of National Data," 1995

◆ A study of 4,000 students in Southern California found that eighth graders who are unsupervised after school are more likely to be associated with substance use, risk taking, depressed mood, and lower academic grades. Family structure and socio-demographic status did not have an impact on risk, but level of parental engagement did.

"Relationship between After-school Care of Adolescents and Substance Use,
Risk Taking, Depressed Mood, and Academic Achievement," Pediatrics, 1993

◆ Youth are at much greater risk of crime victimization in the hours immediately after school dismissal. Youth victimization in violent crimes (murder, assault, robbery, rape, sexual abuse) increases dramatically at 3:00 p.m. and nearly half of all violent crime against youth occurs between 3:00 p.m. and 8:00 p.m. on school days.

Office of Juvenile Justice and Delinquency Prevention, 1995

◆ Data from the 1992 National Longitudinal Alcohol Epidemiological Survey show that delaying the onset of alcohol use past the middle school years greatly reduces the likelihood of developing patterns of alcohol dependence or abuse. Adults who began drinking prior to age 14 were four times more likely to become alcoholics and three times more likely to abuse alcohol, as were adults who started drinking after age 20. Delaying the onset of drinking even one year was protective. The odds of dependence decreased 14% for every year that the onset of drinking was delayed, and the odds of alcohol abuse decreased 9% for each year of delay.

Journal of Substance Abuse, 1997

The Solution

Quality before- and after-school programs are an essential part of a youth development strategy. To have positive results, programs need to be more than just a safe place to pass time. Quality programs require resources and trained, culturally competent staff who are committed to providing challenging and age-appropriate developmental opportunities.

Quality before- and after-school programs not only enrich the lives of our children and youth, they are also an essential support for working parents who need safe, reliable care for their children. Women in the work force have increased dramatically in recent years. In 1998, 78 percent of mothers with children between the ages of six and 17 were in the paid labor force, up from 54.9 percent in 1975. According to the U.S. Census Bureau, over 22 million school-age children have working parents. Yet children spend only about 20 percent of their waking hours in school. The Annie E. Casey Foundation reports that parents are at work 20 to 25 hours per week longer than their children are in school.

- Research indicates that children who attend high quality programs have better peer relations, emotional adjustment, conflict resolution skills, and conduct in school compared to their peers who are not in after-school programs.

    Baker & Witt, 1996; Nagaoka & Brown, 1999; Posner & Vandell, 1999

- Children who attend programs spend more time in learning opportunities, academic activities, and enrichment activities, and spend less time watching television than their peers.

    Posner & Vandell, 1999

- Teachers and principals report that students become more cooperative, learn to better handle conflicts, develop an interest in recreational reading, and receive better grades due to participation in quality after-school programs.

    Riley, et. al, 1994, Schinke, Cole & Poulin, 1998, Hamm & Vandell, 1999

- In one study, children who attended an after-school program missed fewer days of school had better homework completion, better school behavior, and higher test scores. Parents reported that they were able to work more hours and had more flexible schedules.

    Hamilton & Klein, 1996; Ohio Hunger Task Force, 1999

ACKNOWLEDGEMENTS

GETTING STARTED

Before you begin working through the steps in the After-School Prevention Tool Kit, there are several activities that should be undertaken.

1. Establish a core working group

    The fact you are using this tool kit indicates you have some interest in establishing an after-school program or have an existing program that needs expansion or improvement. Usually that means that there is a small group of people who are working with you on the project. These individuals can be the following:

    ♦ A business person who wants to start an after-school program
    ♦ A member of the faith community
    ♦ A school official
    ♦ A parent

    Your core group may or may not include these individuals.

2. Determine where you think the program will be located.

    This information is usually based on where the participants in the program will be coming from, i.e., parents will drive them to the location, near the neighborhood school, etc. The location of the program will assist you in answering many of the questions in Step 1 - Data Collection that deal with the target neighborhood.

3. Ask the core group to assist you in answering the questions in Step 1 regarding the target neighborhood.

STEP 1 - NEEDS ASSESSMENT – DATA COLLECTION

Before starting, changing or expanding an after-school program, you need to know what your community looks like. Some individuals may think they already know what they want to do. A needs assessment may or may not confirm those preconceived notions. The only way to conform to a science-based after-school program is to go through this exercise.

Steps 1 and 2 focus on needs assessment that includes data collection, and discussion groups on the target audience and the community's risk and protective factors.

Following is a data survey. Find the data in the smallest geographic area possible. Data may be available for the specific target neighborhood to be served by the after-school program, but in most cases data will only be listed by city/county. In Part A, you will place the number or percentage in the blanks provided for the city/county or smallest geographic area data you are able to find. A list of data resources is in Tab 10, page 67. In Part B, do your best to determine the characteristics of your target neighborhood. Enlist the help of your core organizing group.

I.   Surveys

	Yes	No
Does your school system conduct a youth risk behavior survey?	_____	_____

If yes, fill in Part B
These are questions from the Centers for Disease Control Youth Risk Behavior Survey. Individual jurisdictions may have a different survey. You may want to use the national and state surveys listed on page _____ that measure risk and protective factors for comparison, as a substitute for missing local data or as a source of questions to conduct your own survey.

Part B
According to surveys the risks in which a majority of young people engage are... *(check all that apply and transfer top three to Part II on blueprint)*

1.	Do not use a helmet when riding a bicycle or motorcycle	_____
2.	Ride in a car with someone who has been drinking	_____
3.	Drink and drive themselves	_____
4.	Carry a weapon	_____
5.	Carry a gun	_____
6.	Did not go to school because felt it would be unsafe	_____
7.	Engage in physical fighting	_____
8.	Been injured in a physical fight	_____
9.	Seriously considered suicide	_____
10.	Attempted suicide	_____
11.	Smoke cigarettes	_____

12.	Drink alcohol	_____
13.	Use marijuana	_____
14.	Use cocaine or amphetamines	_____
15.	Use inhalants	_____
16.	Use heroine	_____
17.	Use steroids	_____
18.	Engage in sexual activity	_____
19.	Severely overweight	_____
20.	Do not exercise on a regular basis	_____

Source: See Data Resources for survey information, public school system contact and safe and drug free schools coordinators

		Part A		Part B
		Adults	Juveniles (Under 18)	The crime(s) that have the most impact on children in the target neighborhood is/are... *(circle all that apply and transfer top three to Part III on blueprint)*
II.	**Crime Statistics** *(yearly figures)* *Note: Gathering adult data can help determine the norm in the community*			
1.	Drunk and drugged driving arrests	_____	_____	Drinking & driving
2.	Alcohol-related motor vehicle crashes	_____	_____	Motor vehicle crashes
3.	Drug-related arrests	_____	_____	Drug-related incidents
4.	Aggravated assaults	_____	_____	Aggravated assaults
5.	Domestic violence	_____	_____	Domestic violence
6.	Child abuse & neglect	_____	_____	Child abuse & neglect
7.	Rape	_____	_____	Rape
8.	Robbery	_____	_____	Robbery
9.	Property damage	_____	_____	Property damage
10.	School violence	_____	_____	School violence
11.	Liquor law violations *(Underage consumption, possession; Underage/Adult purchase)*	_____	_____	Underage drinking
				None of the above
				Other *(specify)* _____

Source: See Data Resources for crime data contacts

III. **Existing After-School Programs (No Part A for this section)**
(Information is for target neighborhood only)

Part B
*Write in # and
transfer to Part IV,1-4)*

1. Number of existing after-school programs   _____

2. Type of sponsoring organization
   a. Private non-profit (e.g., day care,
      YMCA, Boys & Girls Clubs, Scouts)   _____
   b. Business   _____
   c. Schools
   d. Faith community   _____
   e. Recreation department   _____
   f. Government agencies   _____

3. Type of activities *(check all that apply)*
   a. Academic   _____
   b. Sports/Recreation   _____
   c. Cultural/Arts   _____
   d. Science & technology   _____
   e. Psychosocial development   _____
   f. Mentoring   _____
   g. Prevention   _____
   h. Family bonding   _____
   i. Community bonding   _____

4. Age of participants *(check all that apply)*
   a. 6 to 8 years old   _____
   b. 9 to 12 years old   _____
   c. 13 to 14 years old   _____
   d. 15-17 years old   _____
   e. 18+ years old   _____

Source: See Data Resources for drug program coordinators and local associations of child care providers

IV.   Community Profile

		Part A Write in # or % from data search	**Part B** The target neighborhood is mainly (*circle one, and transfer to Part I,* *1B on blueprint*)
1.	Income levels		
a.	Under $15,000	_____	Low ($0 to $29,000)
b.	$15,000 to 29,999	_____	Middle ($30,000 to $69,000)
c.	$30,000 to $49,999	_____	High ($70,000 and above)
d.	$50,000 to $69,999	_____	Mix (Low/Middle)
e.	$70,000 to $99,999	_____	Mix (Middle/Upper)
f.	$99,999 and above	_____	Mix (Low/Upper)

		Part A Write in # or % from data search	**Part B** The target neighborhood is mainly (*circle one, and transfer to Part I,* *2B on blueprint*)
2.	Ethnic makeup		
a.	Hispanic	_____	Hispanic
b.	African American	_____	African American
c.	White	_____	White
d.	Asian	_____	Asian
e.	Mix	_____	Mix *(specify, i.e., Hispanic/White)*
f.	Other	_____	_____

		Part A Write in # or % from data search	**Part B** The education level in the target neighborhood is mainly... (*circle one, and transfer to Part I,* *3B on blueprint*)
3.	Educational level		
a.	No high school diploma	_____	No high school diploma
b.	High school	_____	High school
c.	College	_____	College
d.	Graduate school	_____	Graduate school
			Mix *(be specific, i.e., high* *school/some college)*
			_____

		Part A Write in # or % from data search	**Part B** The residents in the target neighborhood are mainly... *(circle one, and transfer to Part I, 4B on blueprint)*
5.	Employment		
	a. Employed (40 hours or more/week) _____		Employed
	b. Employed part time _____		Part-time employee
	c. Unemployed _____		Unemployed

		Part A Write in # or % from data search	**Part B** The residents in the target neighborhood mainly... *(circle one, and transfer to Part I, 5B on blueprint)*
6.	Transportation		
	a. Drive to work _____		Drive to work
	b. Take public transportation _____		Take public transportation
	c. Own a car _____		Own a car

		Part A Write in # or % from data search	**Part B** The residents in the target neighborhood mainly... *(circle one, and transfer to Part I, 6B on blueprint)*
7.	Home Ownership		
	a. Own _____		Own
	b. Rent _____		Rent

		Part A Write in # or % from data search	**Part B** The housing in the target neighborhood is mainly.... *(circle one, and transfer to Part I, 7B on blueprint)*
8.	Housing Mix (by structure)		
	a. Single-family detached _____		Single-family
	b. Townhouse _____		Townhouse
	c. Garden apt. _____		Garden apt.
	d. High-Rise (10 stories or more) _____		High-Rise
	e. Four- to ten-story apartment _____		Other apartments
	f. Subsidized housing _____		Subsidized housing

Mix *(be specific, i.e., single family/townhouse*

_____

		Part A Write in # or % from data search	**Part B** The residents in the target neighborhood are mainly... *(circle one, and transfer to Part I, 8B on blueprint)*
9.	**Family composition**		
a.	Single parent families	_____	Single parent families
b.	Two parent families	_____	Two parent families
c.	Guardian	_____	Guardian
d.	Other	_____	Other
			Mix

		Part A Write in # or % from data search	**Part B** The target neighborhood is comprised mainly of.... *(circle one, and transfer to Part I, 9B on blueprint)*
10.	**Age Distribution**		
a.	0-4 years old	_____	Families w/young children
b.	5-12 years old	_____	Families w/adolescents, teens
c.	13-17 years old	_____	Single adults
d.	18-20 years old	_____	Empty nesters
e.	21-29 years old	_____	Retirees
f.	30-44 years old	_____	Mix *(be specific, i.e., families/*
g.	45-64 years old	_____	*retirees)*
h.	65-74 years old	_____	_____
i.	Over 74 years old	_____	Other _____

		Part A Write in # or % from data search	**Part B** The target neighborhood has... *(transfer to Part I, 10B)*
11.	**Schools**		
a.	Number of elementary schools	_____	_____
b.	Number of public middle schools	_____	_____
c.	Number of public high schools	_____	_____
d.	Number of private schools	_____	_____
e.	Average number of students in the classroom	_____	_____

Source: *See Data Resources for city/county demographic information*

GO TO BLUEPRINT

TRANSFER PART B IN PARTS I, II, III, AND IV TO STEP ONE OF YOUR BLUEPRINT

STEP 2 – NEEDS ASSESSMENT – DISCUSSION GROUP

HOW TO CONDUCT DISCUSSION GROUPS

Exploring the "why" behind the numbers is just as important as collecting the data. A discussion group is a process for eliciting comments, opinions and perceptions about a particular product, idea or problem. Many major corporations use this technique to test their products before they are introduced to the general public. In the case of an after-school prevention program, members of the discussion group should include members from both categories:

Consumers
➢ Members of the target audience
➢ Parents
Key Informants/Potential Partners
➢ Law enforcement
➢ The juvenile and criminal justice system
➢ Juvenile services agency staff
➢ Health departments
➢ Substance abuse prevention and treatment experts
➢ School counselors
➢ Apartment managers
➢ Faith community

Leading a discussion group requires some special attributes and some people may not be appropriate group leaders. The techniques employed differ from those used to chair an organization. An ideal discussion group moderator has the following characteristics:

➢ Is a good listener
➢ Responds positively to all comments
➢ Appears to be neutral regarding opinions voiced by group participants
➢ Probes sensitively for reactions and comments from group members

At least two moderators should be available for each discussion group. One moderator should lead the group and ask questions while the other takes notes during the meeting. If possible, taping of the meeting may be considered to ensure everyone's opinions are recorded accurately. The exercises are designed to gain more information on the target audience, risk factors and protective factors through a series of questions to your discussion group comprised of members of the community. The goal is to do the following:

➢ Obtain information from your discussion group in the areas of the target audience and risk and protective factors
➢ Assist the group in reaching consensus about the makeup of the target audience and the risk and protective factors that are in your neighborhood
➢ Use the information that was gained through the discussion group and place it on the blueprint

Doing the exercises in each section is the bridge between what we see in the neighborhood and where the science leads the program. Following is a facilitator outline that can be used as you lead the discussion group through the process.

DISCUSSION GROUP OUTLINE

Note: *This outline attempts to provide information for most questions. However, if there is a question about procedure or any other matter that is not covered, just do the best you can. Also, this represents the ideal format. Logistics and time constraints may result in a reduced format and timeline.*

FACILITATOR	GROUP
Before the meeting 1. Schedule a meeting with representatives from the target groups for two hours. 2. Make sufficient copies of the target audience profile, risk factor checklist and protective factor checklist. 3. Make sure the room has a flip chart or blackboard.	
Introduction Introduce yourself. Ask participants to introduce themselves. **Purpose** Group has been asked to attend session to determine who should participate in the after-school program (target audience profile) and the risk and protective factors in the community. **Ground rules** 1. Only one person speaks at a time. 2. Every opinion and comment has value. 3. Everyone in the group is encouraged to participate. 4. People should remain quiet when others are offering their views. 5. Participants will not be identified by full name or business/ organization. All responses are anonymous. *The introductions, purpose and ground rules should take no more than 10 minutes.*	Participants give first name

Target audience profile Distribute copies of target audience profile. (See handout in back pocket of tool kit) Ask participants, by show of hands, what should be the age of the target audience. 0-5 years of age 6-10 years of age 11-14 years of age 15-17 years of age Other Write target audience age on the flipchart or blackboard. Read the ways young people spend their time and ask, by a show of hands, how many selected each activity. Indicate which three received the most votes. Read the target audience needs and ask, by a show of hands, how many selected each need. Indicate which three received the most votes. *Spend no more than 30 minutes on this section.*	Participants determine how young people spend their free time. Participants identify what they see as a need, in terms of recreational and entertainment opportunities for young people in target neighborhood.
Explain risk and protective factors 1. In youth development, scientists have identified certain factors that increase the risk for problem behaviors. Many of these risk factors can be offset by protective factors or assets. 2. The number of risk and protective factors in a child's life is more important than which risk and protective factors. Reducing risk factors reduces problem behaviors such as substance abuse dropping out of school, teenage pregnancy, violence and delinquency.	
3. Protective factors, which are not the opposite of risk factors are harder to measure than the risk factors. While you may be able to count the number of drug crimes, you may have trouble counting the caring adults in a young person's life. *Spend no more than 5 minutes on this section.*	

Risk factor checklist Distribute copies of risk factor checklist. (See handout in back pocket of tool kit.) While the audience is working on the checklist, write down the risk factor on the flip chart. Read each risk factor and write down the number each participant gives. At the conclusion of the risk factor checklist, total the number for each risk factor. Select the two with the highest numbers and transfer information to the tool kit worksheet. *Spend no more than 30 minutes on this section.*	Participants determine how much each risk factor is present in the community, i.e. not at all, a little, some, or a lot. Participants indicate the #1 for not at all, #2 for a little, #3 for some, and #4 a lot.
Protective factor checklist Distribute copies of protective factor checklist. (See handout in back pocket of tool kit.) While the audience is working on the checklist, write down the number of each protective factor on the flip chart. Read each protective factor and write down the number each participant gives. At the conclusion of the protective factor checklist, total the number for each protective factor. Select the two with the highest numbers and transfer information to the tool kit worksheet. *Spend no more than 30 minutes on this section.*	Participants determine how much each protective factor is present in the community, i.e., not at all, a little, some, or a lot. Participants indicate the #1 for not at all, #2 for a little, #3 for some, and #4 a lot.
Conclusion Go back to the flip chart and review the decisions made by the group. Ask if there are any questions.	

STEP 2, PART A – TARGET AUDIENCE SUMMARY SHEET

Before planning an after-school program, it is important to obtain as much information as possible about the target audience the program is designed to serve. Implementing activities that do not interest young people in the community or ignoring areas where young people need help will result in a less effective program.

Following is a list of activities in which young people engage. Ask your discussion group to assist you in finding out what young people are doing now and what they feel needs to be addressed in the future.

Indicate the age selected by the discussion group.

AGE GROUP	SELECT
0-5 years of age	
6-10 years of age	
11-14 years of age	
15-17 years of age	
Other _____	

Write down the top three things the groups said young people are doing in their free time.

ACTIVITY	RANKING
Play sports	
Play musical instrument	
Paint, draw or other artistic endeavor	
Play computer/video/arcade games	
Watch television	
Talk with friends on the telephone	
"Hang out" with friends	
Reading	
Chores at home	
Homework	
Responsible for siblings	
Have a job	

Indicate the top three things the group felt young people in the neighborhood needed.

TARGET AUDIENCE NEEDS	RANKING
Access to computers	
More ball fields & basketball courts	
More cultural activities, e.g. theater, music	
Mentors	

TARGET AUDIENCE NEEDS (CONT.)	RANKING
Tutors	
Reading material	
Art or music supplies	
Job opportunities	
Alcohol & drug information	
Violence/crime prevention	
Homework help	
Nutrition information/healthy snacks	
Community volunteer programs	

Indicate the type of social environment the group felt the target audience faced in the neighborhood.

SOCIAL ENVIRONMENT	Not At All	A Little	Some	A Lot
1. There are children under the age of 18 who are unsupervised (latchkey kids) after school.				
2. There are foreign language speaking residents.				
3. There are full scale grocery stores.				
4. There are "Mom & Pop" type grocery stores.				
5. There is affordable transportation.				
6. There are recreational facilities (ball fields, programs, movie theaters, etc.)				
7. There are computers available for youth to use.				
8. There are cultural events.				
9. The area demonstrates a level of knowledge and comfort with people of different cultural/ethnic backgrounds.				

GO TO THE BLUEPRINT

TRANSFER INFORMATION IN EACH SECTION TO STEP 2, PART A.

STEP 2, PART B - RISK FACTOR SUMMARY SHEET

Risk factors, whether in the community, the family, the school or individual, are related to problem behaviors and negative health consequences. The idea of risk factors comes from the public health field. For example, being overweight and sedentary (little exercise) increases the risk of heart disease. Identifying and reducing risk factors related to problem behaviors like drug abuse, dropping out of school, delinquency, youth violence, etc. is an important prevention strategy. Many risk factors relate to more than one problem behavior.

The study of risk and protective factors for problem behaviors has been advanced by a number of researchers such as Dr. J. David Hawkins and Dr. Richard Catalano. Their research (e.g, the "Communities That Care" drug prevention model, the "Comprehensive Strategy for Delinquency Prevention") is frequently cited in the scientific research literature (see resource list on page 84).

How did your discussion group rank the following risk factors? Total the numbers the discussion group assigned to each risk factor. Write the total number in the space provided and select the two with the highest number.

COMMUNITY RISK FACTORS	TOTAL NUMBER
1. Drugs and alcohol are easy to obtain	
2. Fire arms are easy to obtain	
3. Community laws and norms are favorable to drug use, firearms, & crime	
4. The target population moves frequently	
5. People in the community feel they can't make a difference in their lives, e.g., vote	
6. The community is poor, with high unemployment and poor living conditions	
7. Prevalence of alcohol advertising	
8. High number of retail alcohol establishments	
9. High incidence of alcohol and drug-related crime	

SCHOOL RISK FACTORS	TOTAL NUMBER
1. High to moderate drop out rate, suspensions, expulsions	
2. Low teacher-student ratio, lack of counselors	
3. Low academic achievement	
4. Few extra-curricular activities or lack of participation	
5. Reports of gang or clique related problems	

FAMILY RISK FACTORS	TOTAL NUMBER
1. High or moderate number of families with a history of addiction to alcohol and/or drugs	
2. A large or moderate number of families who fail to supervise or monitor their children and/or use excessively harsh or inconsistent punishment	
3. High or moderate incidents of family conflict including domestic violence	
4. Lack of adequate social services	
5. Long commute for working parents	

INDIVIDUAL RISK FACTORS OF THE TARGET AUDIENCE	TOTAL NUMBER
1. High or moderate number who experienced academic failure beginning in elementary school	
2. General lack of commitment to school	
3. High or moderate number who are rebellious and break rules	
4. High or moderate number who have friends that engage in problem behavior	
5. High or moderate number who show favorable attitudes toward drugs, sex, delinquency and school drop out	
6. High or moderate number who have already started with problem behaviors (drug and/or alcohol use, sex, dropped out of school)	
7. Little or no interest in activities other than sports	

GO TO THE BLUEPRINT

TRANSFER THE RISK FACTORS WITH THE HIGHEST SCORE FOR EACH CATEGORY (COMMUNITY, SCHOOL, FAMILY & INDIVIDUAL) TO STEP 2, PART B

STEP 2, PART C – PROTECTIVE FACTORS (ASSETS) SUMMARY SHEET

In looking at your target population, many of the risk factors they face can be offset by protective factors or assets in their lives. Protective factors in the community, school, family and individual can prevent problem behaviors and result in improved health. They may also moderate, buffer, or insulate against the effects of risk factors. Protective factors are not just the absence of risk or the low end of a risk factor such as individuals who have a decreased attachment to their religion. For example, the protective factors for heart disease are more exercise and a change of diet to counter the risk factors of overweight and high cholesterol. The protective factors are harder to measure than the risk factors. While you may be able to count the number of drug crimes, you may have trouble counting the caring adults young people have in their lives. Some protective factors may have surrogate measures (e.g. percent of eligible adults who vote indicates bonding and responsible behavior). Other protective factors can be measured by perception expressed by focus groups.

Following is a list of community, school, family and individual protective factors. How did your discussion group rank the following protective factors? *Total the numbers the discussion group assigned to each protective factor. Write the total number in the space provided and select the two with the highest number.*

COMMUNITY ASSETS	TOTAL NUMBER
1. Opportunities are available to contribute to community	
2. Recognition by community	
3. Young person has a positive relationship with other adults. Can include relatives (grandparents, aunts, uncles), teachers, someone from church, coach, etc.	
4. Community has clear standards of behavior	
5. Adults in young person's life model responsible behavior	

SCHOOL/PEER ASSETS	TOTAL NUMBER
1. Motivated to do well in school	
2. Cares about their school	
3. School provides a caring, encouraging environment	
4. School has clear and understandable standards	

FAMILY ASSETS	TOTAL NUMBER
1. Families provide love and support	
2. Child is supervised	
3. Child/young person does homework nearly every night	
4. Young person communicates comfortably with parents	
5. Young person is willing to seek advice/counsel for parent(s)	
6. Young person contributes to the family (helps out around the house or yard, babysits or takes care of younger siblings, etc.)	
7. Parents are actively involved in helping the young person succeed in school, encourage the young person to do well	
8. Parents set clear rules	

INDIVIDUAL ASSETS OF THE TARGET AUDIENCE	TOTAL NUMBER
1. Has friends who model conventional behavior	
2. Participates in voluntary activities	
3. Regularly participates in organized religious activities	
4. Cares about others	
5. Takes and accepts personal responsibility	
6. Believes it is important not to use alcohol, tobacco, or other drugs or to be sexually active	
7. Knows how to plan ahead	
8. Exhibits empathy and sensitivity	
9. Feels has control over the things that happen to self	
10. Has positive self-esteem	
11. Is optimistic about own future	
12. Has the skills to resist going along with others' undesirable behavior	
13. Has resilient temperament (ability to handle adversity)	
14. Has skills of perception, reasoning, memory, and judgment	
15. Has social skills	
16. Feels bonded to family, friends and school	

GO TO THE BLUEPRINT

TRANSFER THE PROTECTIVE FACTORS WITH THE HIGHEST SCORE FOR EACH CATEGORY (COMMUNITY, SCHOOL, FAMILY & INDIVIDUAL) TO STEP 2, PART B

STEP 3 – STRATEGIC PLAN - GOALS AND OBJECTIVES

Now that you have gone through a scientific process to determine the needs of your target audience and community through data collection and identification of risk and protective factors, you can proceed to developing goals and objectives.

The goals are broad, general and not measurable. Generally each goal will lead to several objectives. The objectives are specific, narrow and measurable. They also must be realistic in terms of what you can actually change. For example, if your priority is the risk factor "prevalence of alcohol advertising," an after school program cannot realistically expect to change the television industry. But you might be able to decrease the number of hours students watch TV, influence the programs they select, or increase their understanding of how TV influences their attitudes and behaviors. These changes would be reflected in the objectives.

The most important part of your planning is well articulated measurable objectives. When you know what you want to accomplish, every decision you make is influenced by that knowledge. Also, funding sources now regularly require proof of effectiveness.

Having clear, measurable objectives is very important so you can tell whether or not you are making a difference in the lives of your target population. A good objective has four parts: 1) who will change; 2) what the change will be; 3) how the change will be measured and by what method; and 4) when will the change occur. When writing an objective, we tend to think of what we want to do which is mainly the process we will take. However, it is essential to focus on the results or outcome of the objectives.

No one program can address every need in a community. It will be necessary for you to select a total of eight risk and protective factors for your strategic plan. These can be four risk factors and four protective factors or eight for either area.

Make four copies of the Goal and Objective worksheet and follow the example.

GOAL AND OBJECTIVE WORKSHEET
SAMPLE 1

Risk Factor
1. What is the risk or protective factor you are addressing?
   Risk factor: low academic achievement

Goal
2. Turn it into a goal by stating what change will occur.
   Students will improve their academic achievement.

For this goal, write one or more objectives that address a part of the goal in a way that is realistic for an after-school program. One way to write an objective is to break it down into its relevant parts:

➢ Who
➢ What
➢ How
➢ When

Objectives

Who will do it	What is the change	How will the change be measured...	...and by what method	When will the change occur
The participants	*Improve school attendance*	*Number of unexcused absences*	*Report cards*	*By the end of the semester*
80% of the students	*Increase overall grade point average*	*Will increase by one grade point (1.5 to a 2.5)*	*Report cards*	*By the end of the semester*

Objective 1
All participants will improve school attendance, as measured by having no unexcused absences listed on report card by the end of the semester.

Objective 2
Eighty percent of the students will increase their overall grade point average by one grade point (e.g. 1.5 to a 2.5) as measured by their report cards by the end of the semester.

Sample 2

Protective Factor
1. What is the risk or protective factor you are addressing?
   Protective factor: Youth participate in music, theater, arts, etc.

Goal
2. Turn it into a goal by stating what change will occur.
   Youth will have increased experience with theater, etc.

Objectives

Who will do it	What is the change	How will the change be measured...	...and by what method	When the change will occur
The participants	*Increase artistic appreciation*	*90% will actively participate in the production of a play*	*Actual participation*	*In eight weeks*
The participants	*Will enjoy three artistic presentations*	*Increased positive responses*	*Pre- and post- attitude survey*	*In ten weeks*

Objective 1
Participants will increase their artistic participation with 90% participating in the production of a play as measured by their actual participation over an eight-week period.

Objective 2
Participants will enjoy three artistic presentations in a ten-week period as measured by increased positive responses in a post-activity survey of attitudes compared to a pre-activity survey.

GOAL AND OBJECTIVE WORKSHEET

(Use a separate sheet for each risk or protective factor.)

Risk/Protective Factor

1. What is the risk or protective factor you are addressing?

Goal

2. Turn it into a goal by stating what change will occur.

For this goal, write two or more objectives that address a <u>part</u> of the goal in a way that is realistic for an after school program:

Objectives

	Who will do it	What is the change	How will the change be measured...	...and by what method	When will the change occur
#1					
#2					

<u>Objective 1</u>

<u>Objective 2</u>

GO TO THE BLUEPRINT

TRANSFER INFORMATION TO STEP #3

STEP 4 – STRATEGIC PLAN - ACTIVITIES

Many after-school programs have a main focus, while others may address risk and protective factors through a variety of activities. Activities need to be appealing to the participants and to the staff. Proper balance between the familiar and comfortable and the new and exciting will help maintain attendance.

Even a program with a specific focus may find activities from several categories that will address that focus in new ways. For example, mathematics lessons can be included in any activity where participants do budgeting or measuring such as cooking, building or trips.

The following is a list of possible activities that are divided into general categories including the following:

☐ Academics
☐ Science and Technology
☐ Career/College Prep
☐ Recreation/Safe and Healthy Bodies
☐ Cultural/Arts

☐ Psychosocial Development
☐ Mentoring
☐ Prevention
☐ Family Bonding
☐ Community Bonding

Included in each of these general categories is a description of what constitutes a good program. Information on the characteristics for each category was obtained through an extensive literature search of science-based research information. The search revealed certain common characteristics that were compiled in a list for easy reference. In addition to the characteristics, the search revealed some specific activities that after-school program planners may want to use in their own programs. A best practices guide of science-based after-school programs appears at the back of this book. You may want to include additional activities that incorporate the listed characteristics, or replicate an activity from one of the "best practices" lists; www.whitehousedrugpolicy.com has links to the lists.

Go back to Step 3 (Goals and Objectives) and select which program categories address your objectives. On the activity worksheet write down the activities for each objective (make additional copies of the worksheet). Review the information in each program category as well as the best practices guide to determine the most appropriate activities. Use the **activity index** to find activities recommended to address your selected risk and protective factors. The number of activities will depend on the time, resources and money that are available to the after-school program.

Activity Index

The following is an activity index that matches appropriate activities to risk and protective factors found in Step 2 (pages 19-22). To the right of each risk and protective factor are numbers that correspond to the activities that follow in the various program categories. Go to your blueprint, and find the risk and/or protective factors you are addressing in your goals and objectives and determine whether the suggested activities in this index are appropriate for your after-school program.

COMMUNITY RISK FACTOR	Try activities such as...
1. Drugs and alcohol are easy to obtain	12, 23, 28, 34, 37, 46, 60, 68, 87, 78, 80, 81, 83-89
2. Firearms are easy to obtain	12, 23, 28, 34, 37, 68, 78, 81, 82, 88, 89
3. Community laws and norms are favorable to drug use, firearms & crime	34, 37, 45-47, 50, 51, 54-56, 58, 60, 68, 69, 72, 76, 78-89
4. The target population moves frequently	29, 34, 37, 45, 46, 48, 51, 53, 80
5. People in the community feel they can't make a difference in their lives	28-30, 32, 34, 37, 45, 47, 49. 50, 53, 55, 60, 63, 65-71, 76-90
6. The community is poor, with high unemployment and poor living conditions	28, 29, 37, 45, 49, 50, 68-70, 72, 74-76, 78-89
7. Prevalence of alcohol advertising	60, 62, 63, 66-68, 70-72, 74, 76, 78, 81, 83, 87-89
8. High number of retail alcohol establishments	60, 62, 63, 66-72, 74, 76, 78, 81, 83, 87-89
9. High incidence of alcohol and drug-related crime	28, 30, 32, 49, 62, 63, 66-69, 71, 72, 74, 76, 78-89

SCHOOL RISK FACTORS	Try activities such as...
1. High to moderate drop out rate, suspensions, expulsions	18, 19, 23, 24, 45, 47, 49, 51, 64, 67-69, 73, 78, 80-83, 89
2. Low teacher-student ratio, lack of counselors	1-13, 14-17, 22, 23, 26, 34, 52, 56, 61, 69, 73, 89
3. Low academic achievement	1-13, 18, 19, 23, 34, 54, 69, 73-75, 88
4. Few extra-curricular activities or lack of participation	1-3, 27, 34, 59, 68, 71, 72, 74, 75, 78-87, 89
5. Reports of gang or clique related problems	27, 28, 34, 37, 46, 51, 63, 64, 68-87, 89

FAMILY RISK FACTORS	Try activities such as...
1. High or moderate number of families with a history of addiction to alcohol and/or drugs	26, 28-30, 34, 36, 45, 46, 49, 53-63, 65-69, 71, 72, 75, 77, 79-81
2. A large or moderate number of families fail to supervise or monitor their children, and/or use excessively harsh or inconsistent punishment	27, 28, 30, 36, 45-47, 49-51, 54-57, 61-63, 69-77, 79, 85, 89
3. High or moderate incidents of family conflict including domestic violence	27, 28, 34, 36, 54, 55, 59, 61, 68-72, 75, 76, 79,
4. Lack of adequate social services	29, 34, 36, 54, 69-73, 75, 76, 78, 80, 89
5. Long commute for working parents	28, 29, 37, 54, 55, 71, 73-75, 77

INDIVIDUAL RISK FACTORS OF THE TARGET AUDIENCE	Try activities such as...
1. High or moderate number who experienced academic failure beginning in elementary school	4, 6, 14, 23, 34, 55, 70, 73, 75
2. General lack of commitment to school	2, 5, 6, 21, 37, 55, 73, 75
3. High or moderate number who are rebellious and break rules	23, 26-28, 34, 46, 47, 51-53, 68-72, 76
4. High or moderate number who have friends that engage in problem behavior	32, 34, 37, 41, 46, 51, 54, 55, 64, 68-74, 76
5. High or moderate number who show favorable attitudes toward drugs, sex, delinquency and school drop out	24, 25, 34, 35, 37, 46, 47, 52, 54, 55, 63, 68-74, 76, 78, 80
6. High or moderate number who have already started with problem behaviors (drug and/or alcohol use, sex, dropped out of school)	28, 29, 31, 32, 46, 51, 54, 55, 63, 64, 68-74, 76
7. Little or no interest in activities other than sports	1, 6, 9, 12, 14, 28, 30, 34-44, 47, 52-55, 64, 68, 69, 71-74, 78-81, 83-87, 89

COMMUNITY ASSETS	Try activities such as...
1. Opportunities are available for contribution to community	5-7, 9, 10, 12, 47, 50, 63-65, 67, 68, 78, 79, 83-85, 87, 89
2. Recognition by community	5, 8, 12, 15, 16, 25, 27, 28, 31, 36, 37, 41, 42, 78, 81, 84,
3. Young person has a positive relationship with other adults. Can include relatives (grandparents, aunts, uncles), teachers, someone from church, coach, etc.	7, 9, 13, 16, 18, 20, 23, 24-26, 35, 41, 54-60, 70, 77-79, 82, 89
4. Community has clear standards of behavior	5, 18, 19, 23, 26, 30, 31, 32, 46, 50, 51, 60, 61, 82, 84, 85
5. Adults in young person's life model responsible behavior	7, 13, 16, 18, 19, 23, 24, 26

SCHOOL/PEER ASSETS	Try activities such as...
1. Motivated to do well in school	1-13, 17, 18, 55, 58, 75
2. Cares about their school	1-3, 33, 61, 73
3. School provides a caring, encouraging environment	1-5, 8, 13, 21
4. School has clear and understandable standards	5, 46, 64

FAMILY ASSETS	Try activities such as...
1. Families provide love and support	12, 13, 24, 25, 75
2. Child is supervised	63, 70, 71, 73-76
3. Child/young person does homework nearly every night	4, 5, 61, 73, 75
4. Young person communicates comfortably with parents	12, 16, 24, 25, 70, 71, 73-77
5. Young person is willing to seek advice/counsel from parent(s)	12, 13, 24, 25, 70, 73-75
6. Young person contributes to the family (helps out around the house or yard, babysits or takes care of younger siblings, etc.)	28, 29, 47, 49, 50, 52
7. Parents are actively involved in helping the young person succeed in school, encourage the young person to do well	13, 24, 25, 67, 70, 71, 73-75
8. Parents set clear rules	46, 82

INDIVIDUAL ASSETS OF THE TARGET AUDIENCE	Try activities such as...
1. Has friends who model conventional behavior	1-6, 16, 23, 46, 78, 80, 82,
2. Participates in voluntary activities	1-3, 8-10, 12, 41, 63-68, 78-81, 83-85, 87, 89
3. Regularly participates in organized religious activities	80
4. Cares about others	7, 16, 41, 51, 69, 79, 82, 89
5. Takes and accepts personal responsibility	5, 12, 46, 52, 69
6. Believes it is important not to use alcohol, tobacco, or other drugs or to be sexually active	46, 62, 63, 65-69
7. Knows how to plan ahead	18-21, 23, 24, 47, 52, 65, 67, 69, 87, 89
8. Exhibits empathy and sensitivity	51, 53, 65, 69, 79
9. Feels has control over the things that happen to self	1-5, 12, 18-21, 23-25, 42, 45-47, 52, 66, 67, 69, 78, 89
10. Has positive self-esteem	14, 27, 28, 31, 34, 36, 37, 41, 42, 45, 47, 52, 53, 61, 80, 81, 89
11. Is optimistic about own future	18-21, 23-25, 47, 69, 80
12. Has the skills to resist going along with others' undesirable behavior	46, 62-65, 69
13. Has resilient temperament (ability to handle adversity)	1-5, 8, 10,11, 27, 47, 69, 80
14. Has skills of perception, reasoning, memory, and judgment	14, 15, 17, 21, 22, 69
15. Has social skills	7, 16, 34, 51, 69, 75, 70, 80
16. Feels bonded to family, friends and school	1-3, 13, 16, 24, 25, 70-77

SAMPLE ACTIVITY WORKSHEET

Goal
Students will improve their academic achievement.

Objective 1
All participants will improve school attendance, as measured by unexcused absences listed on report card.

Activities
- ♦ Ask each participant to give one example of something new they learned in school that day.
- ♦ Meet with parents and recommend the school call them whenever students don't arrive.

Objective 2
Eighty percent (80%) of the students will increase their grade point average by one grade point (1.5 to a 2.5) by the end of the semester as measured by their report cards.

Activities (See Academic Programs)
- ♦ Develop a homework club
- ♦ Establish a recognition program for good grades
- ♦ Conduct an essay and speech contest

ACTIVITY WORKSHEET

Goal

Objective 1

Activities

Objective 2

Activities

GO TO THE BLUEPRINT
TRANSFER THE ACTIVITY INFORMATION TO STEP 4

ACADEMIC PROGRAMS

CHARACTERISTICS

- The after-school program is tied to what the young people are learning in school.
- Regular school-day teachers or other qualified instructors are used.
- Language arts programs, which focus on language and literacy skills, are included.
- Remedial help is provided to children having difficulty in school particularly in the areas of reading and math.
- Quality books are available for reading instruction and are provided free or at low cost.
- There is a quiet place to read with soft, comfortable furniture.
- School learning is reinforced through integration into activities.
- Time is set aside for homework and help and supervision is provided. Two hours per day is recommended. Instruction is provided in the following areas:
  - Study skills including how to successfully organize and retain information taught in the classroom
  - Test preparation skills
  - Organizing and retaining information
  - Use of computers
- One-on-one tutoring is provided.
- There are enrichment activities to supplement and spark curiosity.
- Language arts, literacy and language skills (including ESOL) are included. These topics are designed to increase reading.

ACTIVITIES

1. Encourage interest in mathematics through math clubs, chess clubs, and creative problem solving activities such as puzzles and games.
2. Sponsor academic team competitions much like the television program "That's Academic."
3. Organize math and debate teams.
4. Develop a homework club,
5. Establish a recognition program for good grades,
6. Visit the local library.
7. Invite seniors to discuss significant historical events in their lifetime with children.
8. Conduct essay or speech contests.
9. Conduct enrichment activities such as a study of plants and animals or take the young people to a local park and ask a park ranger to conduct a walking tour of the environment pointing out interesting facts.
10. Plant seeds and watch them grow.
11. Learn about the weather. Have students be the "weather" person for the day and act out the role of a television weathercaster. Learn what all the weather terms mean.
12. Conduct a video production and show it to parents.
13. Ask a well-known person from the community to read a story or stories to the young people. Do it at a time when parents can attend and invite them to also participate to encourage them to read to their children at home.

Source: Information on academic programs was obtained from the following Web sites:
www.ed.gov/pubs/After_School_Programs, www.ed.gov/pubs/LearnCenters
www.wellesley.edu/WRW/CRW/SAC/tips, and others.

SCIENCE AND TECHNOLOGY

CHARACTERISTICS

- Computer instruction/use is provided (95% of parents feel that their child would benefit from an after school program that included computer technology).
- There are links with local schools, universities, businesses, libraries, software companies and others.
- Demonstrations on the Internet are provided to show young people the types of information that are available.
- Students are encouraged to work on computers with others.

ACTIVITIES

14. Conduct hands-on science projects.
15. Ask young people to present ideas on things to research on the Internet.
16. Develop an e-mail program with mentors.
17. Conduct visits to the local science center and in Washington, DC, the Smithsonian museums.

Source: Information on science and technology programs was obtained from the following Web sites: www.ed.gov/pubs/After_School_Programs/Techology_Programs.html, www.ed.gov/pubs/YesYouCan, www.netc.org/review/earlyconnections/baschool/technology.html and others.

CAREER/COLLEGE PREP PROGRAMS

CHARACTERISTICS

- The authenticity of a career program is enhanced when the young people feel that their participation will actually lead to employment.
- Provides information about work and business through tours or shadowing activities.
- Provides information about college through tours.
- Participants assist in the planning of after-school program trips or activities.
- Skills development is highlighted to help youth learn to take responsibility.
- Information is provided on time management skills.
- Information is given on college and career planning.
- Tutoring and/or mentoring is provided.
- A link is established with nearby colleges and universities.
- A link is established with a local business or several businesses who may sponsor the after-school program.
- College students or faculty are used as mentors and role models.

ACTIVITIES

18. Sponsor a "Career Day" where a variety of professionals discuss what they do in their jobs and how they got them.
19. Conduct "Dress for Success" programs. Ask a local business to provide employees or a local department store may be willing to participate.
20. Plan a visit to a college campus with an overnight stay.
21. Provide information on financial aid for education. Invite someone from the financial aid office at the local college or university to give the presentation.
22. Offer science/math field trips or lectures.
23. Involve high achieving college students from backgrounds similar to the target audience.
24. Involve parents in a career or college search program.
25. Involve parents in "Take Your Child to Work" day.
26. Ask a local business to provide mentors and tutors.

RECREATION/SAFE AND HEALTHY BODIES PROGRAMS

CHARACTERISTICS

- Recreation programs for elementary school age children should focus on skill development. For middle school age children the focus is on learning to work as a team and for more mature children, competitive recreation activities are appropriate.
- There is a focus on physical development.
- A sign in/out is required for each participant.
- The staff knows who will pick up each young person.
- Activities are conducted that constructively channel pent-up energy.
- Participation in sports is encouraged to develop self-esteem, learn cooperation, conflict resolution, and problem solving.

ACTIVITIES

27. Sponsor a team. The after school program can sponsor the sports team or link with a local business who agrees to sponsor the team and provide uniforms and equipment. Encourage parents to become involved through coaching positions and attendance at games. (Note: In designing recreation programs, planners should be careful because some sports, especially highly competitive sports with physical contact, are associated with greater risk, rather than being protective.)
28. Give first aid lessons.
29. Provide information on nutrition through cooking demonstrations and by providing nutritious snacks.
30. Conduct a bike rodeo with the local police department to teach young people about bicycle safety.
31. Invite young people who participate in the school safety patrol program and/or their police department sponsor to give a presentation on pedestrian safety.
32. Provide information on safety belts for everyone and make sure young people understand that everyone 12 and under should be properly buckled in the back seat.
33. Sponsor a cheerleading squad or provide cheerleading lessons.

CULTURAL/ARTS PROGRAMS

CHARACTERISTICS

- The program takes advantage of local events, museums and theaters with attendance at concerts and performances, especially with advance preparation.
- Activities are culturally specific.
- Activities are conducted to help develop an appreciation of diversity.
- Includes work on crafts and hobbies (woodworking, fishing, sewing, music).
- There is a focus on creativity and communication skills.
- Art is used to help practice subjects such as math, history, science.
- There is a collaboration with museums, libraries, writers, performers, etc.
- There are student performances (good for parental involvement).

ACTIVITIES

34. Sponsor drama and interpretive dance classes.
35. Request local actors and artists to come in and give presentations on their craft.
36. Display participant artwork.
37. Determine if there is a public space where the young people could create a mural.
38. Create instruments with household objects such as rice in jar, glasses full of different amounts of water, and rubber bands stretched between nails.
39. Have guest musicians visit and talk about their music and instrument.
40. Research different instruments.
41. Hold a concert for families or at a hospital or nursing home.
42. Hold a talent show.
43. Create arts and crafts representing favorite animals.
44. Create a mural of animals living in different parts of the world.

Source: Information on Cultural/Arts Programs was obtained from the following Web sites: www.ed.gov/pubs/After_School_Programs/Arts_Programs.html, and others.

PSYCHOSOCIAL DEVELOPMENT PROGRAMS

CHARACTERISTICS

- There is a high level of interaction with staff.
- Staff models good character and there is low staff turnover.
- There is a communication of clear, consistent expectations and limits to children.
- Places are provided for socialization and private time.
- Information is provided on life and self-care skills.
- Activities are conducted that help build initiative and character in participants.
- There is an age-appropriate sense of independence and decision-making.
- Personal and interpersonal social skills are targeted with opportunities given for participants to make friends.
- There is an appreciation of diversity.
- Attention and appreciation from positive adults is given.
- There is a balance of structured and unstructured time.
- Accommodations are made for reasonable requests by youth and families.
- Opportunities are provided for youth to share new skills and knowledge.
- There is emphasis on conflict resolution and problem solving.
- Opportunities are provided to develop expertise through long-term activities and the attainment of short-term goals through short-term projects.
- Young people are given opportunities for entertainment and role playing.
- Young people are given opportunities to choose activities and/or plan them.
- Help is provided for young people to learn how to recognize instinctive reactions and practice controlling and/or adjusting their response.

ACTIVITIES

45. Conduct team building exercises such as a confidence course ("ropes course") or group efforts in drama, building, etc.
46. Students sign a behavior contract.
47. Involve young people in the planning and evaluation of programs and activities.
48. Sponsor a "show and tell" session.
49. Teach skills such as cooking and child care.
50. Require youth to do clean-up of the facilities.
51. Provide peer mediation and peer counseling.
52. Make activities student-led.
53. Make books about talents, likes, dislikes, favorite things, etc. Make personal history charts.

MENTORING PROGRAMS

CHARACTERISTICS

- Problems that need to be addressed have been identified (drop outs, low achievement, low rate of college attendance, language minority, teen mothers etc.).
- Goals and objectives have been established.
- The program has good leadership and involves key stakeholders in community.
- Can be one-on-one; team mentoring where youth are exposed to several mentors, or tripartite in which the mentored youth serves as a mentor to a younger child (cross-age tutoring).
- Mentors receive training, go through a security check and agree to a long-term commitment to the program.

ACTIVITIES

54. Ask a local business to provide mentors.
55. Involve college students and others as mentors.
56. Provide training to older youth who can serve as mentors to younger children.
57. Mentors and mentees select a hobby to develop together.
58. Youth "shadow" their mentors at work.
59. Youth and mentors plan activities for small groups to do together.
60. Youth and mentors plan and implement community improvement projects – clean-up or planting, etc.
61. Mentors discuss school activities and homework with participants.

Source: Information on mentoring programs was obtained from the following Web sites: www.ed.gov/pubs/YesYouCan/sect2-fsteps.html, and others.

PREVENTION PROGRAMS (SUBSTANCE ABUSE, CRIME, SEXUAL ACTIVITY)

NOTE: *After-school programs are prevention programs, even if they never mention substance abuse, crime or sexual activity. This section, however, provides information on prevention programs that specifically target substance abuse, violence, crime, and sexual activity.*

CHARACTERISTICS

♦ Crime prevention programs for elementary school age children should focus on personal safety; for middle school age children programs should focus on making families and the community safer; and at the high school level, the focus should be on implementing crime prevention programs.
♦ Information is given on the realistic dangers of alcohol, other drugs and tobacco.
♦ Information is given on community norms that prohibit or support alcohol, tobacco and other drug use.
♦ Drug and violence prevention curricula and counseling are provided.
♦ There is a focus on conflict resolution and problem solving.

ACTIVITIES

62. Conduct media literacy classes to help young people understand how their views on alcohol and tobacco are influenced by advertising and the media.
63. Sponsor youth-planned alcohol- and drug-free activities such as dances, parties, etc.
64. Conduct a teen court program.
65. Youth write and conduct a survey of their peers on alcohol and drug caused problems.
66. Youth plan and present a drug and alcohol panel for local schools – for students and/or parents.
67. Youth research, write and produce a booklet or video to educate their peers or parents about the dangers of using alcohol, tobacco and other drugs and what they can do about it.
68. Establish an advisory group to work with police.
69. Provide life skills training.

FAMILY BONDING PROGRAMS

CHARACTERISTICS

- There is extensive information sharing between staff and parents.
- Parents participate in the planning of the after-school program and/or in the program's activities.
- An orientation session is held for parents of participants.
- Parents are provided with the rules of the after school program and are encouraged to discuss them with their children.
- Parenting skills information is provided through parent meetings or a parenting class.
- Staff provides personal feedback to parents on a daily or weekly basis at pick-up time.

ACTIVITIES

70. Use grandparents and parents as volunteers.
71. Conduct family events such as picnics.
72. Conduct performances for parents.
73. Develop an activity diary that youth can share with parents.
74. Develop an after-school program newsletter with young reporters.
75. Encourage parents to read to their children and help them with their homework. Have parents sit in on a homework session with the after-school instructor or tutor to see how help is provided.
76. Establish a parent advisory committee.
77. Have children interview family members to learn more about their histories.

Source: Information on family bonding programs was obtained from the following Web sites: www.open.org/~westcapt/bp8.htm, and others.

COMMUNITY BONDING PROGRAMS

CHARACTERISTICS

- Community service projects are designed to meet local needs.
- Youth participate in a community needs assessment program to determine where help is needed,
- Youth participate in the planning and implementing of a community service project.
- Youth participate in a school service project that involves interaction with school staff.
- Program attempts to find transportation for participants with no transportation alternatives.
- Culture specific activities, where appropriate, are provided.

ACTIVITIES

78. Establish a youth advisory council for the local government or local school system.
79. Adopt a retirement residence.
80. Establish faith based programs.
81. Conduct an awards program that recognizes the community service involvement of young people. Program may be sponsored by the after-school program or can be a partnership with the local government.
82. Develop etiquette programs that focus on proper behavior and courtesy.
83. Sponsor a school or neighborhood clean up day.
84. Adopt a highway (preferably a highway that is not heavily traveled so young people are not exposed to undue risk).
85. Work with the local parks and recreation department and assist with a park clean up.
86. Provide vouchers for young people who have no access to transportation. Vouchers may be available from a local taxicab company for a reduced price or even free.
87. Research environmental issues in your area. Determine if there is a river, stream or other area that requires cleanup. Volunteer to help beautify the area.
88. Read and discuss selected newspaper articles, or have a "News of the Day" hour where children can bring in stories from the paper and discuss them for the day.
89. Conduct an advocacy training program where youth learn how to effect change in the public policy arena. This can include advocating for changes in laws and regulations, such as those dealing with alcohol and tobacco or those that deal with public agencies such as police departments and school systems.

STEP 5 – STRATEGIC PLAN - EVALUATION

When program managers hear the word "evaluation", it often conjures up unpleasant images of outsiders scrutinizing their activities and declaring their program to be a failure. In reality, evaluation can be and should be an asset for program managers and their efforts. A strong, carefully designed evaluation can help program managers target their efforts, develop efficient materials and programs, make mid-course adjustments, if necessary and prove their success. Evaluation can transform guesswork into certainty.

Your evaluation is based on the goals and objectives you set in Step 3. This step develops your evaluation plan. Programs are done in cycles. You should check your progress on a regular basis, and make midcourse revisions as needed. The "final" evaluation, after the activity is complete, is part of the needs assessment for the next cycle. At that time, your outcome measure will determine if you achieved the objective or not. Analyze why the measure was or was not met and make recommendations for the next cycle.

There are three types of evaluation: Process, Outcome, and Impact. Process evaluation records how smoothly the implementation went (did people show up and do what you expected?). Outcome evaluation is important because it shows how the lives of the children have been improved by your program. Impact objectives (such as a reduction in youth smoking rates) are used to measure the effects of comprehensive, multi-part programs, such as the entire prevention program for a county. We do not expect most after-school programs will use impact evaluation since it takes a great deal of time to see effects. While the effect from a single after-school program may not be identified on the impact level, the positive outcomes you measure can illustrate how the program has contributed to the overall impact.

The evaluation may be done by a professional evaluator who has the ability to interpret what was learned, but many after-school programs lack the resources necessary to pay for this service. You may be able to get assistance with evaluation from the following organizations:

- College or university professor or graduate student
- Evaluators from county agencies such a health departments, traffic safety agencies or substance abuse prevention offices
- A state or local health department evaluator
- An evaluator from a state traffic safety department
- A evaluator from an advertising, marketing or public relations agency

This step is going to help after-school planners set up an evaluation on their own for the objectives written in Step 3.

Evaluation Work Sheet

Write each objective, being sure to include how you will measure your success. Describe the beginning measurement and activities. After your program has been in operation for a while, come back to this form and answer the remaining questions on whether you accomplished your objective, why or why not, and make recommendations for continuing or changing the program.

Objective # *sample*
Eighty percent of the students will increase their overall grade point average by one letter grade point (e.g. 1.5 to a 2.5) by the end of the semester as measured by their report cards by the end of the semester.

Pre-Activity Measurement
A review of report cards showed ten participants out of 15 had grade point averages (GPA) below 2.0. The other five had GPAs ranging from 2.5 to 3.8

Activities
Establish a homework club with one-on-one tutoring.

Comments
One student frequently did not bring his school books. Two seemed to have trouble reading their textbooks.

Post-Activity Measurement
The grades of five students were increased by 1.0 or more. Six were increased by .75 or more. Three had grades that stayed the same or decreased. One participant dropped out of the program.

Was the objective reached? _____YES; _____ NO __X__; _____PARTIALLY

Explanation
Getting good grades does not seem important to some of the students.

Recommendations
Discuss with parents and teachers the three who made no progress to see if special help is needed. Increase mentoring for the six that made some progress. Present awards to the five that met the goal.

Objective #Sample 2
Participants will enjoy three artistic presentations in a ten-week time period as measured by increased positive responses in a post-activity survey of attitudes compared to a pre-activity survey.

Pre-Activity Measurement *(Measurement Method)*
All participants are surveyed on attitudes at the beginning of the program. Three of the questions are about their attitudes towards artistic pursuits, which are frequently not as popular as sports, TV and video games as ways to spend leisure time, or as potential careers. Three of the 30 participants said they enjoyed watching and/or doing dance, acting, or playing a musical instrument, or would like an opportunity to do one of these.

Activities
Request local actors and artists to come in and give presentations on their craft.

Comments
Actors want to come back. They really enjoyed the kids.

Post-Activity Measurement
The same survey questions showed 20 participants considered watching or doing artistic activities something they like to do.

Was the objective reached? ___X__YES _____NO; _____ PARTIALLY

Explanation
Several kids wanted their parents to meet the visitors.

Recommendations
Provide opportunities for the participants to continue to explore the arts fields as spectators and participants.

Objective #1

Pre-Activity Measurement *(Measurement Method)*

Activities

Post-Activity Measurement

Comments

Was the objective reached? _____YES; _____NO;_____ PARTIALLY

Explanation

Recommendations

Objective #2

Pre-Activity Measurement *(Measurement Method)*

Activities

Post-Activity Measurement

Comments

Was the objective reached? _____YES; _____NO; _____ PARTIALLY

Explanation

Recommendations

Objective #3

Pre-Activity Measurement *(Measurement Method)*

Activities

Post-Activity Measurement

Comments

Was the objective reached? _____YES; _____NO; _____PARTIALLY

Explanation

Recommendations

Objective #4

Pre-Activity Measurement *(Measurement Method)*

Activities

Post-Activity Measurement

Comments

Was the objective reached? _____YES; _____NO; _____PARTIALLY

Explanation

Recommendations

GO TO YOUR BLUEPRINT

FILL IN INFORMATION REQUESTED IN STEP 5

STEP 6 - DEVELOPING A BUSINESS PLAN

The goal of an after-school program is to provide a safe and secure environment for children. But in pursuing that goal, it is important to remember that an after-school program is a business, just like any other small business. Rather than selling groceries or widgets, an after-school program sells services.

Any business, in order to succeed, must plan. According to bizplansource.com, "The process of researching and writing [a business plan] forces you to think and plan, and careful planning is one of the keys to success." That is why a business plan is so important. It is the program's road map. You would not think of taking a trip to an unknown destination without some idea of how to get there. If you are venturing into the uncharted territory of running a small business, you need the same direction.

The basic components of a business plan help describe the organization, the people who will be involved, the organizational structure, and the strategy to achieve success. It is a way to ensure that goals are being achieved and strategies are being followed.

Following are the elements to consider in an after-school business plan. Additional information is available at the www.bizplansource.com, and www.bplan.com as well as local Economic Development Offices. After you have reviewed the information and the various components of the plan, a business plan worksheet and timeline are included to help you in drafting this vital document.

A.   Institutional Policies

   1.   Maximum number of participants
         Group size matters when undertaking learning and enrichment activities, depending on the type and complexity of the activity. Group size should not exceed 30 in any case. By limiting group sizes, children have more positive interaction with staff and other children.

   2.   Staff-to-student ratio
         For true student enrichment, the staff-to-student ratio should be low, especially when tutoring or mentoring activities are taking place. Usually, the ratio is between one staff person for every 10 students (1:10) or one staff person for every 15 students (1:15) for groups of children age six and older. Some activities, such as mentoring require a ratio as high as 1:1 or 2.

   3.   Hours of operation
         Hours of operation can be both before school and after school such as 7:00 a.m. to 9:00 a.m. and then again in the afternoon from 3:00 p.m. to 7:00 p.m. Programs may, however, also need to consider going to a full day-time schedule (8:00 a.m. to 5:00 p.m.) during the summer or whenever children are out of school.

   4.   Policy and procedures manual

   5.   Roles and responsibilities

   6.   Accounting/bookkeeping

   7.   Grant/proposal writing (if needed)

B.   Organizational Structure

Regardless of the sponsoring groups or group, a successful governing structure combines hands-on, site-based management with regular oversight and accountability to all partners. Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures, and multiple funding sources, including in-kind support. Program administrators continually look for funding sources.

1.   Number of staff needed *(Note: Have at least two adults with the young people at all times.)*

   a. Administrative
       The program director plays an important part in insuring that the after-school program provides high-quality services that meet the needs of program staff, students and families. Effective administrators also develop strong relationships with the schools that participating children attend and with important community partners.

   b. Program staff (planning and implementation)
       Children in after-school programs indicate that warm, caring, and stable adult relationships are important to their success in an after-school program. This is especially important for children and youth who may not have the support and guidance they need at home. Having a staff with higher levels of education is related to fewer negative interactions between staff and children and greater parental satisfaction. Programs should also be willing to provide attractive compensation and work scheduling packages to retain quality staff.

   c. Support staff (untrained staff, volunteers, students, etc.)
       Most after-school programs welcome volunteers. Their use can dramatically lower the price of the program while reducing the staff-to-child ratio. Program directors should incorporate volunteers in the program in accordance with their skill levels and interests. As with the regular after-school staff, volunteers should be oriented to working with children and youth.

2.   Qualifications
   a. Conduct background check
       (1)   Criminal check - Check with police or sheriff's department
       (2)   Motor vehicle report (only needed if going to be driving)
              Need proof of insurance for staff and volunteers. Bus drivers must have commercial licenses, all others only need a regular driver's license.

   b. Ensure they have experience working with children the age of the participants

   c. Conduct an interview to determine whether the candidate has the following:
       (1)   Strong interpersonal, communication and organizational skills
       (2)   Respect for and enjoyment of children
       (3)   Appreciation of children's individual needs, differences and diversity
       (4)   Punctuality, reliability, patience and flexibility
       (5)   A positive, optimistic outlook

C.   Legal/Insurance Issues

Successful programs develop procedures and policies that protect children and staff by meeting licensing and inspection requirements, addressing liability issues, carrying adequate liability insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the Americans With Disabilities Act requirements. In addition, local jurisdictions may also require fire and/or food inspections or certification.

D.   Facility

The location of an after-school program can help determine staff needs, i.e., use of teachers or what kinds of activities can be included.   Following are the advantages and disadvantages of using various types of locations.

1. Schools
   a. Advantages
       (1) Transportation
       (2) Facility design
       (3) Connection with teachers (Teachers can be staff, or they can discuss academic/social and physical needs of students easily with after school staff.)
       (4) Equipment (computers, gym, playgrounds)
       (5) Credibility
       (6) System support

   b. Disadvantages
       (1) Conflicts on facilities and equipment
       (2) Tied to school policies, budget, personnel salaries, etc.

2. Community organizations
   a. Advantages
       (1) Residential location, closer to participant's homes
       (2) Eliminates the need for special transportation

   b. Disadvantages
       (1) Harder to find
       (2) May not meet safety and health requirements
       (3) May require janitorial work

3. Religious institutions
   a. Advantages
       (1) Better location for transportation; children may be able to walk to the site
       (2) Creates a sense of safety and security

   b. Disadvantages
       (1) Some of the children may not want to go into a religious building that is not of their own religion
       (2) May not meet safety and health requirements
       (3) May have to pay rent

4. Businesses
  a. Advantages
    (1) Access to volunteers
    (2) Credibility
    (3) Close to parents

  b. Disadvantages
    (1) Hours of operation - May close earlier than the program wants
    (2) If donated space, it may be taken away before the program is ready
    (3) Traffic problems
    (4) Strings may be attached to give slots first to employee children, which may limit the target audience

E. Equipment

  1. Computers
    a. Is the equipment located in an area convenient for youth access and for continued monitoring of all students by staff?
    b. Is the equipment placed out of the line of traffic?
    c. Are the computers, printers, and other equipment within easy reach so that children can get to them on their own without requiring adult assistance?
    d. Is the equipment situated where there is sufficient light but away from windows and other sources of glare?
    e. is it placed away from art activities, sand and water, or cooking activities? Food, water and paint can be harmful to the equipment.
    f. Are two or three chairs placed around each computer?
    g. Can children concentrate and work together without distracting others?
    h. Is the electrical system adequate to support the equipment without overloading circuits?
    i. Are wires and outlets out of the way? Placing computers against a wall or partition prevents children from tripping over wires or fiddling with electrical outlets.

  2. Sports/recreation equipment
    If the after-school program will be conducting any type of sporting activity, a list of required equipment will need to be compiled. For instance, if the program decides that a basketball program is needed, there must be access to a court and the program should have funding to purchase basketballs. Secure storage space will also be needed for equipment.

  3. Art/hobbies/crafts equipment
    Depending on the type of activity the program decides to include, usually equipment or supplies are needed and must be included in the program's plan. Storage space for equipment and works in progress or drying space may be needed.

BUSINESS PLAN WORKSHEET

I.   Staff

A. Executive Director
   1. Years of experience   _____
   2. Qualifications *(write brief summary of what you will need)*

   3. Previous after-school or similar experience *(yes/no)*   _____

B. Program staff
   1. Number needed for a ratio of ____:____ *(see page 51)*   _____
   2. Qualifications *(write brief summary of what you will need)*

C. Support/Untrained staff
   1. Number needed   _____
   2. Where to find *(circle all that apply)*
       a. Parents/grandparents
       b. Senior citizens
       c. AmeriCorps
       d. Federal work-study college students
       e. Students from local colleges
       f. Flex-time scheduling of teachers
       g. Other _____

D. Training
   1. Where to find *(circle all that apply)*
       a. Local college/university
       b. County/city prevention coordinator
       c. Health or human services department
       d. Parks and recreation department
       e. Other _____

   2. Type of training *(circle all that apply)*
       a. Child development
       b. Negotiation
       c. Cultural sensitivity
       d. Adapting to the needs of children with disabilities
       e. Creation and oversight of activities
       f. Effective communication with parents
       g. Problem solving
       h. Management, budget (for executive directors)
       i. Expertise in academic subject matters
       j. Assessing student progress
       k. Implementation of different program components
       l. Grant writing
       m. Conflict resolution
       n. Other _____

II. Institutional policies

A. Maximum # of participants _____

B. Staff-to-student ratio *(write down number, i.e. 1:15)* _____

C. Hours of operation, i.e., 3:00 p.m. to 7:00 p.m. _____
   1. Summer program *(yes/no)* and hours of operation _____

D. Policy and procedures manual *(yes/no)* _____

E. Written roles and responsibilities for administrators, program staff
   and support staff available *(yes/no)* _____

F. Accounting and bookkeeping needs have been met *(yes/no)* _____

G. Grant/proposal writing expertise is available *(yes/no)* _____

III. Legal and insurance issues

A. Licensing requirements have been met *(yes/no)* _____

B. There is adequate liability and other insurance *(yes/no)* _____

C. Records are properly maintained *(yes/no)* _____

D. Program has access to legal help *(yes/no)* _____

E. There is a regular review of health and safety practices *(yes/no)* _____

F. The program complies with the Americans With Disability Act *(yes/no)* _____

IV. Facility

A. Type of facility *(circle one)*
   1. School
   2. Community organization
   3. Religious institution
   4. Business
   5. Other _____

B. Facility evaluation *(yes/no)*
   1. Is the location safe? _____
   2. Is the location accessible to the majority of the target audience? _____
   3. Is there access to transportation? _____
   4. Is the size of the facility appropriate to the expected size of the program? _____
   5. Are there educational resources available at or near the facility? _____
   6. Are there rest rooms? _____
   7. Does the facility meet safety and health requirements? _____
   8. Does the facility have kitchen facilities? _____
   9. Will the facility be difficult to maintain? _____

A. Facility design *(yes/no)*
   1. Is remodeling required to accommodate program? _____
   2. Is the facility in need of painting/repair? _____
   3. Are there adequate places for staff offices, play areas for participants, etc.? _____

V.   Equipment

A. What type of equipment will be needed
   1. Computers *(yes/no)* _____
      a. Can the space handle computer equipment *(yes/no)* _____

   2. Sports/recreation *(yes/no)*
      a. Basketball court & equipment _____
      b. Playing field & equipment _____
      c. Other _____

   3. Art/hobbies/crafts *(yes/no)*
      a. Art supplies (paint, brushes, paper, etc.) _____
      b. Craft supplies (paper, clay, etc.) _____
      c. Hobbies such as dance, writing, auto repair, etc. _____
      d. Other _____

   4. Cooking *(yes/no)* _____
      a. Is there a kitchen with a stove and refrigerator? _____

   5. Other *(provide list)*

GO TO YOUR BLUEPRINT

FILL IN THE INFORMATION REQUESTED IN STEP #6

STEP 7 – RESOURCES NEEDED

Once you have identified the activities you want to conduct for each of your objectives, it will be necessary to determine what resources you need. For instance, if you want to sponsor a basketball team, does the program have the right equipment and access to a basketball court. Your final blueprint will be based on the resources that you need and the resources that are available to you (Step 8).

Depending on your funding, you may need to prioritize these objectives and activities and determine which activities you must do, which you would like to do and those you can live without.

SAMPLE

Obj #1 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance
Participants give example of what they learned in school	15	1	1	classroom				

Obj #2 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance
Homework Club	15	1	1	classroom	paper, pencils books			

RESOURCES NEEDED WORKSHEET

Obj #1 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance
Obj #2 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance
Obj #3 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance
Obj #4 - Activities	# of Participants	# of Paid Staff	# of Volunteers	Facility	Materials/ Supplies	Equipment	Transportation	Insurance

**GO TO BLUEPRINT
AND FILL IN INFORMATION IN STEP 7**

STEP 8 – RESOURCES AVAILABLE

After selecting appropriate activities based on goals and objectives you determine what resources are needed to accomplish those goals and objectives. The next task is to find out what is available in the community. Following is a list of possible resources that may be needed for an after-school program. The list is by no means exhaustive and after-school program planners are urged to add their own ideas to this list, where appropriate.

Support Resources
Following is a list of places where after-school planners may find support resources. In addition, in some neighborhoods youth groups have surveyed or "mapped" resources.

- ◆ Businesses
- ◆ Schools
- ◆ Police departments
- ◆ Recreation departments
- ◆ Libraries
- ◆ Non-profit organizations
- ◆ Colleges/universities
- ◆ Faith community
- ◆ Parents
- ◆ Retirees

Support Needs

The following is willing to be an official sponsor or umbrella organization:	Yes	No	Don't Know
Business			
School			
Police department			
Non-profit organization			
Recreation department			
Faith community			
College/university			

Volunteers

Are volunteers available for:	Yes/No/ Don't Know	How Many	From Where
Staff			
Tutoring			
Coaching			
Visiting instructor			
Mentoring			

In-Kind Contributions

Are kind contributions available for:	Yes/No/ Don't Know	From Where
Accounting/bookkeeping		
Legal		
Publicity		
Printing		

Space

Is space available from:	Yes/No/ Don't Know	Type	Square Footage
Business			
Non-profit organization			
School			
Faith community			

Insurance

Is insurance available from:	Yes/No/ Don't Know
Business	
Non-profit organization	
School	
Faith community	

Furniture/Equipment

Is furniture/equipment available from:	Yes/No/ Don't Know	What Type	How Many
Business			
School			
Police department			
Non-profit organization			
Recreation department			
Faith community			
College/university			

Food

Is food is available from:	Yes/No/ Don't Know
Federal food programs	

Transportation

Is transportation available for:	Yes/No/ Don't Know	From Where
Cars		
Vans		
Bus		
Drivers		
Metro		

Funding

Is funding available from:	Yes/No/ Don't Know	How Much
Business		
School		
Police department		
Non-profit organization		
Recreation department		
Faith community		
College/university		
Local government		
State government		
Federal government		
Foundation		

Program Resources

Instructors

Can the following provide instructors:	Yes/No/ Don't Know	How Many
Police officers		
School system personnel		
Recreation department workers		
Health department employees		
College/university staff/students		
Dancers		
Artists		
Musicians		
Authors/story tellers		

Materials

Are materials or activities available for:	Yes/No/ Don't Know	How Much	From Where
Art			
Cultural activities			
Movie theaters			
Theaters			
Museums			
Sports/Recreation			
Equipment			
Parks/playground			
Gyms			
Soccer fields, baseball diamonds			
Basketball courts			
Community center			
Dance			
Academics			
Computers			
Books			
Magazines			
Special events			
Trips			

GO TO YOUR BLUEPRINT
FILL IN THE INFORMATION FOR STEP 8

STEP 9 - DEVELOP A BUDGET

Now that you have developed your after-school program, the financial resources needed to run that program may force you to reevaluate your choices. Developing a realistic budget may seem to be a daunting task, but answering some key questions will make the task easier. Following are items in an after-school budget with suggestions on how these items can figure into your own estimates.

I.   Expenses

    A.   Fixed costs
        1.   Administration and planning staff (may be supplements to existing staff)
        2.   Rent and utilities (may be able to get donated space)
            a. Check with local school system, churches, businesses for donated space
        3.   Maintenance and custodial (may require overtime costs to regular staff)

    B.   Semi-variable costs
        1.   Support and instructional staff (Pay rates may be $5.81 to $30 per hour for regular staff or $6.50 for college students. College work-study students may be available at no cost to programs – see Resource Section)
        2.   On site directors (Average pay is $19,490)
        3.   Health benefits (few after school programs offer health benefits and 40% of staff also have a second job)
        4.   Fringe benefits – Fringe benefits cover Social Security and Medicare (FICA), which all employers are required to pay regardless of whether the individual works full or part-time. All employers must pay 7.65% as the employer share of FICA.
        Note: Dollar figures are in Year 2000 dollars.

    C.   Variable Costs
        1.   Materials (May be ongoing or a one time expense. A computer lab could cost more than $40,000; tutoring programs may have a very low cost.)
        2.   Equipment (sports equipment, computers, etc.)
        3.   Transportation (daily if not within walking distance of school and home, or for field trips, etc. After school transportation may cost $25 per hour for driver and $1 per mile for bus or about $1 per student per trip)

II.   Income

    A.   Tuition (parents should check with tax advisor on deductibility as child care expense)
        1.   Free, full cost recovery, sliding scale, reduced rate for all through outside funding
            a. Average cost for families with incomes between $10,000 and $50,000 is $33.00 a week for full time after-school programs. The cost is higher ($51.00 per week) for part-day programs.
            b. For families with incomes more than $50,000, the average cost is $55.00 per week.
            c. In Minnesota, the average fee for parents is $2.41 per hour and in New Jersey, the hourly fee is $4.70.
    B.   Federal, state and local government grants for programs
    C.   Foundation grants
    D.   Business/non-profit organization donations

BUDGET WORKSHEET
SAMPLE

EXPENSE

BUDGET ITEMS (include formula or explanation of cost)	COST	IN-KIND VALUE
Personnel		
Executive Director – 6 hrs per day x 190 days x $15 per hr.	17,100.00	
Instructional Staff (2) - 720 hrs (4 hrs per day x 180 days) x $8 per hr x 2	11,520.00	
*Support Staff (1) - 360 hrs (2 hrs per day x 180 days) x $5.81 per hr x 1	2,091.60	
Volunteers (2) - Valued at 720 hrs x $5.81 per hr x 2		8,366.40
Subtotal - Personnel costs	*30,711.60*	
Fringe Benefits @ 7.65% (Social Security & Medicare)	2,349.44	
Subtotal - Personnel costs	***$33,061.04***	***$8,366.40***
Administrative Costs		
Legal		1,000.00
Equipment - purchase (1 copier, 2 computers)	2,000.00	1,000.00
Furniture - desks, tables, lamps		1,000.00
Insurance	5,000.00	
Rent (includes utilities) 4 hrs per day x 180 days x 5 per hour	3,600.00	
Subtotal - Administrative costs	***$10,600.00***	***$3,000.00***
Direct Costs		
Food (snacks) $2.00 a day x 30 kids x 180 days	10,800.00	
Postage	250.00	
Printing	500.00	
Supplies		
Art supplies	500.00	
Office supplies (paper, pens, etc.)	500.00	
Sports supplies	750.00	
School supplies	750.00	
Telephone	250.00	
Travel (does not include major field trips)	500.00	
Subtotal - Direct costs	***$14,800.00***	
TOTAL BUDGET	**$58,461.04**	

* Support Staff – May include janitors, drivers, luncheon cooks, etc.

INCOME

POTENTIAL FUNDING SOURCES	AMOUNT REQUESTED	AMOUNT RECEIVED
Local government	5,000.00	
School district		
State grants		
Federal grants		
Foundations	1,500.00	
Parent/teacher organizations		
Local civic and service clubs	1,500.00	
Local businesses		
Tuition and user fees $9.50 per day x 180 days x 30 participants	51.300.00	
Other		
Total Revenues	**$59,300.00**	

BUDGET WORKSHEET

EXPENSES

Budget Items (include formula or explanation of cost)	COST	IN-KIND VALUE
Personnel		
Executive Director		
Instructional Staff		
Support Staff		
Volunteers		
Fringe benefits @ 7.65%		
Subtotal - Personnel costs		
Administrative Costs		
Legal		
Equipment - purchase		
Furniture - desks, tables, lamps		
Insurance		
Rent (includes utilities)		
Subtotal - Administrative costs		
Direct Costs		
Food (Snacks)		
Postage		
Printing		
Rent		
Supplies		
Art supplies		
Office supplies (paper, pens, etc.)		
Sports supplies		
School supplies		
Telephone		
Travel		
Subtotal - Direct costs		
TOTAL BUDGET		

INCOME

POTENTIAL FUNDING SOURCES	AMOUNT REQUESTED	AMOUNT RECEIVED
Local government		
School district		
State grants		
Federal grants		
Foundations		
Parent/teacher organizations		
Local civic and service clubs		
Local businesses		
Tuition and user fees		
Other		
Total Revenues		

**GOTO THE BLUEPRINT
FILL IN THE INFORMATION FOR STEP 9**

DATA RESOURCE LIST

U.S. Census Bureau
U.S. Department of Commerce
Phone: (301) 457-4100
Fax: (301) 457-4714
Web site: http://www.census.gov

Washington, D.C.

Child Care Association
Office of Early Childhood Development
Phone: (202) 727-1839
Fax: (202) 727-9709

Crime Data
Sampson Annan
Director, Research & Resource Group
Metropolitan Police Department, Planning and Research
Phone: (202) 727-4175
Fax: (202) 727-0826
E-mail: scannan05@aol.com

Demographics
http://dclibrary.org/sdc/

Drug Program Coordinator
Wendy Salaam
DC Addiction Prevention & Recovery
Phone: (202) 442-5876
Fax: (202) 442-4834
E-mail: wsalaam@dchealth.com

Public School System
Denise Tann
Director of Communications
District of Columbia Public Schools
Office of Public Information
825 North Capitol Street, #7096, NE
Washington, DC, 20002
Phone: (202) 442-5635
Fax: (202) 442-5418
Web site: www.k12.dc.us

Safe and Drug Free Schools Coordinator
Diane Powell
Phone: (202) 442-5099
Fax: (202) 442-5523

Arlington County

Child Care Association
Extended day
Phone: (703) 228-6069
Fax: (703) 812-7899
Web site: www.arlington.k12.va.us

Crime Data
Kerry Day
Arlington County Police Department, Research & Development Unit
Phone: (703) 228-4063
Fax: (703) 228-4127
E-mail: kday@co.arlington.va.us

Deputy Chief James Younger
Arlington County Police Department, Research & Development Unit
Phone: (703) 228-4095
Fax: (703) 228-4127
E-mail: jyoung@co.arlington.va.us

Demographics
www.co.arlington.va.us/cphd/planning/plandoc.htm

Drug Program Coordinator
Patricia Mckenzie
Arlington County Child and Family Services
Phone: (703) 228-1690
Fax: (703) 228-1137
Email: pmcken@co.arlington.va.us

Public School System
Linda Erdos
Director of School and Community Relations
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
Phone: (703) 228-6002
Fax: (703) 228-7640
Web site: www.arlington.k12.va.us
E-mail: lerdos@arlington.k12.va.us

Safe and Drug Free Schools Coordinator
Deborah C. DeFranco
Phone: (703) 228-6166
Fax: (703) 228-6295

City of Alexandria

Child Care Association
Early Childhood Development
Phone: (703) 838-0750
Fax: (703) 838-0886

Crime Data
Sgt. Kathleen West
City of Alexandria Police Department
Phone: (703) 706-3973
Fax: (703) 519-8921

Demographics
http://ci.alexandria.va.us/city/annual_reports/
report2000/ar2000_statistical_snapshot.html

Drug Program Coordinator
Deborah Warren
Alexandria Department of MHMRSA
Phone: (703) 838-6400 x166
Fax: (703) 838-5070
E-mail: deborah.warren@ci.alexandria.va.us

Public School System
Ms. Barbara Hunter
Director of Communications
Alexandria City Public Schools
2000 North Beauregard Street
Alexandria, VA 22311
Phone: (703) 824-6635
Fax: (703) 824-6699
Web site: www.acps.k12.va.us

Safe and Drug Free Schools Coordinator
Mary Flynt
Phone: (703) 824-6680
Fax: (703) 824-6741
E-mail: mflynt@acps.k12.va.us

Fairfax County

Child Care Association
Department of Family Services for Children
Phone: (703) 449-9555
Web site: www.co.fairfax.va.us/childcare

Crime Data
Ieva Paul
Fairfax County Police Department
Phone: (703) 246-3190
Fax: (703) 273-6940
E-mail: ieva_paul@co.fairfax.va.us

Demographics
http://www.co.fairfax.va.us/comm/demogrph
/homepage.htm

Drug Program Coordinator
Margaret Kollay
Fairfax County Alcohol & Drug Services
Phone: (703) 934-5476
Fax: (703) 93408742
E-mail: mkollay@hotmail.com

Public School System
Mrs. Kitty Porterfield
Director of Community Relations
Fairfax County Public Schools
10700 Page Avenue
Fairfax, VA 22030
Phone: (703) 246-2877
Fax: (703) 246-2024

Safe and Drug Free Schools Coordinator
Clarence Jones
Phone: (703) 876-5246
Fax: (703) 208-6410
E-mail: cjones@devonctr.fcps.k12.va.us

Loudoun County

Child Care Association
Department of Social Services
Phone: (703) 777-0353
Fax: (703) 771-5214

Crime Data
Lt. Carol Andreas
Loudoun County Sheriffs Office
Phone: (703) 777-0686
Fax: (703) 771-5744
E-mail: None

Drug Program Coordinator
Judith Romberg
Loudoun County Mental Health Services
Phone: (703) 771-5100
Fax: (703) 777-0170

Todd England
Phone: (703) 771-5377
Fax: (703) 777-0170

Loudoun County (cont.)

Public School System
Wayde Byard
Public Information Officer
Loudoun County Public Schools
102 North Street, NW
Leesburg, VA 20176
Phone: (703) 771-6440
Fax: 703-771-6575
Web site: www.loudoun.k12.va.us

Safe and Drug Free Schools Coordinator
Betsy Young
Phone: (703) 771-6430
Fax: (703) 771-6479

Prince William County

Child Care Association
Child Care Options
Phone: (703) 792-4300
Fax: (703) 792-7596

Crime Data
Tom Pulaski
Prince William County Police Department
Phone: (703) 792-6671
Fax: (703) 792-7056
E-mail: tpulaski@pwcgov.org

Demographics
http://www.pwcgov.org/demographics/default.
htm

Drug Program Coordinator
Linda Harrison
Prince William Community Services Board
Phone: (703) 792-7739
Fax: (703) 792- 7817
E-mail: lharrison@pwcgov.org

Public School System
Irene Cromer
Supervisor for Community Relations
P.O. Box 389
Manassas, VA 20108
Phone: (703) 791-8720
Fax: (703) 791-8842
Web site: www.pwcs.edu

Safe and Drug Free Schools Coordinator
Clarice J. Torian
Phone: (703) 791-7436
Fax: (703) 791-8839
E-mail: cjtorian@pwcs.edu

Frederick County

Child Care Association
Frederick Child Care Consortium
Phone: (301) 695-4508

Crime Data
Sgt. Scott Jewell
Frederick County Sheriffs Office
Phone: (301) 694-2292
Fax: (301) 631-3700
E-mail: scott_jewell@co.frederick.md.us

Demographics
http://www.co.frederick.md.us/govt/planning/
demogrph.html

Drug Program Coordinator
Todd Crum
Frederick County Health Department,
Substance Abuse Department
Phone: (301) 631-3285
Fax: (301) 631-3298

Public School System
Marita Loose
Communications Specialist
115 east Church Street
Frederick, MD, 21701
Phone: (301) 694-1759
Fax: (301) 694-1795
E-mail: marita_loose@co.frederick.md.us
Web site: www.fcps.org

Safe and Drug-Free Coordinator
Linda Gouker
Safe and Drug-Free Schools
Phone: (301) 694-1768
Fax: (301) 694-1800
E-mail: linda_gouker@co.frederick.md.us

Montgomery County

Child Care Association
Montgomery Child Care Association
2730 University Blvd. W, Suite 616
Wheaton, MD 20902
Phone: 301-946-1213
301-949-3561 (Training Institute)
Fax: 301-949-6726
Web site: www.mccaedu.org

Crime Data
Lt. John R. Kapinos
Montgomery County Department of Police
Phone: (240) 773-5042
Fax: (240-773-5007
E-mail: kapinj@co.mo.md.us

Demographics
http://www.mc-mncppc.org/factmap/databook/glance/glance.htm or
http://www.mc-mncppc.org/factmap/databook/research.htm

Drug Program Coordinator
Martha Rosacker
Montgomery County Health & Human Services
Phone: (240) 777-1116
Fax: (240) 777-3054
E-mail: martha.rosacker@co.mo.md.us

Public School System
Mr. Brian Porter
Director, Department of Communications
850 Hungerford Drive
Rockville, MD, 20850
Phone: (301) 279-3391
Fax: (301) 279-3221
Web site: www.mcps.k12.md.us

Safe and Drug Free Schools Coordinator
Rita Rumbaugh
Phone: (301) 517-5917
Fax: (301) 517-5910
E-mail: rita_rumbaugh@fc.mcps.k12.md.us

Prince George's County

Child Care Association
Child Care Resource Center/LOCATE
Phone: 301-772-8400

Crime Data
Lt. Mark Ciccone
Prince George's County Police Department,
Planning & Research Division
Phone: (301) 772-4789
Fax: (301) 772-4809

Demographics
http://www.mncppc.org/pgco/facts/facts.htm

Drug Program Coordinator
Pat Ramseur
Prince George's County Health Department
Phone: (301) 817-3071
Fax: (301) 967-6320
E-mail: pbramseur@pg.co.gov.md

Public School System
Robin Breedon
Director, Office of Communications
14201 School Lane
Upper Marlboro, MD, 20772
Phone: (301) 952-6001
Fax: (301) 952-1383
Web site: www.pgcps.org
E-mail: robin.breedon@pgcps.org

Safe and Drug-Free Coordinator
Russ Lancaster
Safe and Drug-Free Schools
Phone: (301) 408-5540
Fax: (301) 408-5556

SURVEYS

State Surveys

Maryland Adolescent Survey
Maryland State Department of Education
Division of Planning, Results and Information Management
200 West Baltimore Street
Baltimore, MD 21201

National Surveys

Monitoring the Future
National Institute on Drug Abuse (NIDA)
6001 Executive Boulevard, Room 5213
MSC 9561
Bethesda, MD 20892
301-443-6245
Web site: http://www.nida.nih.gov
E-mail: MTFinfo@isr.umich.edu

Monitoring the Future, begun in 1975, is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a total of some 50,000 8th, 10th and 12th grade students are surveyed (12th graders since 1975, and 8th and 10th graders since 1991.) In addition, annual follow-up questionnaires are mailed to a sample of each graduating class for a number of years after their initial participation.

The results of the study are useful to policy makers at all levels of government, for example, to monitor progress toward Goal 7 (safe, disciplined, and alcohol and drug-free schools) of the Goals 2000 National Education Goals, as well as toward national health goals. Study results are also used to monitor trends in substance use and abuse among adolescents and young adults, and are used routinely in the White House Strategy on Drug Abuse.

The Monitoring the Future Study is funded by research grants from the National Institute on Drug Abuse, a part of the National Institutes of Health. MTF is conducted at the Survey Research Center in the Institute for Social Research at the University of Michigan.   Survey results are usually released in December.

Youth Risk Behavioral Survey
Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Adolescent Health and School Health Information Service
P.O. Box 9017
Silver Spring, MD 20907
888-231-6405
Fax: 888-282-7681
Web site: http://www.cdc.gov/nccdphp/dash/yrbs

The Youth Risk Behavioral Survey (YRBS) is a national school-based survey conducted biennially to assess the prevalence of health risk behaviors among high school students. Not all states participate in this survey, so check with your local school system. The YRBS focuses on priority health-risk behaviors

established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. These include: behaviors that result in unintentional and intentional injuries, tobacco use, alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually-transmitted diseases (STDs), and unintended pregnancies; dietary behaviors, and physical activity.

Results from YRBS are used by CDC to monitor how priority health-risk behaviors among high school students (grades 9-12) increase, decrease, or remain the same over time; evaluate the impact of broad national, state, and local efforts to prevent priority health-risk behaviors, and monitor progress in achieving relevant national health objectives for the year 2000.

Data from 1991, 1993, 1995, 1997, and 1999 have been combined in one data set to examine trends in risk behaviors across time, controlling for grade, sex, and race/ethnicity. The results are available in the Youth 99 CD-ROM, which provides access to six years of Youth Risk Behavior Survey (YRBS) summary data. This enables the user to examine youth risk behaviors in six risk categories —injuries, tobacco use, alcohol and other drug use, sexual behaviors, dietary behaviors, and physical activity; compare national, state, and local data examine trends over time; and view how state and local agencies are using the data.

Youth99 is free. To request Youth99, send name, street address, and telephone number to Healthy Youth, P.O. Box 9017, Silver Spring, MD 20907, Telephone: (888) 231-6405, Fax: (888) 282-7681, www.HealthyYouth@cdc.gov. National YRBS data and documentation can also be downloaded from the CDC Web site.

PRIDE Surveys
166 St. Charles Street
Bowling Green, KY 42101
270-746-9596
Fax: 270-746-9598
Web site: http://www.pridesurveys.com

Founded in 1977, PRIDE (Parents' Resource Institute for Drug Education), is the largest and oldest organization in the nation devoted to drug- and violence-free youth. Since 1982 PRIDE Surveys have been used by over 6400 school systems. The surveys are used as a measure of effectiveness of the White House drug strategy and required for organizations receiving Department of Education funding. PRIDE surveys are conducted during the school year to assess adolescent drug and violence problems and represent data from sixth through twelfth grade students. Schools that administer the PRIDE questionnaire do so voluntarily, or in compliance with a school district or state request. They receive explicit instructions for administering the anonymous, self-report instrument. Results of the PRIDE Survey are generally consistent with the National Institute on Drug Abuse's Monitoring the Future Survey (MTF) and are usually released in September.

OJJDP Statistical Briefing Book
Office of Juvenile Justice and Delinquency Prevention (OJJDP)
810 7th Street, NW
Washington, DC 20531
202-307-5911
Fax: 202-307-2093
Web site: http://www.ojjdp.ncjrs.org/ojstatbb/index.html

The OJJDP Statistical Briefing Book provides basic information on juvenile crime and victimization and on youth involved in the juvenile justice system. Data in the content areas below provide timely and reliable statistical answers to the most frequently asked questions of policymakers, the media, and the

general public. Information is available on population characteristics, juveniles as victims, juveniles as offenders, juvenile arrest, juveniles in court, and juveniles in corrections.

OJJDP has also developed a family of data analysis and dissemination tools that give users quick and easy access to detailed statistics on a variety of juvenile justice topics. The topic areas are juvenile populations, the FBI's supplementary homicide reports, FBI arrest statistics, juvenile court statistics, and a census of juveniles in residential placement.

The National Report Notebook

The National Report Notebook is designed to facilitate quick access to the newly released Juvenile Offenders and Victims: 1999 National Report (232 pages). The Report itself is the most comprehensive source of information about juvenile crime, violence, and victimization and about the response of the juvenile justice system to these problems. The Notebook highlights many new facts with links to relevant report pages.

STATE/NATIONAL CHILD CARE ASSOCIATIONS

Maryland State Child Care Association
Champe C. McCulloch, Executive Director
584 Bellerive Drive #3D
Annapolis, MD 21401
410-349-0051
Fax: 410-757-3809
Web site: www.mscca.org

Virginia Child Care Association
Missy Webb
703-941-2127

National Child Care Association
1016 Rosser Street
Conyers, GA 30012
1800-543-7161
Web site: www.nccanet.org

OTHER RESOURCES

Following is a listing of resources in the federal government, organizations, publications, and Web sites. Additional resource information is also provided from listings provided by the U.S. Department of Education and the U.S. Department of Justice, along with resources obtained from the Web page www.Afterschool.gov.

WEB SITES
(Note: This is a partial list. Many of these sites will have links to other valuable sites.)

www.Afterschool.gov

www.connectforkids.org/content1553/content.htm

www.ed.gov/After_School_Programs

www.ed.gov/databases/ERIC-Digests

www.ed.gov/pubs/Extending/vol2/prof5.html

www.ed.gov/pubs/LearnCenters

www.ed.gov/pubs/startearly

www.ed.gov/pubs/YesYouCan

www.ed.gov/Technology

www.ed.gov/thinkcollege/early

http://www.financeproject.org (advice and technical assistance to after-school programs seeking federal funding)

www.futureofchildren.org

www.netc.org/review/earlyconnections/baschool

www.nn4youth.org

www.open.org/~westcapt

www.quest.edu/sfa.html

http://prc-wwwserv.idap.indiana.edu

FEDERAL GOVERNMENT

AFTERSCHOOL.GOV
This Web site offers links to many sources of information in the areas of volunteers, transportation, recreation, technology, and food.
www.afterschool.gov

Federal Resources for Educational Excellence (FREE)
Information from 30 federal agencies and new teaching and learning resources, especially about potential collaboration, can be accessed with search tools.
www.ed.gov/free

U.S. DEPARTMENT OF AGRICULTURE

14th & Independence Ave., SW
Washington, DC 20250
202-720-2791
Web site: www.usda.gov
For information on food programs aimed at improving the nutritional status of America's children and youth, call 703-305-2286.
Fact sheets available at www.fns.usda.gov/newsite.htm

U.S. DEPARTMENT OF EDUCATION

Safe and Drug Free Schools

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202
800-USA-LEARN
Fax: 202-401-0689
Web site: www.ed.gov/offices/OESE/SDFS
The Safe and Drug-Free Schools Program is the federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in the nation's schools. The program supports initiatives to meet the seventh National Education Goal, which states that by the year 2000 all schools will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment conducive to learning. These initiatives are designed to prevent violence in and around schools, and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related federal, state and community efforts and resources.

Partnership for Family Involvement in Education

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8173
1-800-USA-LEARN
E-mail: Partner@ed.gov
Web site: http:pfie.ed.gov
The Partnership was started in 1994 to encourage and support families' involvement in children's learning to high standards. The Partnership is a growing grassroots organization of schools, employers, educators, families, religious groups, and community organizations who recognize their interdependent roles in supporting family and community involvement in children's learning and in improving schools and raising student achievement.

What Works for Latino Youth

White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW, 5E110
Washington, DC 20202-3601
(202) 401-1411
E-mail: white_house_init_hispanic_ed@ed.gov
Web site: www.ed.gov/offices/OIIA/Hispanic

Federal Work study programs may be sources of federally funded staff.
www.ed.gov/inits/americareads/coluniv_fws.html

ERIC
www.ed.gov/new.html
The U.S. Department of Education provides a listserv for discussion of education issues.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
5600 Fishers Lane, Rockwall II
Rockville, MD 20857
301-443-0365
Web site: www.samhsa.gov/csap

CSAP's mission is to provide national leadership in the federal effort to prevent alcohol, tobacco, and illicit drug problems. CSAP connects people and resources to innovative ideas and strategies, and encourages efforts to reduce and eliminate alcohol, tobacco, and illicit drug problems both in the United States and internationally. CSAP fosters the development of comprehensive, culturally appropriate prevention policies and systems that are based on scientifically defensible principles and target both individuals and the environments in which they live.

National Center for Injury Prevention and Control
Centers for Disease Control
Mailstop K65
4770 Buford Highway, NE
Atlanta, GA 30341-3724
770-488-1506
Fax: 770-488-1667
Web site: www.cdc.gov/ncipc
The National Center for Injury Prevention and Control (NCIPC) works to reduce morbidity, disability, mortality, and costs associated with injuries. Programs include motor vehicle safety and youth violence.

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20747-2345
1-800-729-6686
Web site: www.health.org
NCADI is the world's largest resource for current information and materials concerning alcohol and substance abuse prevention, intervention, and treatment. The Clearinghouse is a service of the Center for Substance Abuse Prevention, which is under the Substance Abuse and Mental Health Services Administration (SAMHSA).

National Institute on Alcohol Abuse and Alcoholism (NIAAA)
6000 Executive Boulevard, Suite 409
Bethesda, MD 20892-7003
301-443-3860
Web site: www.niaaa.nih.gov
The National Institute on Alcohol Abuse and Alcoholism (NIAAA) supports and conducts biomedical and behavioral research on the causes, consequences, treatment, and prevention of alcoholism and alcohol-related problems. NIAAA also provides leadership in the national effort to reduce the severe and often fatal consequences of these problems.

National Institute on Drug Abuse (NIDA)
6001 Executive Boulevard, Room 5213
MSC 9561
Bethesda, MD 20892
301-443-6245
Web site www.nida.nih.gov
NIDA's mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components: The first is the strategic support and conduct of research across a broad range of disciplines. The second is to ensure the rapid and effective dissemination and use of the results of that research to significantly improve drug abuse and addiction prevention, treatment, and policy.

U.S. DEPARTMENT OF JUSTICE

National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20849-6000
Tel: 1-800-851-3420 or 301-519-5500
Web site: www.ncjrs.org
The National Criminal Justice Reference Service (NCJRS) is one of the most extensive sources of information on criminal and juvenile justice in the world, providing services to an international community of policymakers and professionals. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice, Office of Justice Programs: the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Justice Statistics, the Bureau of Justice Assistance, the Office for Victims of Crime, and the Justice Program Offices. It also supports the Office of National Drug Control Policy.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
810 7th Street, NW
Washington, DC 20531
202-307-5911
Fax: 202-307-2093
Web site: www.ojjdp.ncjrs.org
The mission of OJJDP is to provide national leadership, coordination, and resources to prevent juvenile victimization and respond appropriately to juvenile delinquency. This is accomplished through developing and implementing prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each individual juvenile. The Comprehensive Strategy for Juvenile Justice documents are available at www.ojjdp.ncjrs.org/strategy/pubs.html

Kids and Youth home page
Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.
www.usdoj.gov/kidspage

U.S. OFFICE OF PERSONNEL MANAGEMENT

Opportunities for student volunteers in the federal government:
www.usajobs.opm.gov/b1p.htm

U.S. DEPARTMENT OF TRANSPORTATION

Strategies for After-School Transportation
www.ctaa.org/ct/resource/funding_resources.shtml

National Highway Traffic Safety Administration
Traffic Safety Programs (NHTSA)
Impaired Driving Division
400 Seventh St., SW
Washington, DC 20590
202-366-9588
Fax: 202-366-2766
Web site: www.nhtsa.dot.gov
NHTSA is responsible for reducing deaths, injuries and economic losses resulting from motor vehicle crashes. This is accomplished by setting and enforcing safety performance standards for motor vehicles and motor vehicle equipment, and through grants to state and local governments to enable them to conduct effective local highway safety programs.

Safe School Buses
www.nhtsa.dot.gov/people/injury/buses

Safe Communities
Safe Communities Service Center
c/o NHTSA Region VI
819 Taylor Street, Room 8A38
Fort Worth, TX 76102
Phone: 817/978-3653
Fax: 817/978-8339
E-mail: Safe.Communities@nhtsa.dot.gov
Web site: www.nhtsa.dot.gov/safecommunities
Nine agencies within the U.S. Department of Transportation are working together to promote and implement a safer national transportation system by combining the best injury prevention practices into the Safe Communities approach to serve as a model throughout the nation. The Safe Communities Service Center serves as an information and technical assistance marketplace to advance Safe Communities nationwide. The Center provides one-stop shopping for local community needs for materials and resources related to building and strengthening Safe Communities.

ORGANIZATIONS

The Afterschool Alliance
An alliance of public, private and non-profit groups committed to raising awareness and expanding resources for after-school programs
P.O. Box 65166
Washington, DC 20035-5166
202-296-9378
www.afterschool_alliance.org

American Probation and Parole Association
Teen Court
P.O. Box 11910
Lexington, KY 40578
(606) 244-8215
Fax: (606) 244-8001
Web site: www.appa-net.org

America's Promise – The Alliance for Youth
909 North Washington St.
Alexandria, VA 22314-1556
800-365-0153
www.americaspromise.org

AmeriCorps
Corporation for National Service
1201 New York Av., NW
Washington, DC 20525
800-94-ACORPS
www.americorps.org

Association of Science-Technology Centers
Youth Initiative
1025 Vermont Ave. NW, Suite 500
Washington, DC 20005-3516
202-783-7200
www.astc.org

Benton Foundation Kids Campaign
An information, knowledge and action center for adults who want to make their communities work for kids. Includes information and resources for after-school programs.
www.kidscampaign.org

Big Brothers/Big Sisters of America
230 North 13th St.
Philadelphia, PA 19107
215-567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 Peachtree St. NW
Atlanta, GA 30309
404-815-5765
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving TX 75015-2079
972-580-2000
www.bsa.scouting.org

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
816-756-1950
www.campfire.org

The Center for Adolescent Health Promotion and Disease Prevention
The John Hopkins University
School of Hygiene and Public Health
2007 East Monument Street
Baltimore, MD 21205
410-614-3953
Fax: 410-614-3956
Web site: www.jhsph.edu.hao.cah

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd St, NW, Suite 400
Washington, DC 20037
202-884-8000
www.aed.org

Community Schools Coalition
Institute for Educational Leadership
1001 Connecticut Ave., Suite 310
Washington, DC 20036
202-822-8405
www.iel.org

Community Solutions for Children
P.O. Box 10773
Bainbridge Island, WA 98110
206-855-9123

The Congress of National Black Churches, Inc.
1225 I St., NW, Suite 750
Washington, DC 20005-3914
202-371-1091
www.cnbc.org

DeWitt Wallace-Reader's Digest Fund
Two Park Avenue
New York, NY 10016
212-251-9800
www.dewittwallace.org

Families and Work Institute
330 Seventh Ave.
New York, NY 10001
212-465-2044
www.familiesandwork.org

Fight Crime: Invest in Kids
1334 G. St., NW
Washington, DC 20005-2107
800-245-6476
www.fightcrime.org

Girl Scouts of the U.S.A.
420 Fifth Ave.
New "York, NY 10018-2702
800-247-8319
www.girlscouts.org

Junior Achievement
One Education Way
Colorado, Springs, CO 80906
719-540-8000
www.ja.org

Learn and Serve America
Corporation for National Service
1201 New York Ave., NW
Washington DC 20525
202-606-5000
www.cns.gov

MID-Continent Regional Educational Laboratory
A source of examples of innovative after-school programs.
www.mcrel.org/programs/21stcentury

C.S. Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-565
810-238-5651
www.mott.org
A partner in the 21st Century Community Learning Centers initiative.

National 4-H Council
7100 Connecticut Ave. Chevy Chase, MD 20815
301-961-2808
www.fourhcouncil.edu

National Association of Child Care Resources and Referral Agencies
1319 F. Street, NW, Suite 810
Washington, DC 20004
202-393-5501
www.childcarerr.org

National Association of Elementary School Principals
1615 Duke ST.
Alexandria , VA 22314-3483
703-684-3345
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
561-844-1823

National Center for Community Education
1017 Avon St.
Flint, MI 48503
810-238-0463
www.nccenet.org

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
703-359-8973
www.ncea.org

National Crime Prevention Council
1700 K Street, NW, 2nd Floor
Washington, DC 20006-3817
(202) 466-6272
Web site: www.weprevent.org

National Guild of Community Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
201-871-3337
www.natguild.org

National Institute for Out of School Time
Information about school-age child care from Wellesley College
www.wellesley.edu/WCW/CRW/SAC

National Network for Child Care
Extensive data base of publications and a listserv supported by the U.S. Department of Agriculture.
www.exnet.iastate.edu/Pages/families/nnec

National PTA
330 N. Wabash Ave., Suite 2100
Chicago, IL 60611-3690
800-307-4PTA
www.pta.org

National School-age Child Care Alliance
1137 Washington St.
Boston, MA 02124
617-298-5012
www.nsaca.org

Phi Theta Kappa
Jennifer Westbrook
Director of Chapter Programs
Phi Theta Kappa Center for Excellence
1625 Eastover Drive
Jackson, MS 39211
(800) 946-9995, ext. 532
Web site: www.ptk.org/sprogram/amreads
Phi Theta Kappa, an International Honor Society, has chosen the America Reads Challenge as its
service project for 1998-2000. Phi Theta Kappa has thousands of chapters whose members are
working in their communities to help all children learn to read. Phi Theta Kappa members serve as
tutors, organize book drives, and raise funds for literacy organizations.

Save the Children
54 Wilton Road
Westport, CT 06881
203-221-4084
www.savethechildren.org

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
615-242-8464

Schools of the 21st Century
Bush Center in Child Development and Social Policy
Yale University
310 Prospect St.
New Haven, CT 06511
203-432-9944
www.yale.edu/bushcenter/21C

Street Law, Inc.
918 16th Street, NW, Suite 602
Washington, DC 20006
(202) 293-0088
Web site: www.streetlaw.org

Work/Family Directions
American Business Collaborations for Quality Dependent Care (ABC)
930 Commonwealth Ave.
Boston, MA 02215
800-767-9863
www.wfd.cpm

YMCA of the USA
101 North Wacker DR.
Chicago, IL 60606
312-977-0031
www.ymca.net

YWCA of the USA
350 Fifth Ave., 3rd Floor
New York, NY 10118
212-273-7800
www.ywca.org

PUBLICATIONS

Communities That Care – Prevention Strategies: A Research Guide to What Works
Developmental Research and Programs, Inc.
130 Nickerson Street, Suite 107
Seattle, WA 98109
TEL. 800.736.2630
FAX 206.286.1462
www.drp.org/

More Things That Do Make A Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices, Volume II
American Youth Policy Forum
1836 Jefferson Place, NW
Washington, DC 20036-2505

Faith Communities Joining With Local Communities to Support Children's Learning: Good Ideas
U.S. Department of Education
Partnership for Family Involvement in Education
400 Maryland Avenue, SW
Washington, DC 20202-8173
1-800-USA-LEARN
E-mail: Partner@ed.gov
Web site: http:pfie.ed.gov

Does Your Youth Program Work?
Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20849-6000
800-638-8736
Web site: http://ojjdp.ncjrs.org/pubs/via.html