



"We cannot solve problems by using the same kind of thinking we used when we created them."  
- Albert Einstein

## Sustaining Afterschool Programs

Quality **Afterschool** Programs Have the **Evidence**, but **Sustaining** Support and Funding Require Even More **Actions...**

**T**here is clear evidence that quality afterschool programs and summer programs are more valuable today than they were even five years ago. From decreasing juvenile crime to supporting academic achievement and career development to helping working parents cope with "gap time," afterschool programs address a variety of needs for students, their families, and the community as a whole. (See References)

The Harvard Family Research Project found numerous studies demonstrating positive results from quality afterschool programs. The results vary by the focus and intentions of the programs.

There is also clear evidence that the public supports increased investments for expanding afterschool programs from federal, state, and local sources (Afterschool Alliance, 2003).

### **Sustaining Support and Funding**

Yet, it takes more than growing evidence to sustain funding. Yes, it is necessary to have evidence of success and achievement, but is isn't sufficient. Yes, it is very important that a broad range of citizens support funding for afterschool. But, how does a local group or leader turn that evidence and public support into action? While there is no one definite answer for sustainability, there is a growing body of information about how to build and keep support and funding for afterschool programs.

For example, sustaining a quality afterschool program often requires multiple sources of financing, such as grants, securing on-going funding from the school district, city and/or United Way; in-kind contributions,

volunteer support, corporate donations, and user fees. The manner in which the individuals and groups are approached for funding and support is important, too. Clearly, partnerships and collaboration seem to have the most potential. This collaboration and support is necessary both in and outside the schools.

Starting early is the key to developing diversified funding streams. It takes time to build trust and collaboration. Initiating a funding search from the inception of an afterschool program is recommended.

Win-win partnerships are critical. Also, getting and constantly communication results and needs are crucial, too. It is important for a program to "get its name out into the community." The popularity of afterschool programs among parents, students, and teachers is often not shared with the broader community and decision makers, but should be.

### **Build Off a Grant**

Despite the best intentions no program can have lasting impact if it can not survive due to lack of financial and community support. Generally, a program is started by successfully applying for a state or federal grant. While this is a good start, this funding can rarely sustain a program for the long term. In order for a program to have significant impact and success with kids it has to be enduring. Sustainability is a vital component of the planning process and program development.

### **Common Questions**

How do you go about securing additional funding? How do you create the environment in the schools and community to sustain quality afterschool and summer programming? Which revenue streams most match your program goals? How can local partnerships and collaboration enhance quality and sustainability? Who should be involved in the planning and finding financial and in-kind support? These are typical questions facing school, community, and parent leaders interested in afterschool programs.

### **Answers**

The purpose of this Occasional Paper is to provide some answers to these questions. Included are success stories (pp. 5-6, 9), the findings of a national survey on what works in sustainability (pp. 3-4), an assessment tool created to help you judge the sustainability of your afterschool program (pp. 7-8), and finally links to additional information related to financing and resources (p. 10).

### **In This Issue:**

- **National Study**
- **Successful Program Examples**
- **Survivors Test for Successful Afterschool Initiatives**
- **Different Types of Financial Strategies**

# National Study



A study was conducted by the National Afterschool and Community Learning Network (Peterson & Spitz, 2003) to examine sustainability issues in-depth. Thirty-one 21st Century Learning Center programs from 16 states were surveyed regarding the crucial funding resources they utilized. Program coordinators were asked to also provide practical advice to those starting programs about how to insure a program's survival.

Respondents were asked to rate 11 sustainability strategies on a 10-point Likert scale, with 1 = "nice" 5-6 = "important", and 9-10 = "critical". The following table represents the average ratings from most to least important:

- **In kind resources from a school district (e.g., space, supplies): 9.4**
- **A half-time coordinator paid for by the school district: 8.7**
- **A meaningful contribution from a local foundation: 7.5**
- **Financial support from city or county government: 7.0**
- **College work-study students and college volunteers: 6.9**
- **A sliding fee or volunteer hours supplied by parents: 6.5**
- **Cultural groups daily supplying artists and music instructors: 6.1**
- **High school students doing community service every week: 6.1**
- **A specific portion of a person's time donated by two or three youth serving organizations (e.g. YMCA or 4-H): 6.1**
- **A corps of senior citizens who help every week: 5.7**
- **One of the items partially funded the United Way: 4.9**

Note that none of the eleven were rated below a 4.9, suggesting that all of the strategies are seen as quite important. However, the first two strategies on the list were rated as critical to a program's sustainability. In fact, those two strategies approached a statistically significant difference from the rest of the items on the list.

Respondents were also asked to share their ideas for those who are interested in starting an afterschool or summer program. Their responses fell in to three distinct categories: 1. Create a quality program coupled with constant outreach, 2. Collaborate and develop win-win partnerships, and 3. Identify and build a portfolio of funding. The following are examples of responses from each category (see page 3).

Experience, along with this study, illustrate that if an afterschool program is operating from one grant, and it does not involve partners from inside and outside of the schools, then this program will most likely terminate when the grant runs out. Participants in afterschool programs in the field from across America tell us it does not have to be that way. Although sustainability does not happen easily or by accident, afterschool programs CAN BE sustained and improved.

## IDEAS TO CREATE A QUALITY PROGRAM AND OUTREACH CAMPAIGN

- Provide engaging activities, balanced with academics and enrichment activities and strong connections to the regular school staff and community organizations.
- Demonstrate to your school board and administration the importance of the program by showing them the better grades, lower discipline referrals and better attendance.
- Garner the support of the participants' parents to advocate for and recruit support from others by making program users, families, and lead staff aware of the program quality and funding fragility.
- Have expected outcomes, measure them, and report them loudly — get name out into the community—splash newspapers with events and successes, and by "word of mouth". Publicize your successes through newsletters, VIP visits and testimonials.

## STRATEGIES TO COLLABORATE AND BUILD WIN-WIN PARTNERSHIPS

- Work directly with city, school and county officials to gain support for the programs.
- Develop strong collaboration with parent, community, business and youth groups to help support and fund the programs from the beginning — look at providing partner organizations with what they need to accomplish their missions and goals — and then ask them to help with your objectives.
- Aggressively recruit volunteers and bring in guest speakers, but make sure they are of high quality, trained and screened.
- Speak with local community agencies (community-based and faith-based organizations) to help support and fund program, from the beginning. Be visible in your community, the more people who know about the program, the more likely it is to be funded.
- Work with local high schools and colleges to recruit students to "learn and serve" and help strengthen your program with young tutors, mentors and small group leaders.

## METHODS TO DEVELOP A PORTFOLIO OF FUNDING SUPPORT

- Start early by forming a sustainability task force looking for new funds and begin application processes for new funding now!
- Take time to do asset mapping, listing possible partners such as community agencies, county extensions, colleges, cultural and arts organizations, youth groups, kinships, senior citizen groups, law enforcement, civic and faith-based groups. Get students involved in asset mapping to support the program and it's development.
- Begin with philosophical buy-in of potential partners and gain financial support later.
- Identify existing funding sources that can be tapped (e.g., Title I in schools, Child Development Block Grants, state grants) in local entities and school district programs.
- Access Title I Supplemental Services or State Intervention funds for academic support and couple them with outside collaboration for enrichment, supervised recreation and art and music opportunities.
- Engage city, school and county to partner in solving funding problem.
- Develop a reasonable sliding fee schedule with allowance for family income and for more than one child in the program.
- Be entrepreneurial in fund raising and connecting into the philanthropic community, United Way, community foundations and local education networks.

## Successful Program Examples

The following survivability success stories come from a medium size city, a small town, and an individual school. They offer clear pathways to sustain afterschool programs.

### PasadenaLEARNS

PasadenaLEARNS is program started in Pasadena, California in 1999 that runs 20 after school programs throughout their community. They have managed to grow each year of operation; however, they have yet to reach full sustainability. The program was started with two governmental grants: a 21st Century Community Learning Center grant and a grant from California's After School Education and Safety Program. In 2000, high numbers of students were recognized as participation in the California welfare-to-work program, which provides monthly reimbursement for each student. In 2001, those students who were not receiving free or reduced lunch were asked to pay a nominal fee of \$15 per week.

The program has built a relationship with the Pasadena Educational Foundation that solicits funding from local businesses, foundations, and individuals. Gifts from local businesses such as Avery Dennison and Parsons Corporation have aided greatly to the bottom line of operation, and have also provided a sense of community ownership. The next line of funding the program plans to pursue is ongoing city funding. Parental lobbying efforts at City Hall have prompted the creation of a partnership with PasadenaLEARNS that is dedicated to finding long-term funding solutions.

*Contact:*  
*Margaret Shoemaker*  
*626.795.6981 ext. 269*

### SOAR Afterschool Program

The SOAR Afterschool Program is located in Sauk City, WI. They received a 21st Century Community Learning Center grant in 2001. They will be starting their third year of the grant, and have put into place several strategies to extend funding beyond that of the grant. It is important to note that their sustainability plan was implemented beginning year one. The program was incorporated into the existing summer school program, which is funded by the local school district.

During the second year of the program a registration fee of \$15 was initiated. In the fall of 2003, the SOAR program plans to secure state revenues from a Community Service fund to help pay for salaries. Mini-courses were offered starting in the 2003-2004 school year. These courses will have small user fees to enable them to be completely self-sustaining. The SOAR program seeks reimbursement for food items for those students who qualify for free or reduced lunch. They have worked with their local United Way to secure funding from Adult English Language courses, as well as additional family programming for elementary students. To manage staff costs, a volunteer program was started to solicit corporate and individual volunteers. In addition, sharing resources and information with others in the school district has helped to keep costs manageable for the program. And finally, collaborations with community organizations have proven to be invaluable. Clubs such as 4-H, Boy Scouts/Girl Scouts, Kiwanis, and Rotary have been able to provide low-cost enrichment programs for SOAR.

*Contact:*  
*Mary Ann Marx*  
*608.643.8386*

## Webber Elementary School

Webber Elementary School is a small rural elementary school located just outside of Columbia, South Carolina. The 2003-2004 school year marks the fourth year the school operated its afterschool program, and its first year since the initial 21st Century Grant ended.

The afterschool program provides both tutoring and enrichment programs for approximately 100 children each day. The instructional program runs until 5 pm, with additional childcare available until 6 pm. It is staffed by a full-time coordinator and 7 teachers, 6 of whom also teach during the regular day. This allows for a direct tie back to the regular day. This also provides for the most efficient use of class time during the day by holding all auxiliary (chorus, strings, etc.) programming until after school hours. By minimizing classroom transitions, which can become problematic with elementary students, teachers can maximize instructional time. The program has been sustained through the dedicated efforts of the principal, Dorothy Ham. The search for new and creative ways to tap revenue sources began immediately after securing the initial 3-year grant to insure that the program could grow to be self-sustaining. Some of the key elements that have allowed the growth and development of the afterschool program include:

- hiring a full-time coordinator
- maintaining records tracking increases in academic achievement to demonstrate the effectiveness of the program
- developing community partnerships
- utilizing funding from a variety of sources

This year the primary funding for the program comes from the school's Title I budget. Additional monies come from the South Carolina State Lottery funds for education. Due to budget constraints, Webber's school district will not offer summer school.

However, what funds were made available to each school provided enough to supplement the income of all of the teachers involved in the afterschool program.

Community partnerships have also played a key role in sustaining the afterschool program. The school has partnered with International Paper who has provided mentors for the students, as well as assisted in writing grants for additional funding. Columbia City Jazz has contracted to provide free dance instruction for 3 years. The Richland County Recreation Department also has partnered with the school to provide childcare at the school for those children who can not be picked up until 6pm.

To further insure that the after school program was sustained, funding for it was written into every strategic plan for the school's future. According to principal Dorothy Ham, the afterschool program is a "fundamental element of our school day. Our kids needed it, and it's working." Webber student achievement scores have consistently risen since the inception of the after school program.

*Contact:*  
*Dorothy Ham*  
*803.353.8771*

# Survivors' Test For Successful Afterschool Initiatives

**Can your afterschool and summer programs handle the heat and pressure to survive/be sustained? Take this test and see how your programs score.**

**I.** The first ingredient for surviving is that your program has to be successful and full of quality elements. How does your program stack up? On each element rate your program from 10 to 1 (high to low).

## Success and Quality Ingredients-The "Six E's":

\_\_\_\_\_ ENGAGING (A rating of "10" should have at least these indicators.)

- ✓ We balance academics with fun activities, enrichment opportunities, and youth development.
- ✓ We are aggressively reaching out to children who need extra time and help to achieve and have a significant percentage of students and families who previously were not involved.

\_\_\_\_\_ ENRICHING

- ✓ The students regularly participate in intentional learning that reinforces and stretches their skills (e.g., the arts, technology, 2<sup>nd</sup> and 3<sup>rd</sup> languages, interest clubs—chess, filming and international).
- ✓ The learning activities are linked to the school day, help the children "catch up and keep up," but are not "drill and kill" worksheets; however, they do embed state academic standards.
- ✓ Students are involved in asset mapping to support the program and it's development.

\_\_\_\_\_ EXTRA CONNECTIONS, HANDS AND HOPE

- ✓ Participants have mentors and tutors to learn basic skills and see first-hand how their learning relates to their future (e.g., senior citizens, college students as well as from local businesses).
- ✓ Civic, youth, and faith-based groups and CBO's help deliver engaging and enriching content and connect the young people and their families to positive activities in the community.
- ✓ Cultural groups daily supply artists and music instructors.

\_\_\_\_\_ EDUCATIONAL EXPERTISE ALSO FLOWS FROM THE SCHOOLS TO THE COMMUNITY

- ✓ The school's learning resources (e.g., library, computers, fitness equipment, drama and music facilities, and language labs) are made available as organized community learning centers.
- ✓ Students do community service - - - teach what they know to adults and senior citizens (e.g., computers, 2nd languages), maintain neighborhood libraries, and tutor younger students.

\_\_\_\_\_ EXCELLENCE and HIGH EXPECTATIONS

- ✓ We have expected outcomes, measure them, and report them loudly and often to everyone touched by the program (i.e., better grades, lower discipline referrals, and better attendance).
- ✓ Very direct connections and experiences are made available to help parents and students see and learn the pathways to college and promising careers.

\_\_\_\_\_ ENERGETIC STAFF

- ✓ Our staff is energetic, even at 5 pm, and they regularly upgrade their skills.
- ✓ They link to the regular classroom teachers and community groups and resources.
- ✓ The teachers and mentors in the program are real advocates for the program in the community.

\_\_\_\_\_ **Subtotal:** What is your score on this first half of After School Survivor Test?

II. The second ingredient for surviving and sustaining after school and summer programs is diversified funding and strong school-family-community connections. Rate Each Element from 10 to 1 (high to low):

\_\_\_\_ PARENT CONTRIBUTIONS AND SUPPORT (A rating of 10 should include all indicators)

- ✓ The activities and projects reflect what families want to enhance their children's opportunities and to enhance their own skills, and we have an easily accessible parent resource center.
- ✓ Parents and family members regularly contribute in a variety of ways (e.g., volunteering time, paying on a sliding fee schedule), and they bring in other community resources.
- ✓ They advocate for and recruit support from others for increased local, state and federal funding.

\_\_\_\_ DIVERSIFIED FUNDING

- ✓ We are entrepreneurial and position ourselves for new funding opportunities (e.g., Title I Supplemental Services, AmeriCorps) and seek funding from city and county governments.
- ✓ We are staffed to handle a mixture of local, state, federal, and private funding.
- ✓ The local school board, superintendent, town and county leaders, and United Way support our programs because we supply them and other key leaders with solid evaluation data.
- ✓ We recognize all kinds of resources and invite all kinds of contributions.

\_\_\_\_ "IN-KIND" RESOURCES ARE FULLY USED

- ✓ We have the buy-in of key teachers and the principal and use the school's computer and language labs, library, art and music rooms, and sports facilities.
- ✓ We recruit, organize and train college and high school students as tutors as well as reach out to members of faith-based organizations and employers to secure mentors.
- ✓ Parks, recreation and the public libraries are working with us, and our activities are connected.

\_\_\_\_ WIN-WIN PARTNERSHIPS

- ✓ We work with local high schools and colleges to recruit students to earn service and internship hours and help with the program.
- ✓ Local museums, public libraries, and cultural facilities offer projects for our students at their sites and ours.
- ✓ Communities in Schools, Y's, 4-H, Junior Achievement, Boys and Girls Clubs, and Big Brother Big Sister are offering what they do best and work in partnership, including on transportation.
- ✓ Law enforcement and safe community programs are partners.

\_\_\_\_ BUILDING SENIOR CITIZEN, LOCAL BUSINESS, AND PUBLIC SUPPORT

- ✓ Retirees are both recruited as volunteers and provided programs as lifelong learners
- ✓ We researched what local businesses would like to contribute and seek that support.
- ✓ We have a well organized public awareness campaign, including using the AfterSchool Alliance ads and participate in their Lights-On event. We sponsor visits of officials to our programs.
- ✓ We make program users and lead staff aware of the program quality and funding fragility.

\_\_\_\_ Subtotal: What is your score on the second half of After School Survivor Test?

\_\_\_\_ BONUS: Add 10 points if you and 10 of your local colleagues are lobbying regularly for more state and federal funding for after school and building alliances with other groups.

\_\_\_\_ **TOTAL SCORE:** (Out of 120)

**Do you think this is high  
enough to survive 5-10 years?  
What are you going to do about it?  
When? You can sustain your program!!**

## Different Types of Financial Strategies

What follows are additional examples of promising practices in sustainability of afterschool programs as reported by The Finance Project.

### Hampshire Educational Collaborative's 21st Century Learning Center

The HEC is a 12-site afterschool program serving approximately 4000 students in western Massachusetts. The program was initiated with a 21st Century Community Learning Center grant. Program leaders have approached sustainability by maximizing Federal, State, and Local revenue and building public/private partnerships.

The collaborative nature of the program has made it very successful at gaining federal funding. They currently receive funding from the U.S. Department of Agriculture and Massachusetts Department of Education. The program has convinced each host town government to provide in-kind support. Last year, each host school contributed amounts ranging from \$10,000 to \$20,000. A rather unique revenue stream tapped by the HEC comes from consulting fees. When the director of the program assists other middle schools in initiating an afterschool program, the fees generated from the consultation are infused back into the program budget. As much as \$25,000 have been contributed from this unique effort.

Partnership with the University of Massachusetts has provided volunteer tutors. And a partnership with a county-wide Strategic Planning Initiative for Families and Youth helped secure a federal Safe Schools/Healthy Students grant to support operations at five sites and fund social workers at three sites.

### Lighted Schools Program

Located in Waco, Texas, this collaborative program operates in nine sites serving over 1000 children. The financing strategies employed to grow and sustain the program include maximizing federal, state, and local revenues, and building new partnerships to generate new funding streams.

Since its inception in 1994, the program coordinators have developed community partnerships with 19 local organizations such as the local hospital and university to provide volunteers as well as monies. They have been able to get the city to reallocate resources through a partnership with the Parks and Recreation department.

In addition, a partnership with Baylor University not only provided in-kind resources, but also helped secure a 6 million dollar multi-year grant from the U.S. Department of Education. They are currently working to expand their base within the local business community through a tax incentive program passed by the Texas legislature.

### The Door

Founded in 1972, The Door currently serves over 5000 children in New York City. The financing strategies employed by the program primarily included creating more flexibility in existing funding streams, and generating new dedicated revenue. For almost 10 years the program received money through various contracts with several state agencies. In an effort to alleviate the burden of negotiating with numerous agencies, the program leaders worked with the agencies to create a consolidated fund that included allocations from each of the service agencies into one master contract.

Since the development of the master contract, the program has been able to bring other federal, state, and local agencies on-board in similar ways to provide over \$2,000,000 per year.

## Internet Resources

The Finance Project: [www.financeproject.org](http://www.financeproject.org)

The Afterschool Alliance: [www.afterschoolalliance.org](http://www.afterschoolalliance.org)

National Center for Community Education: [www.nccenet.org](http://www.nccenet.org)

National Community Education Association: [www.ncea.com](http://www.ncea.com)

Federal Resources for Out-of-School Time: [www.afterschool.gov](http://www.afterschool.gov)

The Charles Stewart Mott Foundation: [www.mott.org](http://www.mott.org)

Publication: "Leadership, Program Quality and Sustainability":  
[www.policystudies.com/FINAL%20Issue%20Brief%20Nov2002WEB.pdf](http://www.policystudies.com/FINAL%20Issue%20Brief%20Nov2002WEB.pdf)

The National Institute on Out-Of-School Time: [www.niost.org](http://www.niost.org)

Harvard Family Research Project: [www.gse.harvard.edu/hfrp/index.html](http://www.gse.harvard.edu/hfrp/index.html)

---

## References

Afterschool Alliance. (2003, Dec).

*Afterschool Alert: Poll Report*. Washington, DC: Author. Available: [www.afterschoolalliance.org](http://www.afterschoolalliance.org)

Department of Education, University of California at Irvine. (2001).

*Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2000 preliminary report*. Irvine, CA: Author.

Foundations, Inc. (2003).

*Improvements in Math and Reading Scores of Students who Did and Did Not Participate in the Foundations After School enrichment Program during the 2001-2002 School Year*  
[On-Line]. Available: [www.foundationsinc.org/ExtendedDayFolder/conclusions.asp](http://www.foundationsinc.org/ExtendedDayFolder/conclusions.asp)

Grossman, J.B., Price, M.L., Fellerath, V., Jucovy, L.Z., Kotloff, L.J., Raley, R., and Walker, K.E. (2002). *Multiple Choices After School: Findings from the Extended Service Schools Initiative*  
[On-Line]. Available: [www.ppv.org/content/reports/ess-multi-full.html](http://www.ppv.org/content/reports/ess-multi-full.html)

Huang, D., Gribbons, B., Kim, K.S., Lee, C., Baker, E.L. (2000).

*A Decade of Results: The impact of the LA's BEST after school enrichment program on subsequent student achievement and performance*. Los Angeles: UCLA Center for the Study of Evaluation (CSE)

Newman, S.A., Fox, J.A., Flynn, E.A., & Christeson, W. (2000).

*America's after-school choice: The primetime for juvenile crime, or youth enrichment and achievement*. Washington, DC: Author. Available: [www.fightcrime.org/reports/as2000.pdf](http://www.fightcrime.org/reports/as2000.pdf)

Peterson, T.K., and Spitz, C. (2003).

*Sustaining quality afterschool programs: Practical recommendations from the field*. Columbia, SC: The Afterschool and Community Resource Network.

## PREVIOUS ISSUES OF THIS PAPER HAVE INCLUDED:

### **Young Adolescents and Afterschool: Making Connections to Foster Success**

The amount of time young students spend alone each day afterschool has been shown to contribute to an increase in delinquent behavior, and a decrease in academic achievement. Afterschool programs are an often-underused resource for addressing these issues. This publication discusses factors and strategies for engaging young adolescents in enriching afterschool programs. Best practices examples are provided.

### **21<sup>st</sup> Century Community Learning Center: Afterschool... But Much, Much More**

21<sup>st</sup> Century Community Learning Centers are one of the fastest growing concepts in public education. Utilizing educational resources to provide services not only to the students, but also their families and the community at large is at the core of this movement. This publication outlines key features for developing a successful summer and afterschool program, including the 5 E's developed by Dr. Terry Peterson.

### **AFTER SCHOOL EXPERIENCES: A Time and Tool to Reduce Dropouts**

Chapter written for *Helping Students Graduate: A Strategic Approach to Dropout Prevention*.

After school experiences provide a unique and effective component in the overall strategy of dropout prevention. One of the most prominent risk factors - unsupervised time in the afternoon, which often leads to criminal behavior, drug use and teen pregnancy, is addressed directly by involving students in after school programs. Well- designed comprehensive programs can also target additional risk factors by providing opportunities to achieve and academic support to help students stay on grade level and graduate. After school programs should not be afterthought programs. It is time that this powerful resource be used to its fullest potential to combat the high dropout rate found in many communities.

For information on ordering previous issues of this paper, please contact Brian Fox at [brrfox@excite.com](mailto:brrfox@excite.com)

## Newsletter Feedback Request

We would like to ask for feedback regarding this newsletter. Any comments are welcome, but some issues you might wish to consider are the newsletter's content, style and frequency of issue.

Please send your comments to:

✉ [brrfox@excite.com](mailto:brrfox@excite.com)



or post to:

---

### **Terry K. Peterson, Ph.D.**

Director, Afterschool and Community Resource Network, funded by the C.S. Mott Foundation.

Senior Fellow, University of South Carolina and The College of Charleston

### **Bryan Fox, M.Ed.**

Co-Author, Graduate Assistant, University of South Carolina

### **Cara Spitz**

Research Assistant, The College of Charleston

### **Kimberly Pasos**

Research Assistant, The College of Charleston

### **Anja Urbanski Kelley**

Newsletter Design

## DID YOU KNOW...

More than 28 million children today have parents who work outside the home.

Two-thirds of Americans say that it is difficult to find programs in their communities and that not enough programs are available.