

The Illinois After-school Initiative
2002 Task Force Report

Report-At-A-Glance



The Importance of Out-of-School-Time Programs

Over 2 million school-age children live in Illinois. What are our children doing when they are not in school? Is a caring adult available to supervise them during the non-school hours? Are they participating in enriching activities—activities that can develop their potential, build their confidence, and help them in their schoolwork? Can more be done to keep them safe and well occupied?

In Illinois, 1.4 million school-age children and youth live in families where the sole parent or both parents work. That translates to 64 percent of all Illinois children between the ages of 6 and 17.¹

The resulting unsupervised time increases the opportunity for youth to become involved in dangerous or unhealthy activities. Recent research has shown that the likelihood of problem behaviors increases when school-age youth remain at home alone for approximately 10 hours or more a week.² According to data collected from the Illinois Youth Survey 2000, an estimated 41 percent of Illinois eighth-grade students were home alone more than 10 hours per week.³

Being unsupervised during out-of-school hours puts children and youth at greater risk of truancy, performing poorly in school, depression and substance abuse. The out-of-school hours are also the most common time for teens to engage in sexual behavior, and the dangers facing youth when they are unsupervised can range from trying drugs or alcohol to becoming a victim of a violent crime.⁴

The Search Institute, a non-profit organization that created a framework of positive youth development, has shown that youth participation in out-of-school-time programs is associated with reductions in alcohol, tobacco, and other drug use, as well as other risk-taking behaviors. The positive benefits of these programs have a disproportionately larger impact upon the highest-risk youth in the community.⁵ A review of out-of-school-time programs found that even very high-risk youth benefit from participating in programs that provide constructive use of this time but are not solely targeted to at-risk youth. These youth reported positive changes in virtually all risk-taking behaviors, including drug use, academic failure, crime involvement and anti-social activity, even though the programs were not specifically designed for at-risk youth.⁶

Efforts to Expand Access to Out-of-School-Time Programs

The Illinois After-school Initiative, created in May 2001 by resolutions enacted by the Illinois General Assembly, was intended to bring leaders in youth development and education together to strategize methods to enhance quality and expand access to out-of-school-time programs by Illinois youth. The Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE) convened the Illinois After-school Initiative Task Force in December 2001.

In Illinois, the demand for affordable out-of-school-time programs exceeds the supply. Prior to the creation of the Illinois After-school Initiative, there was also no consistent accounting of the number of children in need of out-of-school-time services, no system to coordinate out-of-school-time services at the state level and no assurances that out-of-school-time programs utilize practices proven by research to yield the best results for youth.

Through the efforts of the Task Force, state leaders now will have a better understanding of the number of children who would benefit from out-of-school-time activities, the elements of successful programs and the types of programs currently available. The recommendations of the Task Force articulate the steps needed to build a statewide system of quality out-of-school-time programs that meet the range of needs and interests of Illinois youth.

Who Needs Out-of-School-Time Services?

The first step in determining the need for out-of-school-time programming is defining who most needs access to these services.

Research has found that when both parents are working, whether or not the family is poor, children and youth may need out-of-school-time services due to the large amounts of unsupervised time.⁷

The number of hours youth spend home alone is the most critical factor relative to high-risk problem behaviors and missed opportunities. There is evidence that youth problem behaviors are more of a result of youth remaining at home alone for an extended period of time than of coming home to an empty house.⁸

The effects of being home alone are compounded by living in poverty and living in a single parent family. Single-parent families and high levels of family poverty are without question the most compelling reasons for needing out-of-school-time programs. Fewer options are available for

	NUMBER	PERCENT
School-age youth living with a single parent who works	437,167	20%
School-age youth living with both parents who work	958,900	44%
School-age youth who live in poverty	295,174	13.5%
School-age youth living in low-income single-parent home	190,778	9%
Elementary (3rd-5th, 6th grades) students performing below state standards		
Reading	168,347	38%
Math	168,669	38%

Sources: Population estimate and information on family configuration, 2000 Census, 2001 School Report Card data, Illinois State Board of Education.

one-parent families to provide supervision, and the lack of income makes it difficult to purchase after-school and child care services.⁹

The dangers that can accompany living in poverty – unsafe neighborhoods and few community resources – make facing the out-of-school hours unsupervised even more hazardous for many Illinois children.

School failure can also lead to socio-emotional and behavioral problems.¹⁰ As a result, many researchers and educators believe that educational success is fundamental to becoming a healthy and productive adult citizen.

Table 1 highlights the number of youth, based on a targeted approach to implementing services, most immediately in need of out-of-school-time programs

Because out-of-school-time programs can be the critical force that changes the direction of youth who are engaging in high-risk behaviors, it is easy to describe these programs in terms of what they can keep youth away from – criminal and delinquent acts, alcohol and drug use and school failure. Seen in these terms, out-of-school-time programs become a strategy for intervening with youth most at risk of poor outcomes.

However, quality out-of-school-time programs don't just prevent risky behavior, they promote attitudes and skills that are essential for a productive and successful adult life. According to a 2001 report from the National Research Council and Institute of Medicine, "Participation in voluntary structured activities during nonschool time is associated with the development of positive identity, increased initiative, and positive relationships with diverse peers and adults."¹¹

All children can obviously benefit from the opportunity provided by quality out-of-school-time programs. As a result, the Task Force agreed that all interested school-age youth should have the opportunity to participate in out-of-school-time programs. The long-range goal is to provide a range of programs supported by public and private dollars throughout the state to meet the needs and interests of all interested school-age children and youth.

Current Funding Landscape in Illinois

In Illinois, out-of-school-time programs are administered by several divisions within the Illinois Department of Human Services and the Illinois State Board of Education. The funding supporting these programs is a mix of federal and state dollars.

IDHS

The Illinois Department of Human Services provides out-of-school-time services primarily through the TeenREACH program and the subsidized child care program.

The \$19 million TeenREACH program targets low-income youth, with an emphasis on youth from families receiving public assistance, and youth at risk of dropping out of school or juvenile delinquency. TeenREACH is supported solely by state General Revenue Funds. The program has served 50,000 children and youth ages 6 to 17 since it began in 1998. **Since its inception, TeenREACH has been able to fund less than a quarter of the programs that have applied for funding.**¹²

The Illinois Department of Human Services' subsidized child care program for lower-income families provides care to 78,364 school-age children between the ages of six and 12. Payment is provided for children in child care centers, home day care settings and in the care of relatives. Thirty-eight percent of the school-age children in the subsidized child care program, or 29,565, are cared for by relatives.¹² While these children are supervised during the hours they are not in school and their parents are at work, they may still be interested in participating in out-of-school-time activities.

ISBE

At the Illinois Department of Human Services, out-of-school-time services are provided through the federally-funded 21st Century Community Learning Centers program and the majority state-funded Summer Bridges program.

The 21st Century Community Learning Centers federal program, established as a pilot project in 1994 and

expanded in 1997, provides federal funding for programs in high-need urban and rural schools with low-achieving students and high rates of crime, school violence and drug use, but low resources. In Illinois, the 43 grants funded directly by the U.S. Department of Education provide \$23.16 million to serve 7,749 students at 190 program sites. In January 2003, an additional \$12 million will be awarded and will support new programs. The 21st Century Community Learning Centers is transitioning from a federally administered program to one administered by ISBE, but the funding will continue to be provided by the federal government.

The demand for the 21st Century program exceeds the supply. During the 2001-2002 academic year, ten 21st Century programs serving over 7,700 children were funded; 123 organizations across the state had applied for the 21st Century funding.¹⁴

The Summer Bridges program is a summer program for pre-kindergarten to sixth grade students who did not meet reading standards, were recommended for

What will it cost?

There are several sources of funds to support out-of-school-time programming. Programs can be supported by government – state, federal or local – funds, private foundation grants and participant fees. Public dollars are a critical source of funding for out-of-school-time programming. **The positive social outcomes of out-of-school-time programs, from reduced juvenile crime and lower teen pregnancy to improved student academic performance, validate government's investment in these programs.**

The Task Force deliberately has not established a definitive cost for providing all of the services needed to reach Illinois' school-age youth. The conversations that will yield information needed to project a cost of high-quality services and then create strategies to finance the expansion of programs are in the initial stages. A look at the factors that influence cost does provide a sense of the steps needed to broaden the sources of funding and expand the amount of services available.

In Illinois, the demand for out-of-school-time programs far exceeds the supply.

retention or were below grade level in reading or writing. In 2001, the \$32 million program state-funded program served 32,000 students. The bulk of the program's funding, \$26 million is from state funds and the remainder is federal dollars.

A majority of the programs currently supported by state-level public funding target children and youth who face obstacles such as poor academic performance, poverty and a risk of delinquency. By targeting programs to those most at risk, the state is limiting access to vital programming to other youth, who, while not currently at risk for juvenile delinquency or other poor outcomes, could benefit from the programs.

Government has a vital role in financing out-of-school-time programs, given the positive outcomes quality programs yield for youth, their families and the general public. However, government should not be the sole source of funding for these programs. Building public-private partnerships to support out-of-school-time programming at the local and state levels should be a priority for the follow-up work of the Initiative.

National efforts to estimate costs of quality out-of-school time programs have found it difficult to compare different programs because of the wide variety in the types of services provided.¹⁵ One study found that out-of-school-time program costs range from \$700 a year to more than \$5,000 a year per child.¹⁶ Another study suggested that services, based on four program models, average about \$3,060 per child per year.¹⁷

Factors that account for the disparity in costs include the duration of the program, type and structure of activities offered, child and staff ratios, staff credentials and salary requirements, and facility costs. An analysis of the funding provided by the major state and federal sources of out-of-school-time programming in Illinois found that grants or subsidies to programs ranged from approximately \$3,000 a year per child in the 21st Century and IDHS subsidized child care program to approximately \$500 per child in the TeenREACH program.^{xviii} Other programs that offer less structured services or provide activities for a limited period of time, such as the summer, cost \$100 or less per child.

An evaluation of the Making the Most of Out-of-School-Time Initiative (MOST) in Chicago, Boston and Seattle found that the full cost of providing a five-day-a-week-program for a 50-week year ranges from \$2,500 to \$3,000. The MOST evaluation found that revenues generally ranged between \$1,500 and \$2,000 a year, falling short of the costs.¹⁹

The Task Force realizes that calculating a cost of meeting the out-of-school-time needs of Illinois' school-aged children and youth will require additional analysis. Illinois must develop a plan to expand out-of-school-time services to interested children and youth who do not currently have the opportunity to participate in activities. Illinois must also develop a plan to enhance existing programming so youth have all the advantages that quality programs can offer. In its next stage of work, the Task Force will develop strategies for financing the necessary increase of out of school time opportunities. The Task Force may consider models that look at incremental increases across the next ten years that reach an additional percentage of youth per year. The Task Force also will examine the cost of enhancing the quality of existing programs.

Task Force Recommendations

The Task Force has developed a series of recommendations to reach the goal that all interested children have the opportunity to access high-quality, affordable, out-of-school-time programs. The recommendations are concentrated in five areas – state-level interagency coordination, capacity building, community collaboration, evaluation and funding. These topics repeatedly surfaced during Task Force discussions as areas needing action in order to improve and expand out-of-school-time services. The Task Force believes that these recommendations will connect more Illinois youth to quality out-of-school-time activities.

To make quality after-school programming available to more children and communities in Illinois, the Illinois After-School Initiative Task Force recommends that the state take the following actions:

> **Extend the duration of the After-school Initiative and expand its membership and responsibilities to oversee the implementation of the Task Force's recommendations.**

1 STATE-LEVEL INTERAGENCY COLLABORATION

Several divisions within multiple state agencies fund activities during the non-school hours for children and youth. The mission of the agency funding the program drives

the focus of each of the programs. Improving low reading scores may be the goal of a program funded by the Illinois State Board of Education while a program run by the Illinois Department of Human Services' Bureau of Substance Abuse and Prevention aims to keep youth from experimenting with drugs. The programs may offer similar activities and target youth of the same ages, but it is likely that the agencies require different reporting standard and measure outcomes and evaluate effectiveness differently. They may even have funding restrictions that prevent program directors from collaborating to offer services to a larger group of youth. The Task Force agreed that state agencies and institutions must collaborate with one another to reduce duplication, maximize funding opportunities and lessen the burden on programs to meet sometimes contradictory program requirements.

- > **Adopt the Final Report of the Illinois After-school Initiative Task Force as the plan for creating a comprehensive system of out-of-school-time services across the state.**
- > **Develop common procedures among the state agencies with a focus on youth for training, credentialing, meeting fiscal and programmatic reporting requirements and evaluating programs.**
- > **Continue the Illinois Clearinghouse, which monitors and coordinates responses to federal funding opportunities, in the next administration.**

2 CAPACITY BUILDING

The After-school Initiative was created to improve the quality of out-of-school-time services. Program directors and staff need information, training, technical assistance, strong relationships in the community and flexible funding to deliver the best quality services by highly skilled staff. The Task Force agreed that the following steps would improve the capacity of programs to work effectively with children and youth.

- > **Build a system to disseminate information on best practices and outcome measures, link programs and increase community capacity to provide needs assessment, training, service delivery and evaluation to support organizations providing out-of-school-time services.**
- > **Encourage state agencies responsible for out-of school-time programs to collect common information and common outcomes through the Request for Proposal (RFP) process; explore creation of a common RFP to be used across these agencies.**
- > **Develop a Best Practices Institute that disseminates lessons learned from out-of-school-time programs across the state and**

equips state administrators and community-based institutions with knowledge, support and tools to adopt an evidence-based system, including outcome-based planning.

- > **Create and maintain a state and local web data link for program planning and grant writing; provide access to data from state agencies and information on program development and implementation from organizations across the state.**
- > **Require publicly funded programs to meet outcomes that support the stated goals for programs of the Illinois After-school Initiative Task Force.**
- > **Leverage all funds for coordinated service delivery, evaluation, training, professional development, needs assessment, conferences and media to support the capacity of programs to provide services.**
- > **Coordinate, promote and fund intensive ongoing training for out-of-school-time programs regardless of the program's funding source.**
- > **Determine why some counties have no out-of-school-time programs and what it would take to provide programs.**

3 COMMUNITY COLLABORATION

Out-of-school-time programs will better fit the needs of local residents when the community institutions play a role in designing and implementing the program. This involvement also paves the way for organizations to share resources or develop relationships that lead to in-kind or financial support from local business. The Task Force supports steps to encourage community collaboration.

- > **Use public funds to support coordinators at the local level to help communities plan for and provide out-of-school-time services.**
- > **Encourage state agencies and local communities to collaborate; encourage the federal government to support the collaborative efforts.**

4 EVALUATION

Measuring outcomes and evaluating program effectiveness is essential to designing programs that work. The Task Force encourages the State to develop effective evaluation tools and to coach staff in administering these tools and modifying the program based on the evaluation results.

- > **Create a statewide mechanism to provide information and technical assistance to local communities on the outcomes of program evaluations and the effectiveness of planning and program implementation;**

- > **Require all programs, regardless of the source of their funding, to evaluate the effectiveness of their interventions;**
- > **Reach consensus on the outcome measures out-of-school-time programs should utilize, using as a guide outcomes currently required by programs such as the 21st Century Community Learning Centers, TeenREACH and the Bureau of Substance Abuse and Prevention;**
- > **Collect data in the same format (by zip codes, regions, etc.) to facilitate more effective use of common data across state agencies and local programs;**
- > **Support, along with private funders, collaborations between researchers and the practice community.**

5 FUNDING

Programs need funding from a variety of sources – private foundations and business, federal, state and local government and parent fees – to survive for a period of years. A diversified budget reduces a program's reliance on any one funding source and can increase the likelihood that the program will survive when a funding source is eliminated. Program directors also need the ability to use funds for start-up costs and expenses related to quality improvement – such as assistance with developing an evaluation tool or hiring a coordinator to work with local schools and other institutions. The Task Force recommends the state take the following steps.

- > **Expand government funding; coordinate state and federal categorical funding; and develop strategies to increase private, local and foundation support.**
- > **Explore tax incentives and innovative tax policies to generate additional public and private funding.**
- > **Encourage providers and communities to contribute monetary or in-kind support to out-of-school-time programs as part of government grants.**
- > **Provide funding to support programs' ability to expand their capacity—including conducting needs assessments, developing and implementing evaluation tools, making programs accessible for youth with special needs and working with schools and community organizations.**
- > **Explore modifying current law to allow programs to carry funding into the next fiscal year, making it easier for them to respond to unexpected needs or program changes.**
- > **Undertake a thorough analysis of the private funding, including foundation and corporate dollars, supporting out-of-school-time programs.**

Mission Statement

All children and youth should have the opportunity to access high quality, affordable, out-of-school-time programs.

Goal

The ultimate goal of the Illinois After-school Initiative Task Force is to develop a plan to provide high-quality out-of-school-time programs to all interested children and youth in Illinois. Illinois children and youth will have access to a network of out-of-school-time programs that in a positive and safe environment provide the opportunity:

- > to participate in rewarding activities
- > to improve their academic performance
- > to develop positive relationships with peers and adults
- > to gain self-confidence.

Elements of Strong Programs

The Illinois After-school Initiative Task Force spent considerable time understanding the elements of high-quality out-of-school-time programs. The Task Force explored research and regional and national resources, such as the North Central Regional Educational Laboratory, Forum for Youth Investment, the National School-Age Care Alliance and the National Institute for Out-of-School-Time, and drew upon participants' own program knowledge to select the core elements of quality programs. These provide concrete examples of the characteristics of quality programs.

The Task Force agreed:

Ongoing Staff Training and Development
Safe and Appropriate Program Environment
Consistent and Defined Program Management
Sustainability
Transportation
Community Collaboration
Program Monitoring and Evaluation
Family Involvement

...are crucial to the effectiveness of out-of-school-time programs.

In addition to these core elements, the Task Force agreed that successful programs provide:

Academic Enrichment Opportunities
Social-Emotional and Life-Skills-Building
Opportunities and Enrichment Activities
Cultural and Artistic Enrichment
Healthy Lifestyle Promotion
Opportunities to Develop Positive Relationships

Recognizing that programs are in various stages of development and do not always have the full funding and programmatic support they need, the Task Force, rather than recommending that the programs be required to implement each of the core elements, sets these elements as examples for programs to strive to meet. The Task Force encourages the state, through the RFP process, to promote the use of these core elements. The Illinois After-school Initiative Final Report contains full descriptions of each of the core elements and their impact on positive youth development.

Guiding Principles

MEETING THE DIFFERENT NEEDS OF CHILDREN

Illinois out-of-school programs are tailored to the developmental stage, special needs and physical and cognitive abilities of participants.

Illinois out-of-school programs offer a range of activities to capitalize on the varied interests of children and youth and take creative, multi-disciplinary approaches to develop participants' potential and skills.

Illinois out-of-school programs offer activities that are based on sound practices to reach the program's stated goals.

Illinois out-of-school programs have an established management system in place addressing personnel management — including the use of volunteers — planning, professional development, accounting and evaluation to deliver effective programming from year to year.

Illinois out-of-school programs are staffed with high quality, well-trained personnel that receive continuous professional development and evaluation.

DIVERSITY

Illinois out-of-school programs are developed with respect and appreciation for the diverse backgrounds, family structures, cultures, communities and languages of the children and families served by the program.

OUTCOMES AND EVALUATION

Illinois out-of-school programs use policies, programs and principles that have been shown by research to be effective. (will reference a list of resources for these policies.)

Illinois out-of-school programs are held accountable to parents, youth, funders, and related stakeholders through periodic process and outcome evaluations.

Illinois out-of-school programs are data-driven with specific goals, objectives and milestones that regularly assess progress and provide feedback for program improvement.

PARENT INVOLVEMENT

Illinois out-of-school programs consider parents and caregivers as partners. Programs work with parents and caregivers across all levels of program development, design, implementation and evaluation.

ROLE OF THE COMMUNITY

The State of Illinois actively encourages public institutions, schools, private agencies, business, faith-based and other community-based organizations and civic leaders to work collaboratively to plan sustainable out-of-school programs that meet the needs of local children.

ROLE OF THE STATE

State government assures that needs assessments are conducted, priorities are set, training and technical assistance is promoted, best practices are supported and outcomes are evaluated for publicly funded out-of-school-time programs.

Conclusion

Out-of-school-time programs in Illinois are enriching, and in some cases, **redirecting the lives of the children** and youth who participate. Programs in some communities are building teenagers' self-confidence by teaching a new skill that they then can master in a paid internship. Other programs are helping elementary students improve their reading skills. In still other out-of-school-time programs, children are exploring their talents and making new friends playing volleyball or creating a mural. In each of these cases, parents and families can breathe a sigh of relief, knowing that, during the hours of the program, their children are safe and making full use of that time.

Enhancing the quality of existing out-of-school-time programs and increasing the number of programs available requires the commitment of the State Administration and the Illinois General Assembly, the continued participation of members of the Initiative Task Force and the involvement of many others—from parents to local business owners—throughout the state. Each of these groups has an important contribution to make in designing an out-of-school-time system that supports administrators in their efforts to improve their programs, coordinates the efforts of the various state agencies involved in out-of-school-time programming, maximizes the available public funding and secures additional private and public resources.

Illinois has received national recognition for its work to date in the area of out-of-school-time programming. The **state has the opportunity to build on that track record** and become a leader in the nation in developing high-quality out-of-school-time programming for school-age children and youth. The Illinois After-school Initiative 2002 Task Force Report calls on the state to continue the work of the Task Force so that all children and youth have the opportunity to attend high-quality affordable out-of-school-time programs.

ENDNOTES

The Illinois School Report Card data on reading and math is available for third, fifth, and eighth grades and can represent the overall needs of elementary school students.

¹ Center for Prevention Research and Development, *Assessing the Needs for After-school Programs and Services for Illinois Children and Families*. A study completed for the Illinois After-school Initiative and funded by the Illinois Department of Human Services. 2002.

² J. Richardson et al., *Relationship between After-school Care of Adolescents and Substance Abuse, risk Taking, Depressed Mood and Academic Achievement*, Pediatrics, (1993) 92 (1), pp. 32-38.

³ CPRD, *Assessing the Needs for After-school Programs and Services for Illinois Children and Families.*, p. 17.

⁴ Sanford A. Newman, et al., *America's After-school Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement*. (Washington D.C.: Fight Crime: Invest in Kids, 2000) pp. 2-3.

⁵ Search Institute, *Healthy Communities: Healthy Youth*. (Minneapolis: Search Institute, 1993.)

⁶ JH McMillan and DF Reed, *A Qualitative Study of Resilient At-risk Students* At Risk Students and Resiliency: Factors Contributing to Academic Success. (Clearing House: 1994) 67(3): pp. 137-140..

⁷ J.D. Hawkins et al., *Risk and Protective Factors for Alcohol and Other Drug Problems in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention*, Psychological Bulletin (1992) 112, (1), pp. 64-105.

⁸ J. Richardson et al., *Relationship between After-school Care of Adolescents and Substance Abuse, risk Taking, Depressed Mood and Academic Achievement*, Pediatrics, (1993) 92 (1), pp. 32-38.

⁹ CPRD, *Assessing the Needs for After-school Programs and Services for Illinois Children and Families.*, p. 14.

¹⁰ R. Jessor and S. Jessor, *Problem Behavior and Psychosocial Development: A Longitudinal Study of Youth*, (New York: Academic Press, 1974); M.D. Resnick et al., "Protecting Adolescents from Harm," Journal of the American Medical Association (1997) 278, 10, pp. 823-832.

¹¹ National Research Council and Institute of Medicine, Committee on Community-level Programs for Youth, *Community Programs to Promote Youth Development*, ed. J. Eccles and J.A. Gootman (Washington, D.C.: National Academies Press, 2001)

¹² Doris Garrett, Chief, Community and Youth Programs, Illinois Department of Human Services, correspondence, 2002.

¹³ Illinois Department of Human Services, *Child Care and Development Fund Fact Sheet*, (Springfield: IDHS, April 2002.)

¹⁴ Gail Lieberman, Manager, Student and School Progress, Illinois State Board of Education, provided this information, October, 2002.

¹⁵ Robert Halpern et al. *Financing After-School Programs* (Washington, D.C.: The Finance Project, May 2000) p. 5.

¹⁶ *Ibid*, p. 13.

¹⁷ Academy for Educational Development: The Center for Youth Development and Policy Research: *The Cost of Youth Development* <http://cyd.aed.org/cost/costofyouthdevelopment.html>

¹⁸ An analysis of information provided by the Illinois Department of Human Services and the Illinois State Board of Education.

¹⁹ Robert Halpern et al. *Evaluation of the MOST (Making the Most of Out-of-School Time) Initiative: Final Report Summary of Findings* (Chicago: Chapin Hall Center for Children, March 2001) p. 12-13.



The Illinois Center for Violence Prevention coordinated the Illinois After-school Initiative on behalf of the Illinois Department of Human Services and the Illinois State Board of Education.