



**Ohio Community Collaboration Model for
School Improvement**

21st Century News

Important Findings on After School Programs

Special points of interest:

- Smaller Group Size leads to better experiences and Youth Engagement
- Comfortable, welcoming, and flexible atmosphere is desirable
- Highly qualified Director very important
- Program-School-Family Partnerships strongly urged

Reminder

21stCCLC grants
Due April 28

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women (WCW) in partnership with the Intercultural Center for Research in Education (INCRE) recently completed work on a comprehensive, three-year study on afterschool programs, the Massachusetts Afterschool Research Study. This is one of the first comprehensive studies to examine the relationship between program characteristics, indicators of program quality, and how these relate to youth development outcomes. Data for the study was collected from classroom teachers, afterschool teachers and staff, and from children and youth participating in afterschool programs.

Group size and staff-child ratios were highly related to program quality. Programs that were able to maintain smaller staff-child ratios and/or small group sizes for program activities were better able to deliver high quality experiences and promote higher youth engagement in activities. This finding was not related to program size or overall enrollment, however.

Staff and youth are most engaged in program environ-

ments that are perceived to be relaxed and flexible. Whatever the program goals, creating a comfortable, friendly, and welcoming environment is desirable for all involved.

The study asserts that decisions about staffing are important. Having at least some staff with strong educational backgrounds and appropriate training is key to program quality.

A highly qualified program director can set the foundation for building a program that promotes staff and youth engagement, with strong activities and homework assistance.

Findings indicate that partnerships with schools and families will support good outcomes for children and youth. Establishing sharing, supporting, sustaining, informing relationships with school principals, teachers, student support personnel, and families can have a measurable benefit on youth outcomes.

The Executive Summary can be downloaded from the WCW website <http://www.wcwonline.org/mars/index.html>

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Ohio Grantee addresses House Appropriations Committee

While many of us were on Spring Break, Matt Horning, Director of the Navigators 21st Century Community Learning Center Program in Alliance City Schools gave testimony to the U.S. House of Representatives Appropriations Committee on why funding should

be increased to support 21stCCLC Programs.

When the bill containing funding for 21stCCLC programs was passed in 2002, \$2.5 billion dollars was authorized to fund programs. Currently the actual funding is \$981 million.

Matt, along with representatives from the Afterschool Alliance reminded legislators of their promises and of the impact reduced funding has had on Ohio.

The original allocation could have served an additional 30,000 children daily.



**21stCCLC Grant Applications
Due
April 28, 2006**

*Design principles and/or strategies
for successful programs*

- Program is designed to create intended results
- The logic behind the program makes sense as the services link to outcomes
- Program uses multiple strategies to accomplish its goals (comprehensive)
- Program is evaluation-driven and continuously improved upon
- Program is research-supported and theoretically-sound
- A variety of teaching and learning strategies are used
- There is sufficient dosage
- The program is implemented the way it was originally designed
- Staff are well-trained in the program design
- Participants have a "say so" in how the program is structured and implemented
- Program is tailored to meet individual needs
- Program is appropriately timed and located
- Program is implemented in culturally competent ways
- Program is family-centered and -supportive
- Strategies foster self-determination and personal control
- Participants are empowered
- Participants' strengths are built upon in the program
- Positive relationships and bonding are created
- Program activities are enjoyable and meaningful to participants
- Staff are engaging

21st CCLCs Professional Development In Ohio

There is still plenty of time to take advantage of Professional development options for 21st CCLCs programs this Spring. The OCCMSI project will be offering 4 more workshops throughout the state.

On April 25th, there will be a workshop on Family Engagement. Barbara Boone, one of the primary authors of the ODE Parent Academies, along with

JoAnne Brown of the Logan Square Neighborhood Association in Chicago will discuss engaging families. There will be plenty of chances to share family engagement strategies with groups of urban and rural practitioners from Ohio's 21stCCLC programs. The Programs represented include: Gallia High School Steps Program, Alliance City Schools Navigators, the Murtis Taylor Center in Cleveland,

the Cincinnati Children's Home, Northmor Schools 21stCCLC, and OSU's P-12 Project.

May will be busy with Sustainability II, Money Matters, on the 10th in Columbus. This workshop is designed for programs that have already attended the Sustainability workshop.

Youth Development will be the topic on May 16th and 17th with workshops in Zanesville and Dayton.

Additional Training Opportunities

The **Coalition for Community Schools** will hold their National Forum June 14-16 in Baltimore MD.

Charter Oak State College in New Britain CT has launched a series of distance learning classes focusing on school-age care. Contact Carole.weisberg@csaca.org or visit www.charteroak.edu

<http://www.charteroak.edu/> and click on Distance Learning

Afterschool Programs—From Vision to Reality offered by NCCE, includes model programs and a step-by-step planning guide for to developing or operating a successful afterschool program. This workshop is one of the "Concept to Classroom" series and may be used for professional development credit purposes.

www.nccenet.org/OnlineCourses
The National Community Education Association in partnership with the University of Wisconsin is offering a graduate certificate in Community Education that can be completed online. For more information go to: <http://www.ncea.com/files/ncea/files/GraduateCertificateCommunityEducation2004.pdf>

Networking Around Ohio

Collaboration is Building In Akron

Afterschool providers, city officials, and funders are working together in Akron to support youth in afterschool hours.

Through collaboration Akron's afterschool programs plan to share best practices, expertise, relationships and resources,

make programs stronger, educate funders, and reach more kids, including underserved populations. They also plan to work strategically with school districts and support family engagement in afterschool programs.

Desire Bolden, Director of Akron After School, states that there is a broad range of members, "I would have to say every group that offers after school is represented."

Afterschool Programs May Inhibit Childhood Obesity

Those 21stCCLC programs including physical fitness or obesity reduction as goals have new research to back up the idea that afterschool programs can make a difference in children's health.

A recent study from Yale University supports the premise that regular participation in afterschool programs inhibits increases in obesity among children.

Researchers proposed that the increased physical activity and limited opportunities to snack children experience when attending afterschool programs regularly would lead to less obesity among children than found in similar children who did not attend afterschool programs.

A 2 year study of 439 children who attended afterschool programs found that the prevalence

of obesity among children attending programs 3 days a week for at least a year was significantly lower than the prevalence of obesity in children not participating in afterschool programs when race, poverty status, ethnicity, and baseline obesity were comparably controlled.

Go to <http://pantheon.yale.edu> for more details about this study.



Students working with weights in South Gallia's Steps Program

The 2006 Future of Children digest from Princeton University and the Brookings Institute features Childhood Obesity. Download it from www.futureofchildren.org

Upcoming Funding Opportunities

The new Ohio 2007 21stCCLC Grant applications are due on April 28 by 5:00 p.m.

Mattel Children's Foundation is accepting applications accepted from US organizations that serve children in need. Awards range from \$5,000 to \$25,000, depending on the program, the organization, and individual community need. Priority will be given to organiza-

tions or programs that creatively address a locally defined need directly impacting children, especially those up to 13, in three key areas: health, education, and girls' empowerment. http://www.mattel.com/about_us/philanthropy/ci_mcf_philanthropy_grantmaking.asp.

National Endowment for the Arts (NEA)'s Challenge Amer-

ica: Reaching Every Community Fast-Track Review Grants ranging from \$10,000-\$150,000 offer support to small and mid-sized organizations for projects that extend the reach of the arts to underserved populations. Non-federal matching funds required. Deadline: August 14. <http://www.nea.gov/grants/apply/GAP07/ChallengeAmerica.html>

DISCOUNT ON SCHOOL SUPPLIES

The Afterschool Alliance in a partnership with Discount School Supply to give friends of afterschool a ten-percent discount on all school supply orders. To receive the discount, put the code A4A (it stands for Afterschool 4 All) in the pink promotional box when ordering supplies at www.discountschoolsupply.com. Or mention it when you call 1-800-627-2829 to place an order

New Resources for 21st CCLC Programs

Profiles of Successful Afterschool Financing Strategies: 2005

The Finance Project profiles the innovative approaches Boston and Washington D.C. programs used to secure funding and sustain their programs. This is the latest in a series of 18 profiles by

The Finance Project highlighting effective strategies for financing afterschool programs. Review all 18 profiles at: <http://www.financeproject.org/irc/ost/profiles.asp>

The National Partnerships for Quality After School Learning

has an Interim Mathematics Toolkit that is available on-line, www.sedl.org/afterschool

Tapping the U.S. Department of Justice and SAMHSA to Support Afterschool: an overview of funding opportunities <http://www.financeproject.org/irc/ost/funding.asp>

Please forward this newsletter to others you think may be interested.

If you did not get this newsletter directly please send an email to Jackson.360@osu.edu

To be added to our mailing

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Increase Student Achievement by Addressing Non-Academic Barriers to Learning

The Ohio Community Collaboration Model for School Improvement (OCCMSI) is a school reform framework built upon traditional school improvement models by considering both academic and non-academic barriers to school achievement and well-being. At the core of the OCCMSI is the development of successful and strategic partnerships among schools and various community stakeholders. Using five core components as a guide, the model is designed to help schools take stock of programs and initiatives currently operating in their school communities and identify important needs, conditions, resources, and gaps. It aims to build upon the strengths and successes of existing efforts and is driven by collaborative leadership among schools and local partners as well as evaluation, continuous improvement planning and feedback.

New Resources Continued

Focus on Families! How to Build and Support Family-Centered Practices in After School

has been released by Harvard Family Research Project. It's a new guide to understanding family engagement in after school programs.

Everyone interested in promoting good family involvement practice may find the guide useful. The guide provides a research base for why family engagement matters, concrete program strategies for engaging families, case studies of promising family engagement efforts, and an

evaluation tool for improving family engagement practices.

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/families>

"Making a Difference in the Lives of Youth"

from the National Collaboration for Youth spotlights ten model afterschool programs, detailing their methods and objectives, and illustrating the scope and impact of programming and is available online at <http://www.nassembly.org/nydic/programming/newideas/>

[MakingADifferenceintheLivesofYouth.htm](http://www.nassembly.org/nydic/programming/newideas/MakingADifferenceintheLivesofYouth.htm).

Afterschool Matters is a national journal published annually to promote professionalism, scholarship, and consciousness in the field of afterschool education. It can be downloaded from <http://www.robertbrownefoundation.org/index.php>

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Resource Guide for Planning and Operating After-School Programs

is available from the SouthEastern Educational Laboratory and can be downloaded at www.sedl.org/pubs/fam95