

21st Century News

Avoiding Summer Learning Loss

10 Suggestions for Summer Programming

1. Physical activities with complex rule systems
2. Leisure reading and vocabulary-rich activities
3. Variety of individual and small-group activities
4. Active parent, family, and community involvement
5. Advanced planning and funding
6. Adequate number of well-trained staff
7. Youth choice and voice
8. High expectations
9. Intentional focus on academic skills
10. Arts-related activities

For years, teacher observations have been supported by different research studies that show children lose ground academically during the summer months. Some even suggest that young children can lose up to 2 months of math and reading skills over summer break; and that economically disadvantaged children experience the greatest losses (Cooper, 1996).

Access to nutrition supports may also be limited, as only 10% of children attend summer school and only 1 in 5 children eligible for free and reduced lunch receives nutrition support during the summer school break.

Summer youth opportunities and day camps have long filled the

gap between the end of one school year and the beginning of another for many families. 21st Century Community Learning Centers (CCLCs), too, can help reduce or eliminate the academic losses among children, especially those coming from low income families.

Effective programs do not try to emulate the school day or be strictly summer school programs. High quality summer programs must combine the key elements of both academic support and positive youth development with a proactive approach to learning.

Regular attendance is the critical component. Unappealing programs will have low attendance and negligible positive impact on



Students working together at South Gallia High School Steps Program

program participants.

Programs need specific infrastructure pieces in place to support the engagement of youth participants.

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House Bill 530 Expands Nutrition for Kids

A critical component of attracting children to after school programs and ensuring that they perform at their best in school and after school is food. The Ohio legislature has made it easier for programs to help children and families nutritionally.

House Bill 530 was signed into state law in March and will impact

most 21st CCLCs. The law states that public and community schools that have at least 20% of their pupils eligible for free school lunches are now required to establish school lunch or breakfast programs. The eligibility threshold has also been reduced from 33 to 20 percent. Schools offering summer intervention programs

must also extend or establish meal programs. These include, but are not limited to, tutoring, extended-day instruction activities, and summer school. Schools may apply for a program implementation extension, but must notify parents if they cannot comply.

Story continued page 3



**New 21st Century Community Learning Centers Grant Recipients to be Announced
July 26, 2006**

"In the City of Columbus, we have the Capital Kids program where we have thousands of young people, where we teach them, we love them, we feed them and provide them self confidence. And every one of these young people does better in school and in life as a result of this afterschool effort."
-- Columbus, Ohio Mayor Michael B. Coleman addressing the 2006 Afterschool Alliance Breakfast of Champions



Make your Summer plans more fun by checking out: *Using Thematic Units to Improve Your Summer Program* at <http://www.summerlearning.org/resources/research/docs/>

Licensure for 21st Century Community Learning Centers (CCLCs)

Questions on licensure for 21st CCLCs have been around for as long as these grants have been administered by the Ohio Department of Education.

Per state law, all programs providing more than one service to children after school must be licensed as childcare programs. According to the 2007 21st CCLCs Grant Application and Request for Proposals, 21st CCLCs are places that offer "programs and services that benefit the educational and related health, social services, cultural and recreational needs of a community." By that definition, all 21st CCLCs must be

licensed.

Licensure not only helps assure minimum safety standards for children attending a wide variety of programs; but it also helps programs think proactively about potentially dangerous activities. In addition, licensure protects programs by promoting compliance with rules and protections an ordinarily prudent person would include thus making programs less vulnerable to lawsuits.

Ohio has 2 Licensing bodies for afterschool programs. Programs with a school as a fiscal agent must be licensed by the Ohio

Department of Education. Programs with a community-based organization as the fiscal agent must be licensed by the Ohio Department of Job and Family Services. Licensing regulations for both agencies are substantially the same. Contact lists for both licensing organizations will be sent with this newsletter.

Please also note that programs serving youth over age 14 must request a waiver of licensure requirements since Ohio does not offer Licensure for programs serving older youth.

Attention 21st CCLCS: Get Licensed!

Upcoming Professional Development Opportunities

Orientation for New 21st CCLC Grantees will tentatively be held the week of Aug 14, 2006. Current grantees also will be welcome to attend.

Beyond School Hours, Foundation's excellent national conference is scheduled for **Feb 7-10** in Greensboro NC. www.foundationinc.org <http://www.foundationinc.org/>
Closing the Achievement Gap: Linking Families, Schools, and

Communities, Nov 9-11 Harvard Family Research Project addresses learning through a "complementary learning" approach or a comprehensive model that fosters partnerships between families, schools, and other non-school supports (similar to OC-CMSI). www.gse.harvard.edu/ppe.

YouthBuild Academy for Transformation, July 18-20 Boston MA—effective theory and practice for youth worker training—

certification offered www.youthbuild.org/academy

National Urban League Conference, July 26-30 Atlanta, Georgia <http://www.nul.org/conference2006/index.htm>

For questions about education CEU's contact Cheri.Workman@ODE.state.oh.us, about Social Work Ceu's contact Karen at Jackson.360@osu.edu

Avoiding Summer Learning Loss Continued

Programs must have empowered leadership, extensive planning, opportunities for staff development, strategic collaborative partnerships, a work-plan for sustainability and cost containment, and a commitment to program improvement through evaluation.

Many excellent resources are available for staff seeking to implement high quality summer programs. Some of the most comprehensive ones may be found at the Center for Summer Learning at John's Hopkins University

www.summerlearning.org

Other excellent resources include:

Beyond Fun & Games: Tips for Summer Programs - www.nwrel.org/learns/resources/ost/summer.pdf

Family FUNdamentals for Summer Learning - www.michigan.gov/mde/

Expanding Nutrition for Kids Cont.

Schools providing meals and snacks through the United States Department of Agriculture Child and Adult Care Food Program can be reimbursed for up to 2 meals and one snack or 2 snacks and one meal per day per child. Programs serving children in schools where over 50% of the students qualify for free or reduced price lunches are eligible to serve all children at the free rate regardless of the individual

family's ability to pay. The free reimbursements rates are:

Breakfast—\$1.27

Lunch—\$2.21

Snack—\$.63

Supper—\$2.32

Institutions also are reimbursed \$.1750 for each lunch and supper in lieu of commodities distribution.

This level of reimbursement can

allow 21st CCLCs programs to serve food either through their school food service programs, or in cases where that is not possible, to contract for meals with outside vendors.

Food service and other interested staff are encouraged to contact brigitte.hires@ode.state.oh.us or mary.kershaw@ode.state.oh.us with questions.



Partnerships with Businesses can link programs to funds, volunteers, and expertise.

The Afterschool Alliance reports on the "Corporate Voices After School White Paper," a resource outlining some of the ways American businesses are making significant contributions to afterschool. The study found that the 2005 contributions of just 8 American companies was more than 13% of the federal contributions to afterschool programs in the same year. In 2005, federal government put \$981 million into the 21st CCLCs initiative. Eight companies alone invested \$136.6 million in afterschool. A true accounting of the contributions of all American companies would certainly be much larger. Companies surveyed also reported in-kind donations such as mentoring and tutoring programs at corporate headquarters, transportation to afterschool sites, and technical assistance and donations of high tech equipment.

For more information, visit www.corporatevoices.org

From Afterschool Now, May 2006

OSU to Launch Website Supporting Ohio 21st CCLC

Ohio State University's College of Social Work will be launching a website in June to support 21st CCLCs, the Ohio Community Collaboration Model for School Improvement (OCCMSI) initiative, and other projects that support schools, afterschool programs, families, and communities in helping all of Ohio's children and youth become strong and skilled adults who are well prepared for the future.

The 21st CCLCs pages will include updates on upcoming training opportunities as well as provide access to powerpoints and handouts from past workshops and trainings. Over 100 forms, tools, policies, and other supportive materials will be available to download, most in word documents so programs can individualize the tools for their own use. Materials will reflect research based best prac-

tics and will be designed to meet Ohio Licensure regulations. In addition, newsletters and policy briefs will be archived.

Information and lessons learned from the recently completed OCCMSI Pilot Project will also be included on this site, along with tools to support school leaders and others as they expand work with community partners and families.

Tips for Developing School-Business Partnerships

Those who heard Drew DiMaccio, Owner and CEO of Chemcote, Inc. speak at the Sustainability II workshop on May 10 were inspired by what he had to say about building relationships with businesses. The Daniel Fund has been looking at successful school-business relationships and has the following suggestions :

1) Ensure student learning

and achievement are the focus of every partnership;

- (2) Develop a well-defined and well-managed program that supports school-based partnerships;
- (3) Make strategic matches between schools and businesses that advance a school's continuous improvement goals;
- (4) Set clear expectations for schools and businesses;
- (5) Provide training for school staff and business employee-s;

- (6) Create meaningful processes for communicating about the program and recognizing the contributions of business partners; and
- 7) Regularly monitor and evaluate each partnership and the overall program.

For more information go to <http://www.danielsfund.org/sevenstrategies/Strategies/>

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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

Upcoming Grant Opportunities

The Louis R. Cappelli Foundation provides grants with a focus on programs addressing the special needs of youth. Three specific targeted areas where the Foundation focuses its attention are education, health and fitness, and arts education.

Maximum Award: varies.

Eligibility: 501(c)(3) organizations that serve at-risk youth.

Deadline: June 30, 2006.

[http://www.cappelli-inc.com/
application.shtml](http://www.cappelli-inc.com/application.shtml)

[http://www.cappelli-inc.com/
application.shtml#](http://www.cappelli-inc.com/application.shtml#)

Verizon Foundation is now accepting proposals from eligible institutions for Literacy Grants.

Maximum Award: \$5,000-\$10,000.

Eligibility: elementary and secondary schools (public and private) that are registered with the National Center for Education Statistics (NCES).

Deadline: November 30, 2006.

<http://foundation.verizon.com/04008.shtml>

The ASCAP Foundation is now accepting proposals from organizations engaging in music education and talent development

programs that support music education programs for aspiring songwriters and composers.

Maximum Award: \$5,000

Eligibility: Organization must be 501(c)(3).

Deadline: October 1, 2006.

[http://www.ascapfoundation.org/
grants.html](http://www.ascapfoundation.org/grants.html)

Congratulations OCCMSI Pilot Schools

Congratulations to the six schools that recently completed the 2 year OCCMSI school pilot project: Elmwood Place Elementary from Elmwood-St Bernard School District, Freedom Elementary in Lima City

Schools, Hannan Trace Elementary from Galia County Schools, Johnsville Elementary from Northmor Local, the Opportunity School in Wooster City Schools, and Robert Fulton Elementary in Cleveland Municipal School District. Hard-working teams from

each of these schools increased the focus on getting the "conditions right for learning" by addressing non-academic barriers through community partnerships. Their contributions to their students and to knowledge about school improvement are very much appreciated.