

21st Century News

A New School Year, A New Opportunity

21st CCLC Programs

Directly Support Academic Success

- Connect school and home for many Ohio children
- Build on the learning from the school day
- Support learning through additional techniques that can excite learners
- Provide enriching activities that build concepts
- Provide academic intervention

As brand new school year starts for millions of children, Ohio's 21st Century Community Learning Centers (21st CCLCs) help support those children and youth as they travel through their school years.

21st CCLCs help connect what is happening in the school day to what is happening at home for many of our children. And 21st CCLCs help children and often their families get the most from those days.

Quality 21st CCLCs work closely with the teachers and staff of the school day and expand the school day curricu-

lum. The 21st CCLC can help children develop clear understanding of ideas that support the concepts they learn during the school day

Quality programs don't replace the day school instruction or repeat the same techniques that are used during the school day. They present the information in new and often exciting, hands-on ways that appeal to learners who are often left behind during the day.

21st CCLC programs also provide enriching activities that give new and important experiences for many low income children .



Gallia 21st CCLC

Those are just a few reasons that 21st CCLCs make every day and every year more meaningful and useful for our children as they begin their journey of life-long learning.

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Congratulations New 21st CCLC Grantees

The latest cohort of 21st CCLC Grantees was announced in July.

A Suggestion from ODE

At a recent OSU training for 21st CCLC programs, Diane Schnieder-Farmer, from ODE, suggested grantees should pull a copy of the district CCIP

The new grantees are: Fostoria City Schools, Cleveland Heights-University Heights Schools, South Euclid Schools,

Fremont City Schools, Shawnee State University, and Zanesville City Schools.

from the year their grant was awarded and compare the goals included there with those currently under focus. Diane reminds programs that those

initial goals are the basis for evaluation and should continue to be the focus of each grant.



Congratulations to Paul Young, Executive Director of the West After School Program in Lancaster on his fine article in the Sept./Oct. 2006 issue of *Principal* magazine.

*Remember
Lights On
is October 12, 2006
If you need ideas about
communicating with parents,
fellow educators, community
leaders, or public policy
maker's contact Karen at
614-247-8887,
Jackson.360@osu.edu or go
to
www.afterschoolalliance.org*

Middle School Resources

<http://131.125.2.61/~njcms/educationalhotlinks/index.php>

Kean University has a new website which offers middle grades folks categorized weblinks to more than 400 sites.

Profile and Performance Information Collection System (PPICS) – Why it's Important to You

The PPICS is the web-based data collection system used by the Federal Government to collect information about 21stCCLCs.

Administered by Learning Point Associates, the system gathers grantee profiles and annual performance reports (APR) from each grantee.

The purpose of PPICS is to

monitor how the 21st CCLC program is operating under state's administration, to help states understand the attributes of their programs, to assess grantee performance, to obtain information to inform monitoring, evaluation, and technical assistance efforts, and to help compare programs in one state with those in others.

In addition to the grantee profile, as part of the APR, grantees are required to provide information on state assessments and teacher surveys.

In the past there have been changes to the PPICS that were initiated by

PPICS cont. pg. 3

Upcoming Trainings

The Ohio State University will be offering training this Fall that should appeal to both new grantees (or new employee of grantees) and experienced grantees. Trainings will be designed with multi-level sessions.

Less experienced staff will have the chance to learn best practice basics while more experienced folks will be able to share successes and chal-

lenges and go on the next steps in program improvement. Each training will continue to offer practitioner examples and time for sharing and networking of resources.

Kings island Conference Center will be the location for the Oct. 25 training on **Best Practices in Youth Engagement**.

November 14 will be the date for **Building and Maintaining Strong Partnerships** in Colum-

bus at the Midwest Conference Center.

Expect to see a training needs survey this Fall as we plan for upcoming professional development.

We must view young people not as empty bottles to be filled, but as candles to be lit.

-Robert H. Shaffer-

Grant Opportunities

The **Airborne Teacher Trust Fund** is accepting proposals for art and music programs that schools are unable to fund.

Maximum Award: \$10,000.
Eligibility: Elementary and

middle school teachers in both public and private schools.

Deadline: October 1, 2006.

Lowe's Toolbox for Education program funds school

improvement projects initiated by parents.

Maximum Award: \$20,000.

Eligibility: K-12 schools (including charter, parochial, private, etc) or parent groups.

Deadline: October 15, 2006.

*Grant Opportunities cont.
pg.4*

Research Article Review: Out-of-School-Time Programs, Effects on At-Risk Students

Out-of-school-time (OST) programs are increasingly being held accountable for increasing student achievement, especially in the content areas of reading and mathematics. Halpern (2006) suggests that these programs are not equipped to make these type of academic improvements.

Lauer, et.al. (2006) conducted an analysis on 35 articles written about OST programs that served at-risk youth and evaluated reading and mathematics outcomes. They were interested in examining how the grade level

of students attending these programs, as well as when these programs were offered to students, affected academic achievement. In addition, they looked at the focus of the program, the duration of the program, as well as how the intervention was delivered, and its subsequent impact on academic achievement (Lauer, et.al., 2006).

Findings from this study are rather mixed. One notable finding was that OST programs do not solely have to focus on academics in order to see student academic improvements. The incorpora-

tion of more social competency components embedded within academic time do indeed show results for student's academic improvement. Not surprising, Lauer (2006) also found that programs with an academic focus, that were longer than 45 hours showed the best results, but that it did not matter when these programs were offered (i.e. summer versus after-school).

Two important points can be extracted from this article. First, the evaluation of OST programs is imperative in *Article Review cont. pg. 4*



There is a new Website to support Ohio 21st CCLCs. It is full of information, sample forms, example policies and materials that can be downloaded and personalized by 21stCCLC programs. Check it out at:

<http://www.csw.ohio-state.edu/occmis/index.htm>

PPICS Continued

Learning Point Associates in an attempt to respond to difficulties in obtaining certain information or due to ways certain states administered assessments. This sometimes led to more difficulty in collecting data.

These assorted challenges have led to a collection of

data that is not necessarily comparable from year to year, from grant to grant, or from state to state.

All of this information is, however, readily available to the state department of education and to Congressional review, making this the most easily accessed information

about 21st CCLC programs.

So, even though the information gathering is not always perfect, it is still critical that grantees complete the profiles and APR as completely and accurately as possible so that policy decisions at the state and federal level can be well informed.

ODE to update 21st CCLC Directory Information

The Ohio Department of Education and OSU are working to update contact information for 21st CCLCs.

Concerns that information submitted on grant applications is quickly outdated and that individuals working on

grants are not getting the information they need in a timely manner led Diane Schneider-Farmer to send out an information seeking email through the PPICs system September 15, 2006.

All grantees must submit

updated information about their locations, leaders of schools, CBO's, programs, and fiscal officers, complete with contact information should be sent to Jackson.360@osu.edu.

Ohio 21st CCLC Listserv launched!
To join go to:

listserv@lists.acs.ohio-state.edu

In the subject line type
Subscribe 21stcclc
yourfirstname yourlastname

Exciting new on-line training available—Free!

The National Partnership for Quality Afterschool Learning has a new series on on-line training materials the [After-school Training Toolkit](#). The Toolkit is available at www.sedl.org/afterschool/toolkit

Room 203H
OSU College of Social Work
1947 College Ave
Columbus, OH 43210

Phone: 614-247-8887
Fax: 614-292-6940
E-mail: Jackson.360@osu.edu



Enhancing Knowledge, Values, and Skills Related to School-Family-Community Partnerships, Positive Youth Development, and Family Support

Article Review Continued

Order to draw sound conclusions about how OST programs relate to student success. Lauer (2006) states that "until research on and evaluation of OST programs become more systematic in measurement and reporting, recommendations for specific practices can be based on only minimal evidence" (p. 307).

The second important point, and one that relates directly to 21stCCLCs, is that one

possible explanation for the lack of support indicating that 21stCCLCs are having a significant impact on academic success could be due to the fact that there is so much variability in programming. Because of the diversity in structure and interventions offered, compiling all of the data may negate any impact that specific programs are having on the success of the youth that they serve. So, great 21stCCLC programs are out there, but their

positive effects on youth may be disguised when grouped with all other 21stCCLC programs.

Lauer, P., Akiba, M., Wilkerson, S., Apthorp, H., Snow, D., Martin-Glen, M. (2006). Out-of school time programs: a meta-analysis of effects for at-risk students, *Review of Educational Research*, 76, (2) 275-313.

Grant Opportunities Continued

Verizon Foundation is accepting proposals 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.

2007 Sea World/Busch Gardens/Fuji film Environmental Excellence

Awards recognize efforts to protect and preserve the environment.

Maximum Award: \$10,000.

Eligibility: Schools (grades K-12) and community groups.

Deadline: November 30, 2006.

The NEA Foundation Student Achievement Grants provide funds to improve the academic achievement of students in critical thinking and problem solving.

Maximum Award: \$5,000.

Eligibility: Practicing U.S. public school teachers, public school education support professionals

Deadline: October 15, 2006