

# 21<sup>st</sup> Century News

## New Study on Factors Contributing to Positive Youth Development

Risk and promotive factors have been heavily researched within the field of youth development. Recently, a holistic study was conducted by Youngblade, et al. (2007) that analyzed data from the 2003 National Survey of Children's Health (NSCH). This survey collects information from over 42,000 parents/guardians and youth across the nation.

The purpose of this study was to examine the impact of family, school, and neighborhood contexts have on positive and negative developmental youth outcomes. The outcomes studied include: problem behaviors, social competence, health-promoting behavior, self-esteem, and academic achievement.

Results from the study indicate that youth in contexts that provide positive supports and resources are less likely to engage in problem behavior and more likely to experience positive, socially competent behaviors.

Specifically, family engagement, closeness, communication, and parental healthy role modeling were related to positive youth outcomes such as social competence, health promoting behavior, and self-esteem.



Conversely, family aggression and parent aggravation were positively correlated with lower social competence, less health promoting behavior, and poor self-esteem, and academic problems.

In relation to the impact of school and community contexts, the study found that school and community safety were strongly associated with increased social competence and decreased incidences of externalizing behaviors among youth.

The findings from this research indicate that the most productive efforts to address problem behavior as well as promote health and social competence must include multiple contexts, specifically familial interventions, as well as school and community efforts, that support overall positive youth development.

For more information about this research study, please read: Youngblade, et al. (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. *Pediatrics*, 119(1), 47-53.

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## Federal Budget Cuts - The Impact on Ohio's Children and Families

The Center for Community Solutions in Cleveland has released a report that indicates Ohio will need to absorb \$416 million in costs and reduce services to vulnerable Ohioans if President Bush's most recent budget recommendations are approved by federal lawmakers.

The direct cut to Ohio's elementary and secondary education programs would be \$234.5 over the

next five fiscal years. Vocational and adult education would be cut by \$182 million in the same time period. Head Start spending in Ohio would likely be cut by \$90.8 million over that five year period. The Child Care Development Block Grant, which provides TANF child care reimbursement, will be reduced by \$15.1 million for Ohio during this period.

For more information about this

report please visit:  
[www.CommunitySolutions.com](http://www.CommunitySolutions.com)



## Kids and Engineering

*Wonderful resources, including hands-on activities, connections to state standards, and evaluation materials, are available to download from the Virginia Department of Education website at: [www.childrensengineering.com](http://www.childrensengineering.com)*

*The Program in Education, Afterschool and Resiliency (PEAR) website has compiled an extensive list of resources for 21<sup>st</sup> CCLC in the area of Rural Issues. Please visit PEAR at: <http://www.pearweb.org/research/rural.html>*

## Behavior Management After the Bell Rings

Behavior management training has been the most requested training for 21<sup>st</sup> CCLC and after-school programs in Ohio for several years. Dynamic systems of actions and consequences take on different flavors after the school bell rings and can sometimes be challenging to 21<sup>st</sup> CCLC staff, tutors, community volunteers, and youth participants.

Behavioral issues may be escalated in these settings for several reasons. First, behavior management strategies during the school day often include standard practices that are not available during the after school hours, such as detentions, suspensions, and visits with the principal. In addition, the after-school context by design is often less structured than the traditional school day. Sometimes choices, flexibility, and options for youth, especially when not intentional, can lead to increased behavior concerns and needs.

These factors, and others, combine to make behavior management a particularly interesting challenge during the out-of-school-time.

Techniques that work during the school day or at home may need to be adjusted to be effective during this time period, although many of the best practices in behavior management within these settings are still the best practices for after-school initiatives. Some practices include:

1. Offer activities that interest and are meaningful to children.
2. Over plan - have many choices of interesting and meaningful activities.
3. Have high expectations for behavior in your program and,
4. Have clear and simple rules that youth have a part in creating.
5. Repeat those rules often so that all youth know and understand the rules.
6. Be consistent in enforcing the rules for all youth, at all times, and in all circumstances. Fairness is key.
7. Intervene in disruptions with as little interruption and drama as possible.
8. Avoid showdowns and public confrontations with youth participants.
9. When youth make poor behavior choices, turn them

into opportunities for learning self-discipline, problem-solving, decision-making, self-control, self-respect, and respect for others.

10. Use empathy, understanding, and humor, not sarcasm to help youth understand and control their feelings.
11. Incorporate behavior management strategies such as journaling, self-evaluation, incentives, and self-talk into 21<sup>st</sup> CCLC activities to assist youth in learning self-control.
12. Establish routines that assist youth in predicting what will activities will come next. This is particularly important at transition times.
13. Learn about the interaction of social and emotional challenges in the lives of your students and try to be proactive.
14. Start everyday fresh for everyone. Try not to create self-fulfilling prophecies for you or the youth in your 21<sup>st</sup> CCLC.
15. Pick your battles, remain consistent, and don't develop rules or policies that are difficult to follow or are unimportant.

## A New Day for Learning

A new report issued by the Time, Learning and Afterschool Task Force and funded by the Charles Stewart Mott Foundation calls for a national dialogue on education in the United States.

Starting with a statement that the structure of America's school day is obsolete, the report raises questions about the objectives of the American educational system, the best methods and practices in meeting those objectives, and how, where, and when education occurs.

Key limitations of viewing learning through the traditional "9:00 a.m. to 3:00 a.m.," "Monday

through Friday" lens are discussed as well as the detrimental effects of that view on society. As such, the vision of the Task Force prioritizes the inclusion of after-school programs and the services they offer.

A list of research-based elements for reinventing the educational system is introduced. Key elements include:

- Redefining student success
- Using knowledge about how & when students learn best throughout the day and the year
- Integrating teaching and

knowledge gathering methods

- Utilizing Intentional collaboration across local, state, national, and sector boundaries, and
- Developing opportunities for new leadership and professional development.

After-school programs are noted frequently in the report as successful and innovative approaches to the challenges facing the system today.

This report can be accessed at: <http://www.edutopia.org/pdfs/ANewDayforLearning.pdf>

## Grant & Funding Opportunities

### Ohio's 21<sup>st</sup> CCLC Application and Request for Proposals

is now available at:  
[www.ode.state.oh.us](http://www.ode.state.oh.us).

**Maximum Award:** \$300,000 per year

**Eligibility:** Local education agencies, community-based organizations, including faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations, and other public or private entities.

**Deadline:** Letters of Intent must be received by April 1, 2007. The deadline for submission is April 27, 2007 at 5 p.m.

**AT&T Excelsior Grants** help nonprofit organizations by providing funds for the improvement of technology resources. These grants also fund resources, such as Internet access and computer training that assist organizations with programs aimed to increase educational learning and job skills development. More information may be found at: <http://www.att.com/gen/corporate-citizenship?pid=7745>

**Maximum Award:** \$50,000.

**Eligibility:** Non-profit organizations located in Ohio and several other states that emphasize education, community development, health and human services, and arts and culture. These projects must target 51% or more of an underserved population.

**Deadline:** May 4, 2007

The **CAPCO Science Class Challenge** is a classroom competition that encourages students and teachers to learn about the Earth's ozone layer, CFCs, and the environment by using the provided activities or their own creative methods. For more information

visit: [www.nocfcs.org/scc/rulesregs.htm](http://www.nocfcs.org/scc/rulesregs.htm)

**Maximum Award:** \$5,000.

**Eligibility:** Teachers grades 4-9.  
**Deadline:** May 14, 2007 at 5 p.m.

The **"My Hometown Helper"** grant program encourages individuals from communities and organizations across the U.S. to submit written essays of 250 words or less describing how the "My Hometown Helper" grant would help improve their community project. More information can be found at:

[www.myhometownhelper.com](http://www.myhometownhelper.com)

**Maximum Award:** \$15,000.

**Eligibility:** Requests for funding must be sponsored by a municipality, civic organization, or public school.

**Deadline:** May 31, 2007

**Barnes and Noble** booksellers is considering requests from organizations that focus on art, literacy, or education (K-12). Applicants must have a plan for promoting the grants program with Barnes and Noble and be willing to work with the local stores on in-store programming. For more information please visit: [www.barnesandnobleinc.com/](http://www.barnesandnobleinc.com/)

The **Milagro Foundation** seeks grant applications from organizations that work with underprivileged children and youth in the areas of arts, education, and health.

**Maximum Award:** \$5000.

**Eligibility:** 501(c)3 organizations.  
**Deadline:** N/A.

**Lowe's, International Paper and National Geographic Explorer!** have teamed up to offer an outdoor classroom grant program to engage students in hands-on natural science experiences and allow enrichment opportunities

across the core curriculum. More information can be found at: [www.lowes.com/Lowes/lkn?action=pg&p>AboutLowes/outdoor/index.html](http://www.lowes.com/Lowes/lkn?action=pg&p>AboutLowes/outdoor/index.html)

**Maximum Award:** \$2,000.

**Eligibility:** K-12 public schools in the United States.

**Deadline:** N/A.

The **ING Unsung Heroes** awards program recognizes innovative and progressive thinking in education. For more information please visit: [www.ing-usa.com/stellent2/groups/dcl/documnets/companylobinformation/001143.pdf](http://www.ing-usa.com/stellent2/groups/dcl/documnets/companylobinformation/001143.pdf)

**Maximum Award:** \$27,000.

**Eligibility:** Full-time educators, teachers, principals, paraprofessionals, and classified staff members with projects that improve student learning at K-12 schools.

**Deadline:** April 30, 2007

The **Public Welfare Foundation** supports organizations addressing human needs in disadvantaged communities. The Foundation provides both general support and project-specific grants. For information go to: [www.publicwelfare.com/new/news/fund\\_2006.asp](http://www.publicwelfare.com/new/news/fund_2006.asp)

**Maximum Award:** \$50,000.

**Eligibility:** Public and private entities, including nonprofit organizations and for-profit organizations.

**Deadline:** N/A.

**UPS Foundation Education Grants** fund programs prioritizing family learning opportunities and school involvement projects. For information go to:

[www.community.ups.com/philanthropy/grant.html](http://www.community.ups.com/philanthropy/grant.html)

**Maximum Award:** varies.

**Eligibility:** 501(c)(3) organizations.

**Deadline:** N/A.

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**The Finance Project's** mission is to "help leaders finance and sustain initiatives that lead to better futures for children, families, and communities." Their website, located at [www.financeproject.org](http://www.financeproject.org), provides a number of valuable resources related to sustainability planning.

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*The National Library of Virtual Manipulatives provides interactive online math lessons, activities, and assessments that connect to research-based best practices. To access these resources, please visit: <http://enlvm.usu.edu/main/doc/intro.jsp>*

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

### Upcoming Professional Development Opportunities

**April 19-20<sup>th</sup> — Center for Summer Learning National Conference**—Atlanta, Georgia — This could be the place to go for summer inspiration. For more information go to:  
[www.summerlearning.org](http://www.summerlearning.org)

**May 11<sup>th</sup> — Sustaining Your 21<sup>st</sup> CCLC**—Columbus, OH — Dr. Hal Lawson from the State University of New York—Albany will present strategies for sustaining your 21<sup>st</sup> CCLC. For more information or to register for this professional development opportunity e-mail Lindsay Gezinski at [gezinski.l@osu.edu](mailto:gezinski.l@osu.edu).

For **local staff trainings** on licensure issues and basic child care in your area go to:  
[www.OCCRRA.org](http://www.OCCRRA.org)

Registration is now available for **free on-line classes** at [www.ebasedacademy.org](http://www.ebasedacademy.org). This quarter offers a variety of courses highlighting critical topics of interest to 21<sup>st</sup> CCLCs.

**March to May, 2007—21<sup>st</sup> CCLC Brown Bag Events** are being held by the 21st CCLC Advisory Team throughout the state during the months of March, April, and May. The following Brown Bags have been scheduled:

**Northwest Region**—March 30<sup>th</sup> from 10-1 p.m. at the Wood County Educational Service Center

**Southeast Region**—April 20<sup>th</sup> from 11-1 p.m. at the Athens Public Library

**Central Region**—May 1<sup>st</sup> from 11-1 p.m. at the Delaware-Union Educational Service Center

If you would like to register for an upcoming brown bag or be added to the distribution list for each region, please e-mail the designated

Advisory Team member. The following is a list of Advisory Team members, their designated region, and e-mail where they can be contacted.

**Northwest Region**—Warren Fauver @ [wcesc\\_wf@nwoca.org](mailto:wcesc_wf@nwoca.org)

**Northeast Region**—Paul Young @ [pyoung@westafterschoolcenter.org](mailto:pyoung@westafterschoolcenter.org)

**Central Region**—Kathy McWatters @ [Kathy\\_mcwatters@duesc.org](mailto:Kathy_mcwatters@duesc.org)

**Southwest Region**—Sue Ullman @ [wcesc\\_su@nwoca.org](mailto:wcesc_su@nwoca.org)

**Southeast Region**—Fannie Metcalf @ [90\\_fmetcalf@seovec.org](mailto:90_fmetcalf@seovec.org)