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 $90.3 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

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 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.

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.

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.

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.

Behavior Management After the Bell Rings

Behavior management training has been the most requested training for 21st 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 21st 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 21st 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 21st 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 21st CCLC Application and Request for Proposals is now available at: www.ode.state.oh.us. The deadline for submission is April 27, 2007 at 5 p.m.

AT&T Excelerator 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?sid=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

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

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

The Milagro Foundation seeks grant applications from organizations that work with underprivileged children and youth in the areas of arts, education, and health. Deadline: May 4, 2007

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/lnk?action=p&c=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/documents/companyinfo/information/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

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/education/philanthropy/grant.html

Maximum Award: varies. Eligibility: 501(c)(3) organizations. Deadline: N/A.

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, provides a number of valuable resources related to sustainability planning.

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/ma/nav/doc/intro.jsp
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Upcoming Professional Development Opportunities

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

April 19-20th — 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

May 11th — Sustaining Your 21st CCLC—Columbus, OH — Dr. Hal Lawson from the State University of New York—Albany will present strategies for sustaining your 21st CCLC. For more information or to register for this professional development opportunity e-mail Lindsay Gezinski at gezinski.1@osu.edu.

For local staff trainings on licensure issues and basic child care in your area go to: www.OCCRRA.org

Registration is now available for free on-line classes at www.ebasedacademy.org. This quarter offers a variety of courses highlighting critical topics of interest to 21st CCLCs.

March to May, 2007—21st 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 30th from 10-1 p.m. at the Wood County Educational Service Center

Southeast Region—April 20th from 11-1 p.m. at the Athens Public Library

Central Region—May 1st 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

Northeast Region—Paul Young @ pyoung@westafterschoolcenter.org

Central Region—Kathy McWatters @ Kathy_mcwatters@duesc.org

Southwest Region—Sue Ullman @ wcesc_su@nwoca.org

Southeast Region—Fannie Metcalf @ 90_fmetcalf@seovec.org