

# 21st Century News

## Out-of-School Time Programs Impact Youth Development

The Harvard Family Research Project (HFRP) recently compiled results from 15 research studies that demonstrate the positive impacts of out-of-school time (OST) programs on youth development. Highlights of this report include findings in the following areas:

### Academics:

Evaluators from the Urban Institute found that participants in the BELL Summer Learning Program were more likely to have gains in reading test scores. Also, parents of BELL participants were more likely to read to their children and to encourage reading in their home. The BELL program is designed as a summer program for low-income youth that is focused on academic skill development.

### Substance Abuse:

Project Venture is targeted at high-risk American Indian youth and provides problem-solving games and initiatives along with after school, weekend, and summer wilderness activities. An evaluation of this program found that youth participants showed significantly less growth in substance use, specifically alcohol, tobacco, marijuana, and combined substance use.

### Obesity:

The Medical College of Georgia's FitKid Project provided elementary school children with homework help, academic enrichment, and physical fitness activities. In an evaluation comparing the FitKid Project to a randomly assigned control group, FitKid youth who participated in 40% or more program sessions had decreases in percent body fat and increases in bone mass density and cardiovascular fitness.

For more information on the HFRP's findings, the report can be accessed at:

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/update1.html>



## Successes at The Opportunity School's 21st CCLC

### Inside this issue:

Financing Youth Programs	2
National Summer Learning Day	2
Building Collaborative Relationships with Parents	3
Map of Future Forces Affecting Education	3
Professional Development Opportunities	4

The Opportunity School, in Wooster, Ohio, through their 21st Century Community Learning Center (CCLC) has been able to provide their students with a variety of exciting opportunities throughout the past year.

Highlights include:

*Credit Recovery Opportunities (Gr. 9-10)* - The 21st CCLC program provided virtual learning and after school classes for students who needed to recover credits lost in previous years. Fifteen students utilized

the credit recovery opportunities and could possibly earn up to 30 credits by year's end!

*Family Engagement Activities (Gr. 7-10)* - By year's end, the program will have hosted 5 family nights that provide a forum for families to interact with school staff in a comfortable and positive setting. To date, 90% of the students have participated in at least one of the sessions!

The school is also partnered with over ten community agencies and

organizations. Through their partnership with the local court system, students have had the opportunity to be involved in community service projects. In addition, the Opportunity School has already begun work to foster sustainability for these great programs through the building of relationships with their community partners.

For more information about these programs, please contact Karen Galloway at [tesc\\_galloway@tccnsa.net](mailto:tesc_galloway@tccnsa.net).

## Financing Youth Programs

### *Kids and Math*

*Mixing in Math (MiM) has over 150 math-related activities that can be integrated into your afterschool program. MiM also includes training materials - all available for free download from <http://mixinginmath.terc.edu>.*

Youth programs, including 21<sup>st</sup> CCLCs and afterschool programs, are constantly struggling to find sustainable funding streams. A recent report by The Finance Project outlines principles and key strategies for financing youth programs. The Project suggests that programs, intermediaries, and policymakers work together to generate funding for these programs. Five key financing strategies for programs are:

- 1) *Make better use of existing resources.*

To follow this strategy, programs can cut costs to operate more efficiently, maximize volunteer contributions, collect and use data to guide decision-making.

- 2) *Maximize public revenue.*

Programs can respond to grant announcements and use existing funds to attract additional funds through matching.

- 3) *Build partnerships.*

This strategy involves joining forces with other local service providers that share common interests. Also, programs can generate public interest through advocacy and public engagement activities.

- 4) *Create more flexibility in existing funding.*

Programs can provide intermediaries and policymakers with information on the barriers to using existing funding. This information can then be used to adjust regulations to alleviate these barriers.

- 5) *Develop new revenue.*

Pursue fundraising activities, charge user fees, and generate business income by selling products related to your program's work.

Successful youth programs require solid financing plans. Program leaders, intermediaries, and policymakers all play vital roles in the growth and sustainability of afterschool programs.

For more information on financing youth programs, please read: The Finance Project. (2007). *Thinking Broadly: Financing Strategies for Youth Programs*. Washington, D.C.: Author. Available for download at [www.financeproject.org](http://www.financeproject.org)

Also visit the Ohio Community Collaboration Model for School Improvement's Implementation Guide for a chapter on Sustainability at <http://www.csw.ohio-state.edu/occmcsi/iguide.htm>.

In addition, sustainability materials disseminated at a recent 21st CCLC training by Dr. Hal Lawson, Professor of Social Welfare and Education at SUNY-Albany are available. Please contact Rebecca Wade-Mdivanian at [wade-mdivanian@osu.edu](mailto:wade-mdivanian@osu.edu) for these handouts and resources.

## National Summer Learning Day is July 12, 2007!

National Summer Learning Day is designed to focus local, state, and national attention on the importance of summer learning opportunities for children. The Center for Summer Learning is asking summer learning providers to hold distinctive events on July 12th to spotlight program successes and generate awareness of the importance of summer programs for youth development and academic achievement.

The Center for Summer Learning has offered some suggestions for planning a successful event for this special day. They suggest considering the following important guidelines for planning your event:

1. Determine the message you want to send about your summer program.
2. Decide who your target audience is—parents, local government, media, and/or funders?
3. Remember that elected

officials and youth can be powerful advocates for your event.

4. Determine a theme for your activities.
5. Begin compiling your invite list consisting of parents, media, elected officials, and local business leaders.

For additional guidance and suggestions, The Center for Summer Learning's website ([www.summerlearning.org](http://www.summerlearning.org)) has sample invitation letters, press releases, examples of past events, and a complete event planning kit available for download.



## Building Collaborative Relationships with Parents/Guardians

As schools become increasingly diverse, it is important for school personnel and administrators to address the needs of their diverse students and families. A recent study by Mayuszny, Banda, & Coleman (2007) suggests a progressive plan for building relationships with parents from diverse backgrounds.

The initiation phase of the plan involves establishing relationships between teachers, administrators, and parents and is intended to be launched prior to the beginning of the school. This part of the plan encourages teachers and parents to become acquainted as individuals instead of as teachers and parents. The researchers sug-

gest planning a celebratory, stress-free event to bring these two groups together.

**Building Collaborative Relationships:  
The 4 Phases**

**Phase 1 (Before School Year):**  
Establish relationships between parents, teachers, and administrators.

**Phase 2 (First Few Weeks of Year):** Develop mutual trust through sharing of information, asking for input, and providing choices.

**Phase 3 (Ongoing):**  
Strengthen trust and communicate effectively.

**Phase 4 (Ongoing):**  
Reflect and recycle through the four phases.

The next phase of the collaborative relationship building is focused on developing mutual trust and should take place the first few weeks of the school year. Possible ways to build trust include providing infor-

mation to families, asking for families' input, and providing choices to parents.

Phase three is one of maintenance and support. Communication and strengthening the trust are key to this phase. Communication should be done in a timely manner and should focus on both positive

child's learning. Phase four involves reflection and researchers suggest that this plan recycles each year until the child graduates.

This progressive plan can help teachers and parents communicate more effectively and build collaborative relationships to ultimately positively affect the students' educational, social, and emotional outcomes.

For more information, please see: Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. *Teaching Exceptional Children*, 39(4), 24-31.

## KnowledgeWorks Unveils a Map of Future Forces Affecting Education

The KnowledgeWorks Foundation in conjunction with the Institute for the Future have developed a map forecasting the future forces on education. The 2006-2016 Map of Future Forces Affecting Education is an aggregate of the opinions of relevant experts who have conducted substantive field research.

This map outlines the many different areas of change happening in our world today and how those areas impact families, communities, and institutions. The map specifically pinpoints changes in economics, communication, culture, health, urban

living, and cyberspace as key drivers of change in our society. These drivers of change have significant impacts on families and communities, markets, institutions, educators, and practices.

The KnowledgeWorks Foundation and The Institute for the Future intend the map to be used as a conversation catalyst and a thinking tool to spark conversations about education, foster awareness for a new audience interested in change, and provide a framework for innovations, solutions, and experiments related to education and youth development.

Use of this map allows educational strategy to be proactive and to better respond to the major forces shaping our world today.

To print a copy of the map and to get more information, visit the following website:

<http://www.kwfdn.org/map>



OSU College of Social Work  
1947 College Ave  
Columbus, OH 43210  
Phone: 614-292-6934  
Fax: 614-292-6940  
[www.csw.ohio-state.edu/occmis/occmis.htm](http://www.csw.ohio-state.edu/occmis/occmis.htm)

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

### **Upcoming Professional Development Opportunities**

**June 4<sup>th</sup>, 2007—Licensing Afterschool Programs and Community Partnerships**—Delaware, OH—A workshop outlining the licensing process presented by Peggy Blevins, ODJFS and a presentation about the importance of community partnerships relating to program sustainability presented by Dr. Paul Young, West After School Center. For more information, contact Alycia Orcena, Afterschool Associate, OCCRRA at [alycorcena@occrra.org](mailto:alycorcena@occrra.org)

**July 16<sup>th</sup>-18<sup>th</sup>, 2007—National 21st CCLC 2007 Summer Institute**—Miami, FL— This conference, provided by the U.S. Department of Education, the C.S. Mott Foundation, and the National Partnership for Quality Afterschool Learning, will focus on designing and implementing age-appropriate afterschool programming for all school age children. The title of the conference is *Afterschool for All Children* and will be held at the Hyatt Regency Hotel and Miami Convention Center in Miami, FL.

**August 22<sup>nd</sup> and 23<sup>rd</sup>, 2007—“Off to a Great Start” Conference**—Westerville, OH—Conference presented by the Education Council’s After School Counts! Program for After School, Before School, and other Out-of-School time program staff, administrators, directors, volunteers, mentors, and community partners. There will be breakout sessions, keynote speakers, an extensive resource fair, and other practical tools to use in your program. For questions or to pre-register, call After School Counts! at 614-247-4976 or email: [afterschoolcounts@edcouncil.org](mailto:afterschoolcounts@edcouncil.org).

**February 14-17<sup>th</sup>, 2008—Beyond School Hours XI: Bringing Learning to Life**—Jacksonville, FL—National conference for after school program providers offering workshops to sustain program quality, inspire staff, discuss program design and leadership, and create community collaboratives. For more information, go to [www.foundationsinc.org](http://www.foundationsinc.org).