

Arkansas School-Age "LINKS"

Special Edition

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School-Age
"LINKS"
was compiled
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Services

Resources for Afterschool Programs

This special edition of Arkansas School-Age LINKS will focus on various resources available that are geared to supporting afterschool and summer programs. Though not intended to be an exhaustive list, it is instead to be a starting point for stakeholders as we all strive to support quality out-of-school time programs. Particular emphasis is placed on including resources that were of practical use.

The content areas highlighted include:

- Program Start-up and Operation
- Funding and Sustainability
- Partnerships and Collaborations
- Professional Development
- Promising Practices



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Program Start-up and Operation

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The 4-H Youth Development Program and the Cooperative Extension System (CES)

<http://www.csrees.usda.gov>
<http://www.national4-Hheadquarters.gov>

The CES, administered by over 130 land grant universities and anchored in all 3,150 counties across the country, is a network of academically trained university faculty and staff who provide a broad array of staff training, curriculum, community collaboration building, evaluation, resource development, and other expertise and resources to out-of-school time programs. The 4-H Youth Development Program is part of the CES. Most information and resources are at no—or minimal—cost.

Corporation for National and Community Service Resource Center

<http://www.nationalservicerresources.org>

The Corporation for National & Community Service provides starting points to aid you in developing and maintaining procedures and programs related to volunteering, community service, and service-learning.

Helping America's Youth

<http://www.helpingamericasyouth.gov>

Helping America's Youth is a nationwide effort, initiated by President Bush and led by First Lady Laura Bush, to benefit children and teenagers by encouraging action in three key areas: family, school, and community. The Community Guide to Helping America's Youth, available on this website, will provide you with information on building partnerships, assessing your needs and resources, and selecting from program designs that could be replicated in your community.

National Child Care Information Center

<http://nccic.acf.hhs.gov/index.html>

The National Child Care Information Center, a project of the Child Care Bureau, is a clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to information on child care licensing, quality improvement, financing and range of other topics.

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National Partnership for Quality Afterschool Learning

<http://www.sedl.org/afterschool/>

As part of a project funded by the U.S. Department of Education, this guide organizes resources in the six areas identified by the National Center for Community Education (NCCE) to be necessary for the successful operation of after-school programs: Management, Communication, Programming, Integrating K-12 and After-School Programs, Community Building/ Collaboration, and Evaluation. Through this resource you can access technical assistance, training and tools to help you develop quality, balanced programming that engages student learning.

Shared Features Of Quality Afterschool Programs: Follow-Up On The TASC Evaluation

<http://www.sedl.org/pubs/fam107/fam107.pdf>

This study, conducted by Policy Studies Associates, with support from the U.S. Department of Education, introduces you to the key features of high-performing afterschool programs sponsored by The Afterschool Corporation (TASC).

Starting An After School Program: A Resource Guide

http://nccic.acf.hhs.gov/afterschool/starting_program.pdf

This resource, developed by the Afterschool Investments project, highlights publications, resources, and issues to consider when establishing an afterschool program. These resources are intended to assist you in starting a program to serve school-age children and their families.

Supplemental Educational Services

<http://www.ed.gov/nclb/choice/help/ses/index.html>

This site, on the U.S. Department of Education website, provides information about the Supplemental Educational Services (SES) provision of the No Child Left Behind Act. SES offers non-profit and for-profit organizations and agencies funding for the provision of academic assistance and instruction to children from low-income families outside of the regular school day. Explore the SES policy and its requirements to find out if it is a good match for your organization. To explore approved SES providers in Arkansas visit <http://arkansased.org/programs/nclb/ses.html>

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A Resource Guide for Planning and Operating Afterschool Programs (3rd Edition)

[http://www.sedl.org/pubs/index.cgi?
l=item&id=fam95](http://www.sedl.org/pubs/index.cgi?l=item&id=fam95)

Now in its third edition, this resource guide describes readily available and inexpensive resources that support afterschool programs. Topics include management, communication, programming, community building and collaboration, and developing connections between K–12 educational and afterschool programs.

GateWay For Afterschool And 21st Century Community Learning Centers

<http://www.learningpt.org/gateway/>

Learning Point Associates, with funding from the U.S. Department of Education, has developed a website to streamline the information, resources, and services to help the afterschool and the 21st Century Community Learning Centers (21st CCLC) create, improve, and sustain effective programs. The site includes links to quality programming, evaluation, funding, afterschool advocacy, summer learning, and youth development resources and a calendar of events that includes trainings, conferences and other afterschool events,

National Institute on Out-of-School Time

<http://www.niost.org>

The National Institute on Out-of-School Time offers various reports, briefs, and recommendations on running effective out-of-school programs. Various publications can be found on the website as well as information about their quarterly newsletter.

Afterschool Action Kit

[http://www.afterschoolalliance.org/documents/
AfterschoolActionBookletEnglish.pdf](http://www.afterschoolalliance.org/documents/AfterschoolActionBookletEnglish.pdf)

Published by the Afterschool Alliance, this action kit is a useful tool for parents, community members or practitioners. The kit gives advice on finding or starting a quality program, identifying program needs, and what resources to tap for help.

Community Schools: Partnerships for Excellence

<http://www.communityschools.org/>

This resource defines the concept of a community school and discusses their program area, the positive results achieved in existing community schools, and ways to finance them. It highlights nine successful community school programs throughout the country. Finally, it lists key community school networks.

The Finance Project

The Finance Project develops and disseminates research, information, tools, and technical assistance for improved policies, programs, and financing strategies. Founded in 1994 with support from a consortium of national foundations interested in ensuring the viability and sustainability of promising initiatives that contribute to better futures for children, families, and communities, the Finance Project offers research, consulting, technical assistance and more on a variety of topics including youth development and out of school time programs. Below is a sampling of some of the valuable resources they have that directly assist programs in



The Cost of Quality Out of School Time Programs

<http://www.financeproject.org/publications/CostofQualityOSTPrograms.pdf>

Based on detailed cost data collected from 111 OST programs in six cities, this report provides cost averages and ranges for many common types of programs. There is also an companion online tool, the **OST Cost Calculator** that can be used to generate cost estimates for specific

programs. This online calculator helps programs determine the costs of a variety of options for high-quality out-of-school time (OST) programs. With other resources on this site, it can help programs make informed decisions so they can plan for programming in which children flourish.

Beyond the Checkbook: A Financial Management Guide for Leaders of Small Youth Serving Organizations

<http://www.financeproject.org/publications/BeyondtheCheckbook.pdf>

This resource highlights how to work more effectively by taking the time to establish policies and processes that will keep your organization's financial house in order.

Financing and Sustaining Out-of-School Time Programs in Rural Communities

http://www.financeproject.org/publications/RuralYouth_PM2.pdf

This strategy brief describes the funding landscape of rural programs and highlights the unique challenges confronting rural program leaders. It describes the different public and private resources that can support out-of-school time programming and identifies key strategies that can be used to finance and sustain these programs in rural communities.



Follow the Money: A Tool for Mapping Fund for Out-of-School Time Initiatives

This publication provides a step-by-step approach for statewide afterschool networks and others to track out-of-school time investments in their states. Specific state examples and customizable worksheets are also included to assist users with data collection and analysis.

Snapshots of Sustainability: Profiles of Successful Strategies For Financing Out-of-School Time Programs

<http://www.financeproject.org/Publications/SustainabilityProfilesOST.pdf>

Sustainability is a critical issue for out-of-school time programs. This compendium includes 32 profiles of out-of-school time programs that have succeeded in sustaining their work by developing strategies to marshal a broad range of critical fiscal and non-fiscal resources. Each profile includes an overview of the program or initiative, and typically includes budget information, a summary of financing and sustainability strategies employed, keys to success, lessons learned and

anticipated challenges or next steps. A cross-profile analysis of promising approaches, trends in program leaders' responses and common themes in their success is also provided.

Getting the Grant: A Guide to Securing Additional Funds for Afterschool Education and Safety Programs

http://76.12.61.196/publications/FINA_GrantwritingGuide.pdf

This is an engaging, easy-to read publication providing California leaders in schools, school districts, and community-based organizations with simple, straightforward guidance on how to develop effective grant proposals to garner program support. Developed by The Finance Project, this guide outlines considerations for identifying and pursuing grant funding opportunities, reviews the key components of a grant proposal and offers concrete suggestions for making each section succinct and compelling. The guide also includes resources that provide examples of quality grant requests and additional information on funding sources and grant-writing.



Finding Funding: A Guide to Federal Sources for Youth Programs

http://76.12.61.196/publications/findingfunding_PM.pdf

The Foundation Center

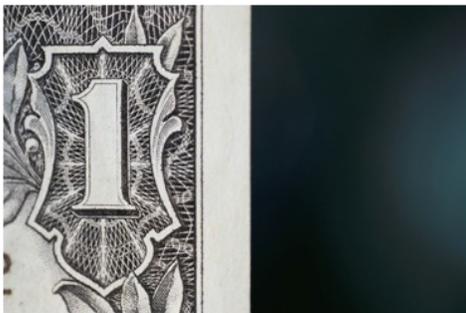
<http://foundationcenter.org/>

The Foundation Center's website provides tips on the grant seeking process as well as an online directory of private, philanthropic organizations throughout the country.

Grants.gov

<http://www.grants.gov>

This website is a single, comprehensive location for finding and applying for all Federal grant programs. This cross-agency Web site has information about more than 800 available grant programs involving all 26 Federal grantmaking agencies. The site provides information in a standardized format across agencies and includes a "Find Grant Opportunities" feature to help applicants find potential funding opportunities.



The White House Office of Faith-Based and Community Initiatives

<http://www.whitehouse.gov/government/fbci/>

This website provides faith-based and other community organizations with guidance on available federal funds and resources to help programs develop quality grant proposals.

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Out-of-School Time Finding Funding Clearinghouse

www.financeproject.org/irc/ost/funding.asp

This clearinghouse highlights funding sources and financing strategies and considerations for their implementation. Strategy brief topics include: accessing funding from federal agencies, such as SAMHSA or the Department of Justice; utilizing specific funding streams, such as Title I, CCDF, or TANF; and financing particular program components, such as facilities or transportation.

Partnerships and Collaboration

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Creating a Vision for Afterschool Partnerships

<http://nccic.acf.hhs.gov/afterschool/visioning-tool.htm>

Creating and sharing a common vision is a critical element for the success of afterschool programs. This tool is intended to help the growing number of new afterschool partnerships create a shared vision for their work. It contains information to educate partners on what a vision statement is and the purpose it serves; provides two alternative techniques for creating a vision; and includes a variety of considerations for planning teams as they finalize a vision statement.

Links to Learning Readiness Survey for Increasing Communication and Coordination Between Schools and Afterschool and Out-of-School Time Programs (ASOST Programs)

http://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources_Building_and_Sustaining_Partnerships/Links_to_Learning_Readiness_Survey_for_Increasing_Communication.pdf

This tool, created by the National Institute on Out-of-School Time, is designed to help school and afterschool leaders assess their readiness and willingness to increase the connection between different parts of the learning day.

A Guide for Principals

http://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources_Building_and_Sustaining_Partnerships/A_Guide_for_Principals.pdf

This guide provides information on what principals can do to create successful collaborations with afterschool providers.

Afterschool Business - to - Business Toolkit

<http://www.cvworkingfamilies.org/Afterschool/Afterschool.htm>

Produced by Corporate Voice for Working Families, this tool kit designed to serve as a resource that will direct and inspire business engagement in after school programs and policies.



Community-Based Organization (CBOs) Tool Kit

<http://nydic.org/nydic/toolkits/index.htm>

An online interactive tool for effective partnership building between community-based organizations and schools for continuous youth development.

Learning Partnership: Improving Learning in Schools with Arts Partners in the Community

[http://www.afterschoolresources.org/kernel/
images/aeplp.pdf](http://www.afterschoolresources.org/kernel/images/aeplp.pdf)

A guide focusing on the impact arts education partnerships have on afterschool, factors that make successful partnerships and key questions partners have to ask themselves.

Municipal Leadership for Expanded Learning Opportunities: Afterschool Kit

[http://www.afterschoolresources.org/kernel/
images/nlckit.pdf](http://www.afterschoolresources.org/kernel/images/nlckit.pdf)

An action kit illustrating ways in which municipal leaders can craft strategies to expand afterschool opportunities and advance the goals of public safety, academic achievement and youth development in the cities .

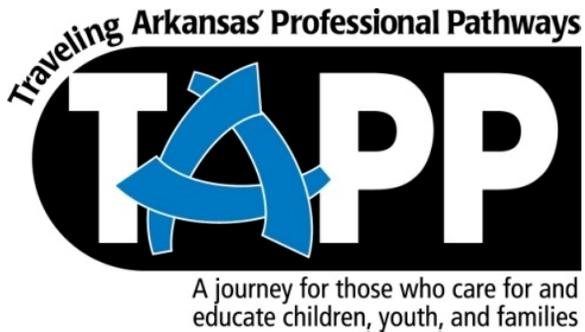
Concept to Classroom

<http://www.thirteen.org/edonline/concept2class/>

Concept to Classroom is an online series of FREE, award-winning professional development workshops covering important and timely topics in education. The workshops are intended for teachers, administrators, librarians, or anyone interested in education -- and there's no technical expertise required. They are self-paced, so you can explore them on your own time and go back as often as you like; you can take all of the workshops, or just one. Training topics include:

- **After-School Programs - From Vision to Reality**
- **Assessment, Evaluation, and Curriculum Redesign**
- **Constructivism as a Paradigm for Teaching and Learning**
- **Cooperative and Collaborative Learning**
- **Inquiry-based Learning**
- **Interdisciplinary Learning in Your Classroom**
- **Making Family and Community Connections**
- **Tapping into Multiple Intelligences**

Traveling Arkansas' Professional Pathways Registry



Formerly known as the Arkansas Early Childhood Professional Development System (AECPDS), TAPP is a coordinated system based upon research and best practices that ensures the delivery of high quality professional development opportunities as a part of the development of career pathways that meet the diverse needs of the professionals that the system serves. One of the main components of the TAPP system is the TAPP Registry. The TAPP Registry is the tracking component of the TAPP system and it serves both trainers and practitioner in the fields of early childhood education and school age care. Registry members have access to their on-line training transcript that lists the various registered trainings that they have attended. Transcripts also show the completion of applicable certificates, endorsements, credentials, college coursework, and degrees. The Registry website <http://professionalregistry.astate.edu> provides “one-stop” shopping for many of the member’s ongoing

professional development needs. By visiting the “Training Opportunities” section of the TAPP Registry website, members can search for trainings based on topic, date, location, etc. Information about registered on-line training opportunities as well as conferences is also available. For school-age programs that intend to take part in the Better Beginnings Quality Rating and Improvement System, TAPP or ADE Registry membership is required. For more information visit <http://professionalregistry.astate.edu>

Afterschool Academies: Guidebook for Action

http://www.afterschoolresources.org/kernel/images/Afterschool_Academies_Guidebook_for_Action.pdf

This guide is designed for leaders and organizations who want to build from the Academies model to create their own professional development that makes a difference: professional development for afterschool education and educators.

Core Competencies for Afterschool Educators

http://www.afterschoolresources.org/kernel/images/Mott_CC_web.pdf

This document is a guide designed to be used in conjunction with other existing resources to help program staff and supervisors improve their practice and program quality

SEDL's National Center for Quality Afterschool

<http://www.sedl.org/afterschool/resources/pd.html>

Used with the online Afterschool Training Toolkit, SEDL produces Professional Development Guides that give program directors and site coordinators the resources they need to lead professional development activities that will teach afterschool staff how to build fun, innovative, and academically enriching activities that engage students, extend their knowledge in new ways, and support academic achievement.

Program directors, site coordinators, and others who might lead afterschool staff development can use these guides to facilitate professional development sessions for afterschool instructors.

Using these guides, site coordinators and program directors can lead professional development sessions in which staff

- learn about promising practices for academic enrichment,
- Participate in professional development activities,
- discuss vignettes illustrating promising practices in afterschool programs, and watch video clips of high-quality afterschool academic enrichment.

The National Partnership for Quality Afterschool Learning developed professional development guides for four content areas of the toolkit: literacy, math, technology, and the arts. The titles are as follows:

- Technology in Afterschool: A Guide to Using the Afterschool Training Toolkit for Professional Development
- Arts in Afterschool: A Guide to Using the Afterschool Training Toolkit for Professional Development
- Literacy in Afterschool: A Guide to Using the Afterschool Training Toolkit for Professional Development
- Math in Afterschool: A Guide to Using the Afterschool Training Toolkit for Professional Development

A General Overview of Physical Activity and Nutrition Intervention Programs

<http://www.afterschoolresources.org/kernel/images/ilsi.pdf>

A listing of nutrition programs stratified by grade/age group, goals, accomplishments and contact information.

Focus on Families!

How to Build and Support Family-Centered Practices in After School

http://www.afterschoolresources.org/kernel/images/hfrpfmly_1.pdf

This comprehensive, easy-to-read guide is designed to help program leaders, local decision makers, funders, and others understand how to engage families in after school programs. It offers a research base for why family engagement matters, concrete program strategies for engaging families, case studies of promising family engagement efforts, and an evaluation tool for improving family engagement practices



California After School Physical Activity Guidelines

<http://www.afterschoolresources.org/kernel/images/CApaguidelines.pdf>

The intent of the California After School Physical Activity (CASPA) Guidelines is to create high-quality physical activity programs that expand learning opportunities of the regular school day.

Great Ideas in After School 2009

http://www.afterschoolresources.org/kernel/images/GreatIdeasinAfterSchool09_000.pdf

The ideas featured in this booklet include some of the best run, exciting and innovative programs in the state. We hope these ideas spur creative thinking and build connections between after school professionals.

Recipes for Success: Promising Practices from Rural Afterschool Programs

<http://www.afterschoolresources.org/kernel/images/stcrural.pdf>

A "cook-book" of nationwide practices outlining examples of innovative afterschool programs that serve children in rural areas.

Healthy Behaviors for Children and Families: Developing Exemplary Practices in Nutrition, Physical Activity and Food Security in Afterschool Programs

http://www.afterschoolresources.org/kernel/images/CCOC_07_Jan24_Andria_Fletcher_4.pdf

The guide is designed to help after-school program leaders and their partners strengthen obesity and health education and outlines six exemplary practices and indicator rubrics that programs can use to assess how they are and help them focus their attention on the areas they want to improve.

Information Resource Center: Out-of-School Time Clearinghouse

<http://www.financeproject.org/index.cfm?page=22>

A Web based clearinghouse of out-of-school time efforts and different approaches to effective programming strategies



Making a Difference in the Lives of Youth

<http://www.nydic.org/nydic/programming/newideas/MakingADifferenceintheLivesofYouth.htm>

A ten case study profile of afterschool programs in action that illustrate the scope and impact of programming on local communities throughout the nation.

Model Technology Integration in Afterschool

<http://www.afterschoolresources.org/kernel/images/ylmodel.pdf>

An overview of eight model programs that provide diverse approaches in harnessing technology.

Making the Most of After-School Time

<http://www.afterschoolresources.org/kernel/images/mosttime.pdf>

A compilation of ten case studies drawing from practical experiences of principals who have created strong programs and have experienced first-hand the contributions these programs can make to achieving the educational mission of their schools.