

# Arkansas School-Age "LINKS"

November/December 2009

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## Using Coaching to Provide Ongoing Support and Supervision to Out of School Time Staff

*Part 3 in a Series on Implementing Evidence-Based Practices in Out-of-School Time Programs:  
The Role of Frontline Staff*

Mary Burkhauser, M.A., and Allison J.R. Metz, Ph.D

### BACKGROUND

Although skills needed by out-of-school time practitioners can be introduced during training, many skills can only really be learned on the job with ongoing support and supervision provided by a "coach." Research from both the education and out-of-school time fields supports the value of staff coaching as a professional development tool, and staff coaching has been found to be a component of high-performing out-of-school time programs.<sup>1,2</sup> In an effort to expand what is known about staff coaching, Child Trends recently conducted a literature review on this topic. Additionally, Child Trends collected data on staff coaching as part of a study on the role of frontline staff in the effective implementation of out-of-school time programs.<sup>1</sup> This brief presents findings from that study and the literature review and links these findings to effective strategies for staff coaching in out-of-school time programs. The brief also describes these strategies.

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# Using Coaching to Provide Ongoing Support

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## WHAT IS STAFF COACHING?

Staff coaching (sometimes known to practitioners as ongoing staff support and supervision)<sup>3</sup> is one component of professional development, which includes a variety of education, training, and development activities with the common goal of increasing staff knowledge and skills to improve youth outcomes.<sup>4</sup>

***Staff coaching involves ongoing teaching, reinforcement of newly learned skills, and adaptations of skills and knowledge of the field to fit practitioners' personal styles.<sup>5</sup> Staff coaching includes activities for both individuals and groups, such as on-the-job observation, instruction, modeling, feedback, debriefing, and emotional support. Staff "coaches" may be other frontline staff members, administrators, outside consultants, or staff supervisors.***

Staff coaching has been identified as one of six core implementation components—or *Implementation drivers*—necessary for helping practitioners implement evidence-based and innovative services effectively. <sup>6</sup> These six core components include:

- **Staff selection and recruitment**
- **Pre-service and in-service training**
- **Coaching, mentoring and supervision**
- **Facilitative administration**
- **System-level partnerships**
- **Decision-support data systems**

This brief focuses on the third driver: *staff coaching*.

## WHY IS STAFF COACHING IMPORTANT FOR OUT-OF-SCHOOL TIME PROGRAMS?

Out-of-school time programs derive numerous benefits from staff coaching. While behavior change is difficult under any circumstances, staff coaching can help practitioners overcome the fragility, awkwardness, and incompleteness of newly learned behavior, three common barriers to implementing evidence-based practices.<sup>5</sup> Additionally, ongoing coaching can help prevent the natural tendency to backslide. Coaching can have positive effects in all four areas.

- **Fragility of newly learned behavior:** Because it takes time for practitioners to become adept at using newly learned evidenced-based practices, those affected by these practices (e.g. program participants) may react negatively to them at first. If this happens, effective coaches support practitioners through this period of getting worse before getting better.
- **Awkwardness of newly learned behavior:** No matter how thorough the initial training, newly learned evidence-based practices may feel uncomfortable and even unnatural at first. Effective coaches teach practitioners to get a feeling for the nuances of each practice and to find ways to work with these practices in the context of their personal styles and unique circumstances.

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- **Incompleteness of newly learned behavior:** Only so much material can be covered during any initial training. Effective coaches guide practitioners as they move from entry-level knowledge and skills toward expert-level knowledge and skills.
- **A tendency to backslide:** Even after new approaches and practices are mastered, it is natural to gradually slide back into familiar ways of doing things. Ongoing coaching can help sustain new behaviors and prevent backsliding.
- **Peer coaching is at least as effective as traditional supervision.** One experimental study found that peer coaching—when participants have received some training in coaching techniques and when feedback is consistent—is at least as effective as traditional supervision for training prospective teachers.<sup>8</sup> (In an experimental study, people are randomly assigned to two groups and the results for these groups are compared.)
- **Peer coaching encourages collegiality and experimentation.** In another study, teachers participating in peer coaching reported that they tried new techniques more frequently, felt more confident about trying something new, and were more willing to try something again that did not go well the first time.<sup>9</sup>
- **Peer coaching is positively related to teacher change and student performance.** Teachers in two studies made more changes to their lessons during a phase in which they were receiving coaching. In one study, teacher changes corresponded with positive changes in children's participation.<sup>10,11</sup>

## Evidence from the Education Field

Because of the similarities between the fields of education and out-of-school time and the limited amount of research on staff coaching available within the out-of-school time field, Child Trends broadened its scope to include evidence on staff coaching from the education field. Most of this research focuses on peer coaching, that is, frontline staff receiving guidance and support from other frontline staff. Evidence from the education field suggests that peer coaching is at least as effective as traditional supervision, that it encourages collegiality and experimentation, and that it is positively related to teacher change and student performance:

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## Evidence from the Out-of-School Time Field

Evidence from the literature and from a recent study done by Child Trends suggests that staff coaching is a valuable component of out-of-school time programs.

- **Staff members appreciate and enjoy participating in coaching activities.** One out-of-school time program director reported that classroom teachers working with the program appreciated the opportunity to work with coaches because they do not receive coaching from their school district.<sup>12</sup> Another program director reported that her frontline staff members requested more time together in order to share experiences and best practices, and to plan (that is peer coaching).<sup>13</sup>
- **Staff members who receive coaching report improvement in their skills.** Staff members with the After-School Literacy Coaching Initiative of Boston who reported being more involved with literacy coaching activities were significantly more likely to report improvement in their skills.<sup>14</sup> Staff reports of working one-on-one with a coach, observing coaches model read-alouds, being observed, and getting feedback were all significantly correlated with reports of improvement in skills.
- **Staff coaching is a consistent component of high-performing programs.** High-performing out-of-school time programs use longtime staff and managers to mentor, guide, and work with new staff.<sup>15,16</sup> Results of a study examining high-performing after-school projects funded by The After-School Cooperation (TASC) are instructive in this regard. The study set out to determine what characteristics, if any, these programs shared. The evaluators found that high-performing projects supported on-the-job mentoring, as well as peer modeling.<sup>17</sup>
- **Program quality is linked with certain coaching characteristics.** The CORAL Initiative, an academic after-school program designed for students in low-performing schools, identified its use of literacy directors (literacy coaches) as a promising practice. The Initiative found that program quality was highest when literacy directors:
  - Had both literacy experience and training;
  - Had been hired during the planning stages of the program;
  - Had some authority over program leaders; and
  - Had sufficient time to work with and monitor program leaders, making frequent visits to sites to observe and provide ongoing feedback.<sup>18</sup>

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## WHAT STEPS CAN PROGRAMS TAKE TO COACH FRONTLINE STAFF EFFECTIVELY?

Given the important role that staff coaching plays in helping practitioners overcome the fragility, awkwardness, and incompleteness of newly learned behavior, as well as the tendency to backslide, it is critical that out-of-school time programs incorporate some elements of staff coaching into their professional development strategy. The following recommendations and action steps are based on the evidence available from the literature and from a recent Child Trends study on effective implementation strategies.

- **Select coaches who are knowledgeable.**

Coaches should have knowledge of coaching theory and technique, as well as content area knowledge. If staff members will coach each other (peer coaching), consider providing some initial training in the art of coaching. If employing “expert” coaches, make sure they have experience not only in their field (for example, reading interventions) but also in coaching. Coaches working with effective out-of-school time programs interviewed by Child Trends were master trainers, supervisors, or staff members with years of experience working with the target population.<sup>19</sup> For example, one out-of-school time program paired each new teacher with a veteran teacher.<sup>20</sup> Another program reported hiring

experienced classroom teachers to serve as mentors or “implementation gurus” to college students providing frontline services.<sup>21</sup>

- **Promote positive relationships between coaches and staff.** Coaching relationships should be built on respect, trust, and collegiality. To promote such relationships:

- Roles, expectations, and the purpose of the coaching relationship should be clear from the beginning, and both coaches and staff members should understand and believe in them;
- Feedback given by coaches should be positive, nonjudgmental, and should not be used for evaluative purposes; and
- When possible and appropriate, staff members should be given some degree of choice in their coach, be it peer or expert.<sup>22</sup> In this context, one program found that classroom teachers hired as frontline staff were less resistant to coaching when it was provided by a peer rather than by an administrator.<sup>23</sup>

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- **Institute team meetings.** Coaches and staff or peer coaching teams should meet frequently and should engage in a wide variety of activities beyond observations and feedback. These activities might include providing emotional support and companionship, planning, and reflection. One program manager noted that such meetings should be planned ahead of time or—given the busy schedules of out-of-school time staff—they may never happen.<sup>24</sup>
- **Allow sufficient time for program staff to develop new skills.** Coaches and program staff should remember that the transfer of new skills takes time, approximately 25 teaching episodes for complex strategies.<sup>25</sup> Program staff members should allow themselves time to experiment, practice, and make mistakes. One out-of-school time program reported setting an “action research topic” to be the focus of the year. For the 2008-09 school year, ongoing support and coaching will focus on the topic “developing positive staff-youth relationships.”<sup>26</sup>
- **Support and promote coaching initiatives fully.** Administrators should make sure that sufficient time and resources are devoted to coaching activities. For example, one out-of-school time program allocated time for every member of its administrative staff—from curriculum developers to communications directors—to conduct site visits to observe frontline staff in action. These informal observations helped program directors identify staff support needs and promoted deeper understanding and commitment for all staff.<sup>27</sup> Additionally, administrators should cover the responsibilities of staff members when necessary and help them work coaching into their busy schedules. One program found time for newly hired frontline staff members to observe veteran staff in action by having administrators stand in for the new hires.<sup>28</sup>
- **Consider coaching as a long-term professional development strategy.** Coaching can be more than an implementation tool. It may also encourage experimentation and staff collegiality. Some evidence also suggests that effective mentoring and coaching can improve staff retention, a perennial challenge in the field.<sup>29, 30</sup> In addition, some out-of-school time programs reported hiring graduates of their program as frontline or administrative staff, pairing them with supervisors in order to help them meet their career goals and climb further up the program’s career ladder.<sup>31</sup>

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## CONCLUSION

Staff coaching is one of six implementation drivers (staff selection and recruitment; pre-service and inservice training; coaching, mentoring and supervision; facilitative administration; system-level partnerships; and decision-support data systems). In order to implement evidence-based and innovative services effectively, all six drivers must be addressed. More research is needed to determine best practices for coaching program staff and whether the strategies vary depending upon the program population served and staff characteristics. Nevertheless, some clear ideas have emerged about effective strategies for coaching frontline staff to implement practices effectively and achieve positive outcomes. The recommendations Child Trends presents below reflect those ideas.



## RECOMMENDATIONS FOR STAFF COACHING, BASED ON AVAILABLE EVIDENCE

- Coaches should have knowledge of coaching theory, as well as content area knowledge.
- Coaching relationships should be built on respect, trust, and collegiality.
- Coaches and program staff or peer coaching teams should meet frequently, both formally and informally, and should engage in a wide variety of activities.
- Program staff members should allow themselves time to experiment, practice, and make mistakes.
- The program administration should support and promote any and all coaching initiatives fully, including making sure that appropriate time and resources are devoted to the coaching experience.
- Coaching should be considered a long-term professional development strategy.

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## NEXT STEPS:

### ADDITIONAL RESOURCES FOR PROGRAMS INTERESTED IN STAFF COACHING

**Child Trends-** Child Trends' Web site includes additional briefs on implementing evidence-based practices, as well as briefs on other topics relevant to out-of-school time programs; available at: <http://www.childtrends.org/youthdevelopment>

**The National Implementation Research Network (NIRN)** - Researchers at NIRN are in the forefront of implementation research and are responsible for developing the framework on which this brief is based (i.e., the six core implementation drivers, one of which is staff coaching). Those interested in more details about the framework will want to read *Implementation Research: A Synthesis of the Literature*; available at: <http://nirn.fmhi.usf.edu/>

**Harvard Family Research Project** - This project and its associated database provide both information and research findings about out-of school time programs (e.g., professional development strategies), as well as a number of out-of school time program evaluations. For example, *The Evaluation Exchange* winter 2005/2006 issue features an article highlighting one out-of-school time program's staff coaching model; available at: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development>

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- <sup>16</sup> Metz

# New AOSN Network Coordinator Announced

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ASU Childhood Services and the Arkansas Out of School Network (AOSN) is pleased to announce the appointment of Laveta Wills-Hale as Network Coordinator of AOSN effective September 8, 2009. Laveta will coordinate the AOSN Steering Committee and provide leadership to the initiatives and activities of the network. Laveta comes to us from her recent position as Program Associate for 4-H Afterschool with the University of Arkansas Cooperative Extension Service. In addition to this, Laveta has twenty years of experience in working in the field of youth development. Laveta holds a Bachelor of Arts Degree in Political Science from Henderson State University and a Master of Arts Degree in Management and Leadership from Webster University.

Jennifer Harris, former Network Coordinator, has relocated to Colorado with her family. However, we are fortunate to be able to retain Jennifer to assist us with some of the key projects that are already underway. Jennifer has played an integral role in coordinating the

professional development project made possible by the stimulus dollars, as well as, implementing the YPQA pilot.



We are also pleased to announce that AOSN has a new home in Little Rock at the ASU Systems Office. Laveta's office is housed there. She can be contacted at [lwills@astate.edu](mailto:lwills@astate.edu) or by telephone at (501) 660-1012. We look forward to continuing our partnership with each of you as we work to ensure that all of our youth have access to high quality out-of-school-time programs and opportunities.



# The Governor's Task Force and AOSN Moving Forward

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Submitted by Laveta Wills-Hale, AOSN Network Coordinator

On Wednesday, November 11, 2009, members of the Governor's Task Force on Afterschool and Summer Programs along with the Arkansas out of School Network (AOSN) held a briefing to inform the AOSN partners and afterschool supporters of the progress made since the release of the Task Force recommendations in August of 2008. The event was hosted by W.J. Monagle, Executive Director of the Little Rock Workforce Investment Board and was held at the Little Rock Workforce Center.

Lynn Carver and Pat Wright, Co-Chairs of the Governor's Task Force, provided an overview of the goals of the Task Force and Dr. Jay Barth, Task Force Member, talked about the importance of access to high quality afterschool and summer programs in closing the achievement gap. Other presenters were Dr. Dee Cox of the Arkansas Department of Education, Kathy Stegall of the Division of Child Care and Early Childhood Education, W. J. Monagle of the Little Rock Workforce Investment Board, and Derick Easter, Coordinator of the AOSN Innovations Project. One of the key topics of discussion was the collaboration of the Department of Education and

the Division of Child Care and Early Childhood Education in an effort to pilot test the Youth Program Quality Assessment Tool and the Governor's \$500,000 dollar commitment of stimulus funds to support high quality professional development opportunities for afterschool professionals.

Laveta Wills-Hale, AOSN Network Coordinator, along with Jennifer Harris and Woodie Sue Herlein of ASU Childhood Services, provided the audience with an overview of AOSN's efforts to develop statewide afterschool best practice standards, to field test the YPQA tool, and to develop professional development core competencies for afterschool professionals.

The audience members identified some key steps to be taken as next steps; among those were:

- the establishment of a youth advisory group;
- identify and map resources that could support an expansion of afterschool programs;
- engage 2 year colleges;
- identify foundations to help with funding and community engagement strategies; and
- view school consolidation as an opportunity to bring communities together.

# Professional Development Opportunities

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In the coming months, AOSN, members of the Governor's Task Force, and key stake holders will work together to plan a youth policy summit to be held in the spring of 2010. If you are interested in assisting in the planning of this event or you would like more information on AOSN and the Governor's Task Force you may contact Laveta Wills-Hale at (501)660-1012 or [lwillshale@astate.edu](mailto:lwillshale@astate.edu). You may also visit [www.aosn.org](http://www.aosn.org) and sign up to receive regular updates about AOSN.

## **School Age Credential Pilot Project Takes Off!**

Submitted by Woodie Sue Herlein, ASU Childhood Services

Arkansas is moving forward in providing a professional development opportunity for school age educators to enhance their skills for the benefit of school age children, youth, families, and communities in Arkansas. The pilot for the Arkansas School Age Credential began in the fall with classes starting November 19, 2009.

As the next step toward building a competent, professional workforce for Arkansas school age programs, ASU Childhood Services has been in the process of developing the Arkansas State School Age Credential. This credential is based on a set of Eight Competency Goals that can be used to evaluate knowledge and

performance of individual staff that work in out of school time programs in Arkansas.

Upon its development, the Arkansas State School Age Credential is seen as a means to promote high-quality services for youth and families by preparing and supporting qualified, well-trained school-age and youth development practitioners. In addition, it will assist in the development of a formally defined educational pathway for current school-age and youth development practitioners as well as those interested in the field.

Twenty afterschool professionals representing a wide variety of out of school time programs are participating in the pilot in Little Rock. Annette Dove is the instructor for the classes and Meredith O'Hara is serving as advisor. Roberta Newman, Newroads Consulting is the author of the current content.



# Professional Development Opportunities

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**NEW  
ENROLLMENT  
PERIOD!  
School-Age Specialist  
ONLINE**

Everything needed to complete the training will be provided through ASU's online learning tool, "Blackboard Online," through [www.astate.edu](http://www.astate.edu) at no additional cost.

This training may be taken as an introduction for the provider new to the school-age field, or as a refresher course for those who have been working in the field for some time.

The five modules address the following topics:

- Growth & Development
- Planning a Safe and Healthy Environment
- Activities & Program Planning
- Guiding Children's Behavior

**Next course begins  
February 1—March 15**



For more information about this class contact Woodie Sue Herlein at [wherlein@astate.edu](mailto:wherlein@astate.edu) or 888-429-1585

# Legislative Spotlight on Afterschool

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## Senator Lincoln Visits Daisy Bates Elementary to Spotlight Rural Afterschool Legislation

Submitted by: Amy Gunnett, Manager of State Policy & Advocacy for Arkansas, Kentucky & Tennessee for Save the Children



On October 16<sup>th</sup>, Senator Blanche Lincoln made a stop at Daisy Bates Elementary in rural Pulaski County. About 50 teachers, students, parents and grand-

parents listened as Senator Lincoln spoke about the Investment in Afterschool Programs Act (S. 1281 / HR 3078.)

During the program the Acting Superintendent of the Pulaski County Special School District, Rob McGill, welcomed the crowd and Michelle Fowlkes, Regional Director of Save the Children, which currently has seven afterschool programs in Arkansas, spoke and introduced Senator Lincoln.

The Investment in Afterschool Programs Act (S. 1281 / HR 3078) legislation is currently before Congress. This legislation would provide federal funding for rural afterschool programs that meet the guidelines established. Below is a summary of the main points from this legislation:

- Establishes or improves rural afterschool programs by authorizing grants to education

agencies, community-based organizations, or other public or nonprofit organizations for a period of no less than three years. The grants would be administered by the Department of Agriculture and would target programs with a majority of rural students eligible for free and reduced lunches.

- Encourages partnerships within the community between public and private entities, grant priority would also go to those applicants who already have partnerships in place.
- Grant funds would allow these rural programs to overcome barriers to service and meet any of a variety of needs in afterschool programs, including transportation, professional development and training, access to technology, recruitment and retention of staff and planning grants.
- Eligible uses of funds include academic enrichment, youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness and recreation programs, technology education programs, character education programs, and service-learning.
- Legislation would authorize \$25 million in funding for FY 2010, \$50 million in FY 2011, and “such sums as necessary” for FY 2010-2014. Grant awards would be no less than \$25,000.

# Legislative Spotlight on Afterschool

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On November 17, 2009, Senators Lincoln (D-Ark.) and Franken (D-Minn.) introduced the Afterschool Partnerships Improve Results in Education (ASPIRE) Act. **S. 2785** would provide dedicated grant funding for quality afterschool programs that serve older youth at the middle and high school levels. As the nation struggles to improve high school achievement and prepare the next generation for college and the 21st century workforce, it is clear that a focus on older students during these transition years is critical for long-term success. Quality afterschool programs designed specifically for older youth can make a difference in keeping students engaged in the learning process. Unfortunately, communities across the country have been forced to make difficult choices with limited funding for afterschool programs, leaving older youth with fewer options. The bill, supported by over 30 organizations including the National PTA, Save the Children, the YMCA of the USA and the Center for Law and Social Policy, addresses the challenges in a comprehensive way:

- Authorizes a national demonstration project to create multi-state, multi-site afterschool programs for older youth. These programs would serve to expand the knowledge base for other afterschool interdisciplinary education programs and to disseminate best practices.

- Awards competitive grants to expand or establish afterschool programs for older youth that increase student engagement in learning. Grants are provided for terms of 3 to 5 years, and can be renewed for one additional term, based on performance. Grantees must match the grant amount with private funding on an equal basis.
- Supports the expansion and development of afterschool programs that demonstrate how academic content relates to career opportunities, provide opportunities for civic engagement and service learning, and equip students with marketable skills. Programs best suited for ASPIRE grants improve academic achievement by reinforcing core curriculum while also providing opportunities for older students to broaden their curriculum through learning outside of the traditional classroom.
- Gives priority to programs that target services to older students who are struggling in school, come from low-income families, or attend schools in rural areas.

A companion bill in the House is expected to be introduced shortly. More information on afterschool and older youth can be found at <http://www.afterschoolalliance.org/policyOlderYouth.cfm>

# Arkansas Out of School Network Innovations Project

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The Arkansas Out of School Network (AOSN), an organization committed to creating safe, healthy, and enriching experiences for Arkansas youth during out of school time is working in the Lake Village/Eudora community as a part of our first Innovations Project Technical Assistance Grant made possible by funding from the C.S. Mott Foundation. The grant will provide some critical expertise in planning, developing, and sustaining out-of-school-time programs and opportunities for youth.

AOSN will assist The Lake Village/Eudora community in utilizing a community engagement process called "Study Circles," to involve a broad-based grassroots segment of the community in structured discussions about quality afterschool and summer programs. Following the "Study Circles" process AOSN will provide ongoing support and technical assistance to help the community implement the action items they have identified.

The first training for the community organizing group was held on September 29, 2009 in Eudora. More than 20 participants from all segments of the community attended. After a great day of training the group was energized and ready to hit the ground running to recruit study circle participants.



After the community organizing training, a facilitator and recorders training was held in Dumas, Arkansas on October 26<sup>th</sup>. This training was designed for those people who will be facilitating and recording the discussions.



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The Study Circles took place November 10, 12, 17 and 19<sup>th</sup> from 5pm to 7pm each night at alternating locations between Lake Village and Eudora. Those in the Eudora and Lake Village area that have not participated in the exciting project thus far should not miss the opportunity to be involved in the community action forum which will take place on Tuesday December 1<sup>st</sup> from 5pm to 7pm. For more information contact Clifford Hawkins @ 870-364-3259 .



“Phoenix Youth & Family Services is delighted to have the opportunity to become involved in a project that will allow us to receive cutting edge information and the skill set necessary to prepare our community to provide quality experiences in the afterschool hours. We are most excited to receive the training and other technical assistance that will involve the entire community and will ultimately better assist our students in being prepared educationally and developmentally to enhance their communities and be prepared for demand driven jobs.”

Toyce Newton, Executive Director



## "A Resource Guide for Planning and Operating Afterschool Programs"

produced by SEDL

<http://www.sedl.org/pubs/fam95/afterschool.pdf>

This third edition of *A Resource Guide for Planning and Operating Afterschool Programs* provides a description of resources to support 21st Century Community Learning Center afterschool programs. Many of the entries will also apply to before-school, summer, and community learning center programs. These resources meet three basic criteria: (1) they are timely, (2) they are readily available, and (3) they are relatively inexpensive. Approximately 75% of the entries are new or have been revised since the second edition was published. The guide is split into 2 sections -

**Programming** - This section includes resources for developing an afterschool program and providing instruction and enrichment activities. Information is provided on appropriate curriculum, youth development, behavior management, mentoring, developmental milestones, accreditation, parental and community involvement, and extending academic learning opportunities in the afterschool program.



**Organizational Development** This section includes resources on planning, organizing, managing, and sustaining afterschool programs. Information is provided on leadership development, improving program outcomes, building relationships with community partners, effective communication, program evaluation, and data-collection procedures.

## Fuels Up To Play 60

*Fuel Up to Play 60* is a new, student-led healthy eating and physical activity program being championed by school health professionals this year. Nearly 50,000 schools have already enrolled in the program – is your school on board? Created by the National Dairy Council®, local Dairy Council®s and the National Football League (NFL) to help kids eat healthy and move more, Fuel Up to Play 60 empowers students to make changes at school that will help them “fuel up” with critical nutrient-rich foods missing from their diets – like low-fat and fat-free dairy foods, fruits, vegetables and whole grains – and “get active and play” for 60 minutes daily.

Schools can enroll now to receive a FREE School Wellness Activation Kit (still available in most states, one kit per school), gain access to the interactive *Fuel Up to Play 60* web site and receive a monthly eNewsletter.

Go to [www.FuelUpToPlay60.com](http://www.FuelUpToPlay60.com)

# National Conference of State Legislatures Youth Policy Institute

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Arkansas was chosen to be one of six states to participate in the 5<sup>th</sup> Annual Youth Policy Institute sponsored by the National Conference of State Legislatures in Nashville, Tennessee on September 25-26, 2009. The Arkansas delegation joined participants from Kentucky, Louisiana, Mississippi, North Carolina, and Tennessee in a two day conference. Arkansas was represented by three elected officials, Senator Johnny Key, Representative Bobby J. Pierce, and Representative David Powers, as well as, Dee Cox of the Department of Education, W. J. Monagle of the Little Rock Workforce Investment Board, Toyce Newton of the Phoenix Youth Centers, Kathy Stegall of the Division of Child Care and Early Childhood Education, and Laveta Wills-Hale of the Arkansas Out of School Network (AOSN). This was the first time Arkansas has been asked to participate in the 5 year history of the Institute.



From Left: Toyce Newton and Dr. Dee Cox

The Youth Policy institute is a planning process designed to help policy makers improve the odds for youth by helping them develop strategies to strengthen youth policies and programs in their state. Specifically, the goals of the Institute include: to raise awareness of the circumstances and the challenges that young people face; to increase knowledge of strategies and policy options designed to support youth, their families and communities; and to facilitate development of a state action plan that can improve outcomes for young people in their state.

The Arkansas team spent almost two full days hearing from national youth policy experts and research experts such as, Gallup Organization, the Search Institute, the Forum for Youth Investment, and a representative from the Ford Foundation's PAS Program. Another highlight was the joint presentation delivered by Erica Curry and Lee Pearson, of the David Wiekart Center for Youth Program Quality and Laveta Wills-Hale of AOSN on the efficacy of the Youth Program Quality Initiative as a model to improve program quality across a variety of programs and the Youth Program Quality Assessment tool and the results of the Arkansas YPQA Pilot.



From Left: Lee Pearson, Laveta Wills-Hale, Erica Curry

After hearing from experts from the field each day, Arkansas's team members spent time with its facilitators, Erica Curry and Lee Pearson, to process the new information and to work on their state plan. The end result was a framework or state plan that will be used to guide the group's efforts in the areas of youth policy work in Arkansas. The team identified the decline in graduation rates and the Achievement Gap as priority areas. In addition, expanding access to high quality afterschool and summer programs was seen as one of the essential components in addressing these broad areas. Team members plan to convene a broader range of stake holders back in Arkansas to share the details of the Arkansas's state plan and to get further input.



## Statewide Afterschool Conference Revisited

Roberta Newman, author & speaker of Newroads Consulting, was the featured presenter at the Statewide Afterschool Conference held Saturday, September 19, at the Bentonville Early Childhood Center. Approximately 45 participants attended the professional development opportunity sponsored by the Arkansas Out of School Network. Interest session topics included: "Connecting With Music, Linking Theme Based Activities to Youth Development", & "Creating Portfolios" presented by Roberta Newman. Other sessions focused on "After School Mathematics", presented by Jessica Key, (Site Coordinator, Henderson Middle School) "Amazing Afterschool Experiences, It Starts with a Spark!" presented by Marcy White (Regional Coordinator with ASU Childhood Services), & "National Afterschool Association Conference in a Nutshell" presented by Meredith O'Hara (Child Care Liaison with the Arkansas United Methodist Conference), and Maria Upshaw, Director of Adventure Club, To learn about upcoming professional development opportunities available to afterschool educators throughout Arkansas visit <http://professionalregistry.astate.edu>.

# Websites to Check Out!

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## **[www.INKThinkTank.com](http://www.INKThinkTank.com)**

After-school professionals trying to encourage young people to read, while also wanting children to meet curriculum requirements, might want to check out the Ink Think Tank ([www.INKThinkTank.com](http://www.INKThinkTank.com)), an online database of nonfiction books. The database was created by 22 children's book authors who have connected their nonfiction works to curriculum standards. Access is free and after setting up a login, registrants can search the site's database by grade level, subject area and education standards. The site also has a resources link featuring studies and articles about how to use nonfiction books with young people.

## **[www.readkiddoread.com](http://www.readkiddoread.com)**

Award-winning author James Patterson, who has championed books and reading, has created a Web site for parents and educators to help make children lifelong readers. This site features numerous links to find books for kids of all ages. Each link is divided by ages (up to 8; 6 and older; 8 and older; and 10 and older) and category (illustrated books; transitional books; page-turners; and advanced reads).. Upon clicking on a title in a particular category, visitors discover even more titles and each features a review of the book. There are also links to great classic titles in several categories, suggestions for books that boys will enjoy, suggestions for how to get children to read and a contest that after-school professionals could use as an activity, in which children identify first lines from books. The site also features lesson plans (<http://readkiddoread.ning.com/page/lesson-plans>) tied to selected titles. Check out [www.readkiddoread.com](http://www.readkiddoread.com) and help turn children you know into readers for life.

## **[www.pbs.org/parents/zoom/clubzoom/](http://www.pbs.org/parents/zoom/clubzoom/)**

Introduce the children and youth in your program to science and engineering through PBS' online ClubZOOM program. The science program is designed as a 6- to 8-week after-school program that offers a way to engage 8- to 10-year-olds in hands-on scientific investigation using common household materials. The engineering program is designed as a six-week introduction to engineering for 8- to 12-year-olds. The PDF guides provide introductions to each program, how to get started and more than a dozen activities.

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## Home Depot: Building Healthy Communities Grants

Home Depot understands that volunteering to improve the physical health of your neighborhood by planting trees, developing green spaces and updating school facilities and community centers creates a healthier, more stable community where families can thrive.

**Funding Level:** \$2500

**Applications Due:** Dec. 15, 2010

<http://corporate.homedepot.com/wps/portal/Grants>

## Coca-Cola Foundation Grant

The Coca-Cola Company and the Coca-Cola Foundation aim to make a greater impact on the communities Coca-Cola serves around the world by being responsive to the citizenship priorities of the communities in which we live and work. The Coca-Cola Company and Foundation are interested in funding organizations in these areas: Water stewardship, Healthy active lifestyles, Community recycling, and Education. Award amount varies. Eligible applicants must be tax-exempt organizations with 501(c)(3) status.

**Deadline:** Rolling

Please contact the Coca-Cola Company and Foundation for more information and funding opportunity : [http://www.thecoca-colacompany.com/citizenship/application\\_guidelines.html](http://www.thecoca-colacompany.com/citizenship/application_guidelines.html)

## Corporation for National and Community Service— Summer of Service

**Grant:** Summer of Service - To provide middle school youth, particularly those from disadvantaged circumstances, with service-learning experiences that will motivate them to become more civically engaged and aspire to obtain higher education.

**Funder:** Corporation for National and Community Service.

**Eligibility:** State education agencies, state commissions, territories, Indian tribes, institutions of higher education, public or private nonprofit organizations (including faith-based organizations), public or private elementary or secondary schools, local educational agencies or consortia.

**Deadline:** Dec. 10.

**Amount:** \$1 million for five to seven grants.

**Contact:** [www.learnandserve.gov/for\\_organizations/funding/nofa\\_detail.asp?tbl\\_nofa\\_id=75](http://www.learnandserve.gov/for_organizations/funding/nofa_detail.asp?tbl_nofa_id=75)



# Funding Opportunities

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## American Academy of Dermatology Shade Structure Program

The AAD Shade Structure Program grants monetary awards (\$8,000 each) for the purchase of permanent shade structures that meet the AAD's requirements and that are designed to provide shade and ultraviolet (UV) ray protection for outdoor areas. The AAD also provides a permanent sign promoting the importance of sun safety for display near the shade structure.

**Deadline:** April 12, 2010

<http://www.aad.org/public/sun/FAQs2010ShadeStructureProgram>



## Big Green

**Grant:** Big Green – For environmentally friendly projects that encourage youths to take care of the environment, be active, live healthier and engage in community service.

**Funder:** Nickelodeon

**Eligibility:** Elementary and middle schools and after-school community-based organizations with 501(c)(3) status serving kids age 5 to 15 years.

**Deadline:** Dec. 31.

**Amount:** \$2,500 or \$5,000 each. The latter amount must be matched one to one.

**Contact:** [www.bghevent.com/grant/index.htm](http://www.bghevent.com/grant/index.htm).

## Do Something 2010 Awards

**Grant:** For youth-led initiatives that have a pivotal impact on their field, cause or issue.

**Funder:** Do Something

**Eligibility:** Young people

**Deadline:** Dec. 15

**Amount:** Four winners will receive \$10,000 and one grand prize winner will receive \$100,000 toward their organization or cause.

**Contact:** [www.dosomething.org/programs/awards](http://www.dosomething.org/programs/awards).

## Champions for Healthy Kids— To develop creative ways to help youth adopt a balanced diet and physically active lifestyle

**Funder:** General Mills Foundation, the American Dietetic Association Foundation and the President's Council on Physical Fitness.

**Eligibility:** Community-based groups.

**Deadline:** Jan. 15.

**Amount:** 50 grants of \$10,000.

**Contact:** [www.generalmills.com/corporate/commitment/champions.aspx](http://www.generalmills.com/corporate/commitment/champions.aspx)



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## **ING Unsung Heroes for 2010: For innovative classroom projects**

**Funder:** ING

**Eligibility:** Full-time educators, teachers, principals, paraprofessionals or classified staff with effective projects that improve student learning.

**Deadline:** April 30

**Amount:** 100 finalists will receive an award of \$2,000. From that group, three winners will receive \$25,000, \$10,000 and \$5,000.

**Contact:** [www.ing-usa.com/us/aboutING/CorporateCitizenship/Education/INGUnsungHeroes/index.htm](http://www.ing-usa.com/us/aboutING/CorporateCitizenship/Education/INGUnsungHeroes/index.htm).

## **Lowe's Toolbox for Education Grant Program**

Funded by the Lowe's Charitable and Educational Foundation, which has supported thousands of grassroots community and school projects in the communities where Lowe's does business. The Spring 2010 cycle is now open. The deadline for submitting applications for this grant cycle is 5pm EST, February 12, 2010. However, if 1,500 applications are received before the application deadline, then the application process will close. This year, we challenge ourselves to seek ways to provide the tools that help our educators and parent groups through these challenging times efficiently and with the greatest impact. In 2009, basic needs will take priority.

<http://www.toolboxforeducation.com/>

## **The Big Read: To encourage literary reading**

**Funder:** National Endowment for the Arts, Institute of Museum and Library Services, and Arts Midwest.

**Eligibility:** Public agencies and private nonprofits, including youth groups, partner with a library, choose certain literary works and meet other criteria. See notice for details.

**Deadline:** Feb. 2.

**Amount:** Grants ranging from \$2,500 to \$20,000 will be awarded to as many as 75 organizations.

**Contact:** [www.neabigread.org/guidelines.php](http://www.neabigread.org/guidelines.php).

## **Responsible Sports Community grants for sustaining youth sports programs.**

**Funder:** Liberty Mutual.

**Eligibility:** Nonprofit youth sports organizations and leagues.

**Deadline:** Nov. 30.

**Amount:** 20 organizations will each receive \$2,500.

**Contact:** [https://www.responsiblesports.com/community\\_grants/default.aspx](https://www.responsiblesports.com/community_grants/default.aspx).

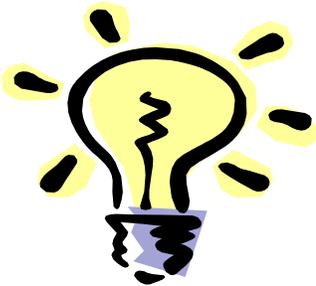


# Lights On Afterschool 2009 was a SUCCESS!!!

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## Congratulations to All!



What an incredible way for us all to mark the tenth *Lights On Afterschool* together. *Lights On Afterschool* was amazing this year, thanks in no small part to your hard work. In Arkansas over 106 events were registered with the key organizers of Lights on Afterschool, the Afterschool Alliance and this is up from 76 events in 2008. Way to go Arkansas! Aside from the successes felt in our state, below is a snap shot of the amazing strides that were made throughout the nation:

- The US Department of Education took an active role in celebrating. In a Dept of Ed news release about Lights On, Secretary Duncan said, "Learning doesn't just happen in a classroom between school bells...Children learn all day long. So it's vital to give students and their families the tools, the facilities and the opportunity to continue working on traditional academic subjects as well as a place for broader lessons in areas like art and music to enrich their lives." Besides speaking at a DC *Lights On* kick off event October 6th, the Secretary recognized *Lights On Afterschool* in a speech October 22nd in NYC and Department of Education officials attended 12 *Lights On Afterschool* events in 8 states and Washington, D.C., emphasizing the importance of afterschool

programs.

- In addition to the Department of Education, the US DOJ, HHS, USDA and the President's Council on Arts and Humanities all spoke at the DC *Lights On* kick off event October 6th, opening the door to build some closer relationships with those agencies.
- Send your stories, highlights, photos to [lightson@afterschoolalliance.org](mailto:lightson@afterschoolalliance.org) – they have started a photo gallery, and posted a video of an amazing spoken word poem delivered by an afterschool youth about afterschool on our homepage at [www.afterschoolalliance.org](http://www.afterschoolalliance.org)



It is never too early to begin planning for next year's events so mark your calendar now for the 11<sup>th</sup> annual Lights On Afterschool!

# Oct 21, 2010