

2nd Edition

A RESOURCE GUIDE FOR

# Planning and Operating

# After-School Programs



Compiled by

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Download Adobe Acrobat Reader (available for free at the Adobe Web site) to read, search, or print the *Resource Guide*.

You can also access a copy of the guide at <http://www.nccenet.org>.

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# Introduction

## How to Use the Resource Guide

The purpose of this guide is to provide a description of resources to support after-school programs. Many of the *Resource Guide* entries apply to before-school, summer, and community learning center programs as well as after-school programs. These resources meet three basic criteria: they are timely, readily available, and relatively inexpensive. A number of leading professionals in the after-school program field recommended entries for the *Resource Guide*.

## Contents of the Resource Guide

The National Center for Community Education Training Task Force for 21st Century Community Learning Centers addresses six interrelated areas for the successful operation of after-school programs in its training curricula. This guide uses the same six areas with the entries organized alphabetically within each section. A list of the topics and information covered in the sections follows.

**Management**—Includes resources on planning, organizing, and coordinating after-school programs. Information is provided to assist with strategic planning, leadership, staff development, fiscal management, advocacy, and sustainability of the program.

**Communication**—Includes resources on communication skills and strategies. Information on effective communication, marketing, public relations, and events planning is provided.

**Programming**—Includes resources on program development. Information is provided on behavior management, curriculum, mentoring, youth development, and parent and community involvement.

**Integrating K–12 and After-School Programs**—Includes resources on developing connections between K–12 education and after-school programs. These materials provide information on building relationships with school personnel and on extending learning opportunities in after-school programs.

**Community Building/Collaboration**—Includes resources on partnership development and the collaborative process. Included is information on building a sense of community, understanding collaboration, and developing a collaborative service-delivery system.

**Evaluation**—Includes resources on school accountability and after-school program outcomes. Information on methods of evaluation, data-collection procedures, standards, and testing is provided.

The guide's three appendixes provide a list of relevant Internet resources and alphabetical listings of all the *Resource Guide* entries by title and by author or editor.

The *Resource Guide* is as comprehensive as time and knowledge permitted. However, in this dynamic field of after-school programming, new resources are constantly generated. Your assistance in identifying additional resources for this guide would be appreciated. Please contact Artie Stockton at SEDL by phone at (512) 476-6861 or by e-mail at [astockto@sedl.org](mailto:astockto@sedl.org).

## New Features of the Second Edition

**New**  
IN 2ND EDITION

This symbol in the margin identifies entries that are new to the second edition of the *Resource Guide*.

**\*Revised**

This symbol in the margin identifies entries that have been revised since the first edition of the *Resource Guide* was published.

The number of pages for the print resources and the time length for the video resources are included for each entry.

A searchable database of the *Resource Guide* is available online at <http://www.sedl.org/pubs/fam95/>.

A Web site list of relevant online sources is provided in the appendixes of the *Resource Guide*.

# Management

This section includes resources on planning, organizing, and coordinating after-school programs. Information is provided to assist with strategic planning, leadership, staff development, fiscal management, advocacy, and sustainability of the program.

## Beyond the Bell: A Toolkit for Creating Effective After-School Programs, Second Edition

Judith G. Caplan, Carol K. McElvain, and Katie E. Walter

This resource, like the first edition, is aimed at assisting after-school program staff in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. The toolkit discusses key decision points, offers criteria for decision making, suggests effective strategies, and provides a set of tools to assist in the decision-making process. Tools help with gathering data, creating formats for analyzing information, structuring dialogue around important issues, and assisting with information sharing. The resource focuses on three main concepts for guiding after-school program decisions: think strategically, think inclusively, and think collaboratively. The second edition includes 21 additional tools that are on the CD-ROM enclosed with the toolkit. (167 pages)

**\*Revised**

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E-mail: [info@ncrel.org](mailto:info@ncrel.org)  
Web: <http://www.ncrel.org/after/bellkit.htm>

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## Beyond the Bell: Linkages Video

North Central Regional Educational Laboratory

This video raises questions and stimulates discussion about the relationship between after-school programming and the regular school day. Two elementary and two middle schools are each presented in 15-minute segments that highlight the ways linkages can enhance the students' school experience. The video can be used as a staff development tool for existing after-school programs and as a resource for facilitating discussions on starting an after-school program. A companion training guide accompanies the video. (49 minutes)

©2002 Video ..... \$19.95

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## Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations, Second Edition

John Carver

This is the second edition of John Carver's 1990 groundbreaking book on the use of the policy governance model with public and nonprofit boards. This edition includes updated policy samples, a new chapter on the process of policy development, and additional resources for various types of boards. Also included in the book is information about board job design, board-staff relationships, the chief executive role, performance monitoring, and virtually every aspect of the board-management relationship. (256 pages)

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Jossey-Bass Publishers  
989 Market St.  
San Francisco, CA 94103  
Phone: (415) 433-1740  
Web: <http://www.josseybass.com>

## Building a Professional Development System That Works for the Field of Out-of-School Time

Joan Costley

The need for professional development among out-of-school time program staff is the focus of this resource. In the first section, the author looks at current training experiments in the out-of-school time field and considers issues needed to create an accessible, viable, and useful system of professional development. In Section II, the author introduces the elements of a professional development system, and Section III explores a number of principles that provide important guidance for the establishment of such a system. In Section IV, the author discusses the creation of a core knowledge base and core competencies for out-of-school time staff, and the last section outlines the process of creating a linked system of training. (19 pages)

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Center for Research on Women  
Wellesley College  
106 Central St.  
Wellesley, MA 02481-8203  
Phone: (781) 283-2547  
Fax: (781) 283-3657  
Web: <http://www.niost.org>

## Building and Sustaining Citywide Afterschool Initiatives

Georgia Hall and Brooke Harvey

This report is based on the experiences of the 21 cities involved in the Cross-Cities Network and recommends the adoption of a citywide strategy in lieu of fragmented, individual programs. The benefits of a citywide strategy are: providing opportunities for community coordination, developing a clearinghouse for data collection, establishing an infrastructure of facilities and training, providing evaluation and assessment consistency, developing greater funding leverage, and creating a public voice and public will for out-of-school time issues. This resource includes profiles of eight diverse citywide initiatives in Denver, New York, San Diego, Boston, St. Louis, San Francisco, Los Angeles, and Seattle. Appendixes cover an overview of the Cross-Cities Network, elements for building citywide initiatives, and data from the network initiatives. (57 pages)

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### **Clients on Board: Profiles of Effective Governance**

The National Assembly of National Voluntary Health and Social Welfare Organizations

This resource profiles 10 national health and human service organizations that have incorporated their clients/consumers (including youth) as members of their national boards. Profiled organizations share the reasons they began placing clients on their boards, how those boards are now structured, and how this change in governance positively impacted their overall organizations. Some of the organizations featured include Camp Fire Boys and Girls, National 4-H Council, Center for Youth as Resources, and YouthBuild USA. (44 pages)

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1319 F Street, NW, Ste. 601  
Washington, DC 20004  
Phone: (202) 347-2080  
Fax: (202) 393-4517  
Web: <http://www.nassembly.org>

### **Common Purpose: Strengthening Families and Neighborhoods to Rebuild America**

Lisbeth B. Schorr and William Julius Wilson

*Common Purpose* asks why the pilot social programs that succeed in helping disadvantaged children and families move toward better lives are so rarely sustained financially or expanded. The authors show how education, welfare, and family support systems have failed to adapt to today's imperatives. They attribute many of these failures to a reliance on ineffective evaluation methods that do not determine how and why a social intervention might achieve a desired outcome. They give examples of programs that have been able to sustain and expand their services. Their success, the authors argue, centers around their ability to tame bureaucracies; replicate what works; create environments hospitable to effective programming; and give teachers, counselors, and others on the frontlines the flexibility they need to do their jobs. (512 pages)

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1540 Broadway  
New York, NY 10036  
Phone: (212) 782-9000  
Fax: (212) 302-7985  
Web: <http://www.randomhouse.com>

## Community Visions, Community Solutions: Grantmaking for Comprehensive Impact

Joseph A. Connor and Stephanie Kadel-Taras

This publication describes a grantmaking process for which funders focus on solutions by helping communities identify their goals and then supporting and sustaining systematic efforts to reach them. *Community Visions, Community Solutions* presents the following topics: how funders can have a real impact on community problems and why many collaborations have failed, information about funding systems, and how to support and sustain community problem solving. The appendix contains community governance strategies. (107 pages)

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## Condition of Education 2003

John Wirt, Susan Choy, Stephen Provasnik, Patrick Rooney, Anindita Sen, and Richard Tobin

This resource, from the National Center for Education Statistics, summarizes important developments and trends in education. The report focuses on 44 indicators of education categorized into six main areas: (1) enrollment trends and student participation (sample indicators include concentration of poverty by urban school districts and language minority students), (2) student outcomes (sample indicators include students' reading and math achievement and geography and U.S. history performance), (3) student effort and rates of educational progress (sample indicators include dropout rates by race/ethnicity and time for bachelor's degree completion), (4) contexts of elementary and secondary education (sample indicators include courses taken and teacher characteristics), (5) contexts of postsecondary education (sample indicators include undergraduate diversity and degrees and fields of study), and (6) societal support for learning (sample indicators include childcare, after-school, and early literacy activities). The report is valuable for those with an interest and a need for educational data. A brief of the report (28 pages) is also available. (301 pages)

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## Cost Worksheet for Out-of-School Time and Community School Initiatives

Martin H. Blank and Barbara Hanson Langford

This strategy brief is intended to help site leaders identify the range of costs that out-of-school time and community school initiatives incur and develop cost estimates for continuing and/or expanding their work. Information is presented on program costs as well as systemwide, infrastructure costs. Detailed worksheets with categories for cash and in-kind contributions are included. (6 pages)

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 Web Resource ..... <http://www.financeproject.org/costworksheet.pdf>

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## Creating Dedicated Local Revenue Sources for Out-of-School Time Initiatives

Barbara Hanson Langford

This strategy brief highlights the following six strategies to create dedicated revenue sources for out-of-school time initiatives: special taxing districts, special tax levies, guaranteed expenditure minimums, children's trust funds, fees and narrowly based taxes, and income tax checkoff. General principles are provided to guide the selection of these strategies. Included are descriptions of programs that have successfully implemented these strategies. (12 pages)

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## Fact Sheets for Afterschool Funding

National Center for Community Education and the Afterschool Alliance

This resource provides funding fact sheets on a range of federal funding sources that can support after-school programs. The federally funded sources are broken into three categories: entitlement programs that serve every individual who meets the eligibility criteria, block or formula grant programs that provide a fixed amount of federal funds to states based on a formula, and discretionary programs that offer federal funds for a targeted type of program on a competitive basis. More than 30 federal funding sources are included. Although this resource is very current, these funding sources will change over time. The Afterschool Alliance has created a policy Web page to provide updates on new funding sources at [http://www.afterschoolalliance.org/policy\\_news.cfm](http://www.afterschoolalliance.org/policy_news.cfm).

©2003 Web Resource ..... [http://www.afterschoolalliance.org/funding\\_main.cfm](http://www.afterschoolalliance.org/funding_main.cfm)

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## Field Guide to Nonprofit Program Design, Marketing, and Evaluation

Carter McNamara

This reference provides thorough, yet concise, guidelines for all critical aspects of a nonprofit program. It is written in an easy-to-implement style that includes worksheets in an appendix. The highly practical resource can be used at any stage of development of the nonprofit program. For example, it can be used to conduct preparatory strategic planning, conduct a market analysis, plan finances, develop credible fundraising proposals, and evaluate performance against goals and outcomes. (252 pages)

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Web: <http://www.authenticityconsulting.com>

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## Financing After-School Programs

Robert Halpern, Sharon Deich, and Carol Cohen

This resource presents policymakers, program developers, funders, and advocates with an overview of financing issues for after-school programs. After describing the heterogeneity of these programs, the report provides a framework of cost elements and looks at what is known about the total cost of these programs. It discusses the variety of funding sources available to support after-school programs and concludes with some thoughts about financing issues and challenges for building and maintaining systems of high-quality after-school programs. (15 pages)

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## Financing Facility Improvements for Out-of-School Time and Community School Initiatives

Margaret Flynn and Amy Kershaw

This strategy brief provides policymakers, community leaders, and program developers with general principles and strategies to finance facility improvements. The source presents strategies for financing both large and small facility-improvement projects and provides examples from innovative programs that have successfully implemented these strategies. (20 pages)

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## Financing Transportation Services to Support Out-of-School Time and Community School Initiatives

Barbara Hanson Langford and Michele Gilbert

This strategy brief surveys the barriers and problems associated with transporting children to and from after-school programs. The brief is intended to give policymakers, community leaders, and after-school program developers a better understanding of the funding sources and financing strategies that can be used to support transportation services for after-school programs. General transportation-funding principles are presented as well as a brief overview of the three primary potential funding sources and strategies for actually securing those funds. (11 pages)

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## Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives

Heather Clapp Padgett

### \*Revised

This updated guide is designed to help program leaders, system-building advocates, and others take advantage of federal funding options and to provide an overview of strategies for gaining access to and using federal funds. The book identifies 116 existing sources of funds that can be used to support out-of-school time and extended-service school initiatives. The guide is divided into four parts. Part I focuses on defining the current context for funding after-school programs and looks at public and private investments, as well as the challenges policymakers will face in sustaining these programs. Part II gives basic definitions relevant to federal funding, including types of federal funding. Part III examines specific funding strategies for after-school programs and talks about how program directors should use a combined approach of maximizing federal revenue while building strategic partnerships. Part IV is the catalog of 116 federal funding sources, which gives pertinent information such as the types of activities they fund, who is eligible to apply for the funds, and the amount of money available. The appendix has listings of funding sources. (178 pages)

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 Web Resource.....<http://www.financeprojectinfo.org/Publications/Fundingguide2003.pdf>

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## **Finding Funding: Grantwriting from Start to Finish, Including Project Management and Internet Use, Fourth Edition**

Ernest W. Brewer, Charles M. Achilles, Jay R. Fuhriman, and Connie Hollingsworth

This latest edition of *Finding Funding* shares the latest technology and strategies of successful grantwriting. This resource is a practical guide on how to locate the most appropriate funders for programs, how to refine grant proposals to meet the funders' needs and preferences, and how to administer and manage a grant to be in compliance with all grant regulations and legal obligations. It is recommended for school system leaders. The authors have a combined total of more than \$80 million in grantwriting experience. The material is presented in three sections: "Exploring the Grants World," "Writing Grant Proposals," and "Implementing, Operating and Terminating a Project." (392 pages)

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Web: <http://www.Sagepub.com>

**\*Revised**

## **Finding Funding: The Comprehensive Guide to Grant Writing, Second Edition**

Daniel M. Barber

This updated edition incorporates the basics that have helped many individuals and organizations prepare winning grant proposals. The book includes a computer disk that lists hundreds of funding sources with sample letters, budgets, and templates that can be used for every element of a successful grant proposal. Whether you are interested in finding private or public funds, or are experienced or inexperienced at grant writing, *Finding Funding* can be a valuable resource. (287 pages.)

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## Finding Resources to Support Rural Out-of-School Time Initiatives

Elizabeth Wright

This strategy brief discusses the unique challenges rural after-school programs face in securing long-term and sustainable funding. Understanding that rural communities have fewer resources to access, including fewer people, fewer businesses, and fewer public institutions, the brief describes federal programs that can support rural after-school providers. Specific strategies are identified that state and local leaders can use to support and sustain after-school programs in rural communities. The strategy brief describes the community school concept and how the creation of community schools can be particularly effective in a rural setting. (19 pages)

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## From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century

President's Advisory Commission on Educational Excellence for Hispanic Americans

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After an 18-month study, the Commission found that Hispanic students were more likely to drop out of high school and less likely to earn a college degree than other groups. The report offers six recommendations to help close the identified achievement gap: set high expectations, implement fully the requirements of the No Child Left Behind Act, prepare all teachers, initiate a research agenda focused on educational development, ensure full access to college, and increase accountability and coordination of programs. The rationale for each of the recommendations is explored in detail. (82 pages.)

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 Web Resource ..... <http://www.YesICan.gov/paceea/finalreport.pdf>

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 Washington, DC 20202  
 Phone: (202) 401-1411  
 Fax: (202) 401-8377  
 Web: <http://www.YesICan.gov>

## The Future of Children: When School Is Out

Richard E. Behrman

The articles in this journal emphasize the importance of new after-school program initiatives and continued efforts to build public will and to increase funding for after-school programs. Articles focus on management, programming, and evaluation. Topics addressed in these articles include: successful parenting in high-risk neighborhoods, ways to help Latino children on pathways toward success, an analysis of the growing demand for out-of-school programs and examples of specific program approaches and delivery systems, a summary of the diverse programs and organizations that are responding to the needs of young teens, the role of the school in after-school programs and commentaries that discuss the policy climate, and federal support for after-school programs. (160 pages)

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## The Hiring and Firing Question and Answer Book

Paul Falcone

This book provides a quick reference for decisions about how to effectively and safely hire and fire employees. More than 100 frequently asked questions are covered, which will be particularly helpful to small organizations with no formal hiring, firing, or evaluation procedures. Chapters are organized around the hiring process, recruitment tools, online recruitment, interviewing, making final selections, performance management and the termination process, progressive discipline, terminations for cause, and reductions-in-force or layoffs. Appendixes include sample policies, agreements, and letters, as well as how to prepare for entry and exit interviews, a glossary of terms, and resource guide. (288 pages)

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## The Lobbying and Advocacy Handbook for Nonprofit Organizations, Shaping Public Policy at the State and Local Level

Marcia Avner

*The Lobbying and Advocacy Handbook* gives step-by-step instructions for developing an effective public policy plan and putting it into action. The author has more than 30 years of lobbying experience and provides practical information on how to build relationships with public officials, what it takes to make a case to public officials, and how to testify at a committee hearing. In addition, this handbook explains a nonprofit's role in shaping state and local public policy; teaches how to initiate, support, or defeat bills; explains how to build and mobilize supporters; instructs in the use of the media to build support for policy positions; and discusses how to ensure compliance with all federal and state laws. The book contains an eight-step process to develop a lobbying plan, and the appendix contains a legislative guide, a list of nonprofit lobbying resources, and worksheets. (240 pages)

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## Making the Case: A Fact Sheet on School-Age Children's Out-of-School Time

The National Institute on Out-of-School Time

**\*Revised**

This updated fact sheet provides important information and research about children and out-of-school time. The resource is valuable in establishing a need for out-of-school programs in grant proposals and other funding scenarios, as well as garnering school and community support for these programs. The fact sheet gives statistics on demographics of children today, how children and youth spend time after school, proof that children can benefit from participation in high-quality programs, and trends in funding. (6 pages)

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Web: <http://www.niost.org>

## Managing a Nonprofit Organization in the 21st Century

Thomas Wolf

This resource looks to the future and toward the challenges that people working in nonprofit organizations will meet in the 21st century. Its audience is broad, including staff, trustees, volunteers, donors, and students. The book features three major trends in the nonprofit sector: (1) the increasing concern about the sustainability of nonprofit organizations due to the rapid change in funding patterns, (2) the diminishing distinction between nonprofit and profit-oriented organizations, and (3) the crisis in leadership development in the nonprofit field. Chapters in the book discuss fundraising, boards, personnel policies, marketing, and long-range planning. (368 pages)

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New York, NY 10020

Web: <http://www.SimonSays.com>

## Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives

Barbara Hanson Langford

This publication presents an overview of the major sources of federal food and nutrition funds that can support out-of-school time and community school programs. It highlights five strategies that community leaders and program developers can employ to maximize the use of federal food and nutrition funds in their community. (20 pages)

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Web: <http://www.financeproject.org>

## NSACA Standards for Quality School-Age Care

National School-Age Care Alliance

This resource describes the practices that lead to quality programs for young people ages 5 to 14 in their out-of-school time. The manual is a result of the field-testing and review of hundreds of practitioners nationwide and is the basis of the NSACA program improvement and accreditation system. The 144 standards are organized into 36 keys to quality. The resource includes more than 400 examples to illustrate the standards and a questionnaire to help programs determine when they are ready to move toward program self-study and accreditation. (98 pages)

©1998      Print ..... \$15.00

National School-Age Care Alliance  
1137 Washington St.  
Boston, MA 02124  
Phone: (800) 617-8242  
Fax: (617) 298-5022  
Web: <http://www.nasca.org>

## New Perspectives on Compensation Strategies for the Out-of-School Time Workforce

Gwen Morgan and Brooke Harvey

**New**  
IN 2ND EDITION

After-school programs depend, in part, on a skilled and stable workforce. This resource addresses the need for fairly compensated staff to provide the quality, developmentally appropriate programs for school-age children. *New Perspectives* explores workforce compensation from the perspective of economics and briefly discusses the unique characteristics of the out-of-school time workforce that contribute to inadequate compensations. Promising compensation strategies and initiatives at the state and local levels are profiled.

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National Institute on Out-of-School Time  
Center for Research on Women  
Wellesley College  
106 Central St.  
Wellesley, MA 02481-8203  
Phone: (781) 283-2547  
Fax: (781) 283-3657  
Web: <http://www.niost.org>

## Pursuing the Promise: Addressing Equity, Access and Diversity in After School and Youth Programs

This research report focuses on information and resources that look at equity, access, and diversity trends in the after-school field. The report lays out a framework for the research design. It discusses research findings in three areas: after-school programs in the context of diversity; program-level understandings, strategies, and challenges; and community- and policy-level understandings, strategies, and challenges. The report also offers recommendations for pursuing equity and diversity issues in the after-school field, along with commentaries by youth, parents, program staff, and policymakers about the importance of after-school programs. The report has a resource section, and the appendix describes the research methodology and survey instrument used in the research. (140 pages)

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California Tomorrow  
1904 Franklin St., Ste. 300  
Oakland, CA 94612  
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Web: <http://www.californiatomorrow.org>

**New**  
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## Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives

Elisabeth Wright and Sharon Deich

This resource is a compilation of the most successful financing practices by after-school programs across the country from 1999 to 2003. These promising practice profiles, as well as examples from The Finance Project's strategy briefs on subjects such as Title I and childcare development funds, were combined to create the book. Through model program examples, *Replacing Initial Grants* shows how many after-school program leaders have located a broad range of resources to support their activities. Internal and external resources necessary to be successful in sustaining a program are identified. (38 pages)

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Web Resource ..... <http://www.financeprojectinfo.org/Publications/fttips.pdf>

The Finance Project  
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Washington, DC 20005  
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**New**  
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## The Schooling Practices That Matter Most

Kathleen Cotton

This booklet features 10 contextual schooling attributes and five instructional schooling attributes that can be found in most high-performing schools. Examples of the contextual attributes include a safe and orderly school environment, strong administrative leadership, small class size, and parent and community involvement. Examples of the instructional attributes include careful orientation to lessons, effective questioning techniques, and feedback and reinforcement. Also featured is a thorough bibliography. (44 pages)

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Association for Supervision and Curriculum Development  
1703 N. Beauregard St.  
Alexandria, VA 22311  
Phone: (800) 933-2723  
Web: <http://shop.ascd.org/>

## Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations

National Collaboration for Youth

This guide provides organizations that serve children and youth with detailed information regarding policies for screening and selecting volunteers who work with children and youth. The three steps in the process are: (1) assessing the level of risk for child sexual abuse by a volunteer within the usual activities of an organization, (2) determining critical information and establishing the criteria to screen volunteer applicants for the organization, and (3) selecting the tools for screening applicants using these criteria. The appendixes include copies of relevant laws on the issue, such as The National Child Protection Act of 1993 and Megan's Law, as well as a list of resources for child sexual abuse prevention. (32 pages)

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Washington, DC 20004  
Phone: (202) 347-2080  
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Web: <http://www.nassembly.org>

## The State of America's Children Yearbook 2003

Children's Defense Fund

This document is the latest in a series of annual analyses of the status of children in America. The 2003 yearbook includes the latest developments and specific data concerning child poverty, family income, child health and the Children's Health Insurance Program, education, juvenile justice, and the challenge of childcare in the country. This is a comprehensive resource guide that provides the data needed to discuss important issues with decision makers and the media. (172 pages)

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Children's Defense Fund  
25 E St., NW  
Washington, DC 20001  
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Fax: (202) 628-8333  
Web: <http://www.childrensdefense.org>

**New**  
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## Strengthening Nonprofit Performance: A Funder's Guide to Capacity Building

Paul Connolly and Carol Lukas

*Strengthening Nonprofit Performance* synthesizes the most recent research on capacity building into a collection of strategies, steps, and examples that funders can use to get started or to improve their funding to strengthen nonprofits. This resource presents information on why funders should invest in capacity building, the definition of capacity building, various capacity-building activities and the means to provide them, ways to build the capacity of nonprofits, and multiple capacity-building strategies such as different types of grants and direct management assistance. The appendix contains dozens of examples, resources, and worksheets on capacity building. (163 pages)

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## Sustainability Planning Workbook

### The Finance Project

This guide will help program developers and community leaders identify basis issues in sustaining promising initiatives, address the strategic details, and develop a comprehensive plan. The workbook begins with a “Planning to Plan” guide to assist in tailoring the process to the unique needs of the organization. The remainder of the workbook is organized into five modules: Building a Sustainable Initiative, Developing a Vision and Results Orientation, Creating a Strategic Financing Plan, Building Organizational Capacity and Community Support, and Developing and Writing the Plan. An accompanying CD includes copies of all the tools and worksheets in the workbook. (161 pages)

©2003 Workbook and CD ..... \$125.00

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1401 New York Ave., NW, Ste. 800  
Washington, DC 20005  
Phone: (202) 587-1000  
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Web: <http://www.financeproject.org>

## Tapping TANF for Youth: When and How Welfare Funds Can Support Youth Development, Education and Employment Initiatives

Marie Cohen and Mark Greenberg

In 1996, welfare law created a new federal block grant, Temporary Assistance for Needy Families (TANF), to replace Aid to Families with Dependent Children. This resource shows how states are using their annual TANF block grants to provide services to youth, including after-school programs. It also gives examples of youth programs that meet TANF purposes and, therefore, could be supported with TANF funds. (30 pages)

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Web Resource ..... <http://www.clasp.org/DMS/Documents/997122365.635/>

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Washington, DC 20005  
Phone: (202) 906-8000  
Fax: (202) 842-2885  
Web: <http://www.clasp.org>

## Training New After-School Staff: Welcome to the World of School-Age Care!

Roberta L. Newman

This tool is for after-school program directors who want to provide new staff with important information and ideas for carrying out their responsibilities but who may have limited resources to devote to staff development. Specific topics in the book include: understanding the characteristic traits of school-age youth and working with them, common do's and don'ts for after-school program staff, the development and implementation of program rules and limits, ways to handle problems and conflicts between kids, and building relationships with parents. Each section of the handbook provides interactive questions and scenarios that staff can work through independently or in small groups. (64 pages)

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School-Age NOTES  
PO Box 40205  
Nashville, TN 37204  
Phone: (800) 410-8780  
E-mail: sanotes@aol.com  
Web: <http://www.schoolagenotes.com>

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## U.S. Department of Education Strategic Plan 2002–2007

U.S. Department of Education

This resource outlines the goals and objectives of the Department of Education for the years 2002–2007. Six goals are highlighted: create a culture of achievement, improve student achievement, develop safe schools, transform education into an evidence-based field, enhance the quality of and access to postsecondary education, and establish management excellence. The framework for this strategic plan is based on No Child Left Behind Act reform efforts. (84 pages)

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Web Resource ..... <http://www.ed.gov/pubs/stratplan2002-07/stratplan2002-07.pdf>

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## Using NCLB to Improve Student Achievement: An Action Guide for Community and Parent Leaders

Public Education Network

This guide gives parents and community leaders the resources and tools they need to decide where to focus attention and action in advocating for issues relevant to the No Child Left Behind (NCLB) Act. It highlights 10 major provisions and areas of activity and includes such examples as: parent-school compacts; teacher, principal, and paraprofessional quality; school districts identified as needing improvement and corrective action; and language instruction for immigrant students. The introduction to the guide gives tips on how community leaders and parents can effectively work together. The guide also contains a training tool for parent-teacher meetings and town meetings, a glossary to help translate legislative language into understandable terms, recommended actions that can be taken by parents and/or the community as a result of their rights under the act, and a resource directory. (80 pages)

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 Web Resource ..... <http://www.publiceducation.org/pdf/NCLBBook.pdf>

Public Education Network  
 601 13th St., NW, Ste. 900 North  
 Washington, DC 20005  
 Fax: (202) 628-1893  
 Web: <http://www.publiceducation.org>

## Using TANF to Finance Out-of-School Time and Community School Initiatives

Margaret Flynn

This report presents general considerations for using Temporary Assistance for Needy Families (TANF) to support out-of-school time and community school initiatives. Information is included on the purposes of TANF and on TANF requirements and eligibility levels. Three strategies for accessing TANF funding and key considerations concerning each strategy are included. Profiles of programs that have succeeded in accessing TANF funds to support after-school and community initiatives are provided.

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 Web Resource ..... <http://www.financeproject.org/Brief2.pdf>

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 Fax: (202) 587-1293  
 Web: <http://www.financeproject.org>

## Using Title I to Support Out-of-School Time and Community School Initiatives

Sharon Deich, Victoria Wegener, and Elisabeth Wright

This strategy brief discusses the feasibility of accessing Title I funds to help sustain after-school programs. Title I funds serve more than 11 million students throughout the country and specifically target students at risk of educational failure. These funds can be used to promote educational achievement through a wide range of support services, including after-school programs. Aimed at policymakers, community leaders, and after-school program developers, this brief explains in detail the uses of Title I funds and gives specific strategies for accessing those funds to support after-school programs. (15 pages)

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 Web Resource... <http://www.financeprojectinfo.org/Publications/Brief10.pdf>

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## Working Together for Successful Paraeducator Services

Jennifer Railsback, Bracken Reed, and Karen Schmidt

This report is part of a series produced by the Northwest Regional Educational Laboratory that addresses current educational concerns and issues. The number of paraeducators increased by more than 50 percent in the United States between 1990 and 1999. *Working Together* provides an overview of current issues on paraeducator employment and offers suggestions for improving the effectiveness of educators, administrators, and paraprofessionals working together. The report includes guidelines for roles and responsibilities and offers examples from schools in the Northwest. (35 pages)

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 Web Resource ..... <http://www.nwrel.org/request/may2002/>

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 101 SW Main St., Ste. 500  
 Portland, OR 97204  
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# Communication

Includes resources on communication skills and strategies. Information on effective communication, marketing, public relations, and events planning is provided.

## Afterschool Action Kit

Afterschool Alliance

The Afterschool Alliance, a group of public, private, and nonprofit organizations committed to raising awareness and expanding resources for after-school programs, developed this tool. The group’s vision is for all children to have access to quality, affordable after-school programs by 2010. The kit explains what after-school programs can and should do for young people and how to locate or even start one. Packaged for distribution to interested parties, this kit is intended to promote after-school programs within the community. The kit is also available in Spanish. (11 pages)

No Date    Print ..... No Charge  
Web Resource ..... [http://www.afterschoolalliance.org/action\\_kit.cfm](http://www.afterschoolalliance.org/action_kit.cfm)

Afterschool Alliance  
1616 H St., NW, Ste. 820  
Washington, DC 20006  
Phone: (202) 347-2030  
Web: <http://www.afterschoolalliance.org>

## Artful Persuasion: How to Command Attention, Change Minds, and Influence People

Harry Mills

This is one of 22 books written by this author on sales, negotiation, and influence. The book looks at both “hidden persuaders” that people respond to and consciously applied skills for getting people to agree with you. Included are case studies on human behavior; vivid examples of masterful persuaders like Churchill, Lincoln, and Roosevelt; and step-by-step guidelines to help you put the extraordinary power of persuasion to work for you. The book is divided into four major sections that have multiple chapters. The first section discusses how persuasion works. The second section talks about thoughtful persuasion. The third section explores mindless influence. And the fourth section offers examples of the most influential persuaders of the 20th century. (300 pages)

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American Management Association  
 1601 Broadway  
 New York, NY 10019  
 Phone: (800) 262-9699  
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 Web: <http://www.amanet.org>

## Communicating the Afterschool Message Through the Media

National Center for Community Education with the Afterschool Alliance

The media exert enormous influence on the thinking of the American public. The various forms of media offer excellent opportunities to reach new and large audiences with important messages that influence public perception of your program or the need for after-school programs. This very practical guide discusses the various types of media and provides practical, detailed guidelines for communicating. (40 pages)

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**Communication Miracles at Work: Effective Tools and Tips for Getting the Most From Your Work Relationships**

Matthew Gilbert

The author’s 20 years of consulting experience are reflected in this book. Given that what most workers do is establish and maintain relationships, communication is an essential part of that task. *Communication Miracles at Work* emphasizes that each person has to take personal responsibility for successful communication. Communication is not about winning, but rather it is about engendering a sense of teamwork and community. This book focuses on the latter and provides tips for producing harmony and results. (246 pages)

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York Beach, ME 03910  
Phone: (800) 423-7087  
Fax: (877) 337-3309  
E-mail: orders@redwheelweiser.com  
Web: http://www.conari.com

**Crucial Conversations: Tools for Talking When Stakes Are High**

Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

This *New York Times* bestseller focuses on achieving a consensus among parties with strongly differing viewpoints and, in the process, transforms people and relationships. *Crucial Conversations* begins by defining crucial conversations and proceeds to address a number of important issues including: how to stay focused on what you really want, how to make it safe to talk about almost anything, how to speak persuasively, how to listen when others blow up or clam up, and how to turn crucial conversations into action and results. (240 pages)

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Professional Publishing  
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Web: http://www.books.mcgraw-hill.com

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## Finding Constructive Solutions

Marion Peters Angelica

This conflict-resolution guide is designed for the unique characteristics of nonprofit organizations. Specifically, this guide can help you: identify and understand conflict before it destroys an organization, use an eight-step process to resolve the identified conflict, implement conflict-management skills, handle sensitive conflicts such as board conflicts and conflicts with volunteers, and create a better working environment. The appendix provides a resource bibliography, worksheets, and conflict-resolution forms. (171 pages)

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919 Lafond Ave.  
St. Paul, MN 55104  
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## Giving a Presentation: An Easy, Smart Guide to Giving a Successful Presentation

Jude Westerfield

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Getting your ideas across and achieving the support you need for your program are essential. Few things are more important than being able to give a powerful and persuasive presentation to various constituencies. Topics addressed in *Giving a Presentation* include getting over your fears, thinking your talk out, analyzing your audience, and designing supportive visual aids. (208 pages)

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Silver Lining Books  
122 Fifth Ave.  
New York, NY 10011  
Phone: (212) 633-4000

## Guide to Electronic Communication: Using Technology for Effective Business Writing and Speaking

Kristen Bell DeTienne

Having trouble handling all of those e-mails? Trying to find the information you need on the Web? Designing a powerful slide show to win support? Need to distribute multimedia business cards? Have you considered using videoconferencing and Web conferencing to cut travel time and costs? Then *Guide to Electronic Communication* is for you. The six chapters include trends in electronic communication; Web page design tips; and electronic tools for research, written communication, oral communication, and job searches. (118 pages)

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Prentice Hall  
One Lake Street  
Upper Saddle River, NJ 07458  
Web: <http://www.prenhall.com>

## How to Talk So Kids Will Listen and Listen So Kids Will Talk

Adele Faber and Elaine Mazlish

This is the 20th-anniversary revised edition of the classic adult-child communication book originally printed in 1980. The book includes updated information on how to assist children in dealing with their feelings, explore alternatives to punishment, encourage cooperation and independence, and give praise. The book is illustrated with cartoons showing the skills in action. The book also includes hundreds of examples of helpful dialogues to use with children. (286 pages)

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1350 Avenue of the Americas  
New York, NY 10019  
Phone: (800) 238-0658  
Web: <http://www.harpercollins.com>

## The Jossey-Bass Guide to Strategic Communications for Nonprofits

Kathy Bonk, Henry Griggs, and Emily Tynes

This nuts-and-bolts workbook is a tool kit for nonprofit organizations that want to create successful communication strategies. The authors draw from more than 50 years of combined experience in communications and media relations to provide step-by-step guidance on all aspects of public interest campaign development, including detailed checklists, illustrative charts, and sample forms. Among other things, they show nonprofits how to: research media trends, select the most appropriate type of media for each campaign, increase fundraising, utilize new media and technology for increased publicity, and handle media crises quickly and competently. (208 pages)

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Jossey-Bass Publishers  
 989 Market St.  
 San Francisco, CA 94103  
 Phone: (415) 433-1740  
 Web: <http://www.josseybass.com>

## The Leader as Communicator: Strategies and Tactics to Build Loyalty, Focus Effort and Spark Creativity

Robert Mai and Alan Akerson

Communication is an essential element of leadership. These authors provide an original model of the roles required of leaders in today's organizations, including trust builder, critic, navigator, provocateur, learning advocate, and renewal champion. *The Leader as Communicator* is based on case studies from such organizations as Cadillac, Emerson, General Electric, and the U.S. Army. The publication also includes quotations from noted authors such as Peter Drucker and other experts in leadership, and it concludes with an assessment exercise that allows readers to measure their own communication skills. Anyone who wants to build effective coalitions, create enthusiasm, or improve morale and increase productivity will find this book helpful. (276 pages)

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## The Magic of Dialogue: Transforming Conflict into Cooperation

Daniel Yankelovich

Written by a well-known social scientist, this book draws on research to offer a method that will help professionals master the communication skills needed to conduct dialogue. Considered not just another form of conversation and discussion, dialogue is presented as a specific skill that is acquired. The author shows how the discipline of dialogue can be used to manage more effectively, strengthen relationships, resolve problems, and achieve shared objectives. (240 pages)

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Simon & Schuster  
Rockefeller Center  
1230 Avenue of the Americas  
New York, NY 10020

## Making the News: A Guide for Activists and Nonprofits

Jason Salzman

Written specifically for activists and nonprofits, this revised and updated edition of *Making the News* explains how to generate news coverage for important causes and issues. The book has a detailed index and table of contents to allow you to access information quickly without having to read entire chapters. Based on interviews with professional journalists and media experts, this user-friendly resource describes how to stage media events, write news releases, and promote stories. This new edition provides the latest information on online journalism and Internet usage. (289 pages)

\*Revised

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Boulder, CO 80301-2877  
Web: <http://www.westviewpress.com>

**New**  
IN 2ND EDITION**Resolving Conflict in Nonprofit Organizations, The Leader's Guide to Finding Constructive Solutions**

Marion Peters Angelica

This conflict resolution guide is designed for the unique characteristics of nonprofit organizations. Specifically, this guide can help you: identify and understand conflict before it destroys an organization, use an eight-step process to resolve the identified conflict, implement conflict-management skills, handle sensitive conflicts such as board conflicts and conflicts with volunteers, and create a better working environment. The appendix provides a resource bibliography, worksheets, and conflict-resolution forms. (171 pages)

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St. Paul, MN 55104  
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**Resolving Conflicts at Work: A Complete Guide for Everyone on the Job**

Kenneth Cloke and Joan Goldsmith

While offering numerous suggestions for transforming workplace conflict into opportunities for positive change and improving relationships, this book maps out eight paths to hone conflict-resolution skills. Examples of these “paths” include: listening with your heart, embracing and acknowledging emotions, separating what matters from what’s in the way, solving problems creatively and collaboratively, and learning from difficult behaviors. The book leads you step-by-step to a deeper understanding of the issues that drive conflicts and how to work through these differences and improve working relationships. (272 pages)

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San Francisco, CA 94103  
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Fax: (800) 605-2665  
Web: <http://www.josseybass.com>

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## Seven Steps to Fearless Speaking

Lilyan Wilder

The author’s seven steps are derived from more than 30 years of teaching the art of communication to high-profile clients. These steps include: experience your voice, get a response and structure your thoughts, establish a dialogue, tap your creativity, learn to persuade, achieve your higher objective, and give the gift of your conviction. Before undertaking an explanation of the steps, the author discusses the five fears of speaking. Speaking exercises are presented throughout the book. (240 pages)

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111 River St.  
Hoboken, NJ 07030  
Phone: (201) 748-6000  
Fax: (201) 748-6088  
Web: <http://www.wiley.com>

## The 60-Second Guide to Working Effectively with the News Media

Independent Sector

This pocket-sized guide gives advice to staff and volunteers on building good media relations. Developed with the assistance of the executive director of the Radio and Television News Directors Foundation and the president of the National Press Foundation, the guide’s topics include: building relationships, pitching a story, distributing a news release, and holding a news conference. (2 pages)

No Date      Web Resource ..... [http://www.independentsector.org/members/media/sixty\\_second\\_guide.html](http://www.independentsector.org/members/media/sixty_second_guide.html)

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1200 18th St., NW, Ste. 200  
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E-mail: [info@independentsector.org](mailto:info@independentsector.org)  
Web: <http://www.independentsector.org>

## Talking Community: The Dialogue Workbook

Diane Dorfman

This workbook focuses on the use of dialogue as a strategy for community building. The author examines ways in which different populations talk to one another. The resource also considers the relationship between “talk” and community. Some of the issues presented in the book are: how does talking build relations, how do we talk about community or community issues, and what kinds of talk build communities. Sample workbook exercises include: a grid mapping out different kinds of talk, scenarios with related questions, and step-by-step worksheets for determining who you want to include in dialogue and the content of the dialogue.

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 Web Resource....[http://www.nwrel.org/ruraled/publications/com\\_dialogue.pdf](http://www.nwrel.org/ruraled/publications/com_dialogue.pdf)

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# Programming

This section includes resources on program development. Information is provided on behavior management, curriculum, mentoring, youth development, and parent and community involvement.

## Abuse and Neglect: The Educator's Guide to the Identification and Prevention of Child Maltreatment

Barbara Lowenthal

This guidebook will assist anyone who works with children and youth in understanding how to recognize and address instances of maltreatment. Maltreatment is defined as physical, sexual, and psychological abuse and neglect. The book explains professional roles and responsibilities in identifying, preventing, and intervening in suspected incidences of child maltreatment. The book also outlines the causes of maltreatment, the effects of maltreatment on development and school performance, and strategies for working with children and their families. This publication also includes a checklist to assist in identifying abuse in different age groups and lists of additional books, journals, videos, and organizations that can serve as resources in child-maltreatment situations. (192 pages)

**New**  
IN 2ND EDITION

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Web: <http://www.brookespublishing.com>

## Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs

William J. Kreidler and Lisa Furlong

Designed to meet the unique needs of after-school programs, camps, and recreation centers, this book includes hundreds of hands-on, engaging activities. The activities teach creative conflict-resolution skills to school-age children through games, cooperative team challenges, drama, crafts, music, and even cooking. Each activity is followed by a period of reflection. The guide also includes easy-to-implement strategies and tips for staff and service providers to use in reducing conflict in their programs and intervening effectively when conflict does occur. The guide is based on an approach to teaching conflict-resolution skills called the Peaceable Program model. Five themes are emphasized: cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution. (330 pages)

©1995      Print ..... \$25.95

Educators for Social Responsibility  
23 Garden St.  
Cambridge, MA 02138  
Phone: (800) 370-2515  
E-mail: [educators@esrnational.org](mailto:educators@esrnational.org)  
Web: <http://www.esrnational.org>

## After-School Resource Fairs

U.S. Department of Education

This online resource presents practical tips on how to organize an after-school resource fair. Possible goals for the fair include providing information about after-school programs and grant money; sharing program ideas and making field trips to program providers; or promoting discussion among federal, state, and local representatives and program providers. Program-planning information for the fair includes: general information about resource fairs, after-school resource fair success stories, frequently asked questions about organizing a resource fair, the steps involved in organizing a resource fair, sample forms for fair exhibitors and participants, links to federal government resources, a list of possible community resources, a section on lessons learned from other fair organizers, and logistical information about how to actually implement the after-school resource fair.

©2000      Web Resource ..... <http://www.after-school.gov/cgi-bin3/main.pl>

## After-School Transition Activities: The Ready Set Go! Guide to Strategies That Work

David L. Whitaker

This resource focuses on the “transition times” in after-school programs. Whether it is waiting in long lines or working with students who finish their activities before the other students, the author recommends ways to turn those times into positive experiences. The book is divided into three sections with the first focusing on daily transitions to decide which are effective and which are not. This author helps the reader consider existing transitions and decide whether to pump them up, lump transition and activities together, or dump unnecessary transitions. The second section provides tips on how to make transitions more effective and describes three types of transitions. The third section, which is more than half of the book, offers activities ranging from games to songs that can be used during transition times. (76 pages)

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Web: <http://www.schoolagenotes.com>

## America's Children: Key National Indicators of Well-Being 2002

Federal Interagency Forum on Child and Family Statistics

This is the sixth annual report on the condition of children in the United States. Children are projected to remain near one quarter of the population through 2020, and racial and ethnic diversity will continue to increase. Many other interesting trends are discussed in the “Population and Family Characteristics” section. Children’s well-being is depicted by 24 indicators, including economic security, health, behavior and social environment, and education. The current report contains a special feature on children who have at least one foreign-born parent. Knowledge of current and future trends is valuable in planning current and future programs. (127 pages)

©2002 Print ..... No Charge  
Web Resource ..... <http://www.childstats.gov/americaschildren/>

National Maternal and Child Health Clearinghouse  
2070 Chain Bridge Rd., Ste. 450  
Vienna, VA 22182  
Phone: (888) 434-4624  
E-mail: nmchc@cirsol.com  
Web: <http://www.childstats.gov>

**New**  
IN 2ND EDITION**ART After School: A Successful Way to Reach Youth in Your Neighborhood**

Jane Brite and Marlene Jaglinski

*ART After School* is based on more than 13 years of real-life experience with after-school art programs for primarily disadvantaged youth in Milwaukee. The book was written as an inspiration and guide to develop and/or incorporate arts programming into after-school programs for children and teenagers, especially those considered to be at-risk. In addition to providing valuable information on art programming, this resource also takes an after-school program through the entire process of selecting a site, putting together a budget, hiring staff, getting the neighborhood involved, writing and administering grants, partnering with businesses, and fostering publicity for the program. The appendix includes sample correspondence and grants related to starting an after-school art program. (170 pages)

©2001 Print ..... \$24.95

Community Arts Consultants, LLC  
1610 N. Prospect Ave.  
Milwaukee, WI 53202  
Phone: (414) 271-1192  
Fax: (414) 963-4214  
Web: <http://www.schoolagenotes.com>

**Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs**

National PTA

This book shows how getting parents and families involved in education can mean profound benefits for students, teachers, administrators, and the overall quality of the school. Based on interviews with local PTA leaders, teachers, and principals, this resource is organized around the PTA's six National Standards for Parent/Family Involvement Programs: communicating, parenting, student learning, volunteering, school decision making, and collaborating with the community. The book is designed to facilitate meaningful discussion in communities and provide the foundation for developing a high-quality parent involvement program. (243 pages)

©1998 Print ..... \$18.95

National Education Service  
304 W. Kirkwood Ave., Ste. 2  
Bloomington, IN 47404  
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Fax: (812) 336-7790  
E-mail: [nes@nesonline.com](mailto:nes@nesonline.com)  
Web: <http://www.nesonline.com>

## Building Support for Better Schools: Seven Steps to Engaging Parents and Community Members

Southwest Educational Development Laboratory

Written as the second in a series, this guide is designed for readers who want to increase the involvement of minority community members in discussions about school reform. Experienced grassroots organizers have identified these seven steps as the most critical strategies for engaging minority communities in public discussions. This guide is intended to complement the training professionals receive to conduct public engagement. It can be used with a variety of formats designed to bring people together for a facilitator-guided discussion. This is written for school personnel, community leaders, or anyone interested in organizing community discussions and explicitly including minority populations. (36 pages)

©2000      Print ..... \$6.00  
 Web Resource ..... <http://www.sedl.org/pubs/family27/welcome.html>

Southwest Educational Development Laboratory  
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 Austin, TX 78701-3281  
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 Fax: (512) 476-2286  
 E-mail: [products@sedl.org](mailto:products@sedl.org)  
 Web: <http://www.sedl.org>

## But They Spit, Scratch, and Swear! The Do's and Don'ts of Behavior Guidance with School-Age Children

Mary Steiner Whelan

The first section of this resource talks about the history and makeup of school-age programs and kids' development, defines behavior guidance, and sets the stage for using behavior guidance in your after-school program. The second section contains the do's and don'ts on how staff members should guide, talk with, and help children. It includes advice on setting limits, defining consequences, encouraging independence, and avoiding power struggles. The book features specific after-school program scenarios to consider and places for the reader to jot down ideas or notes. Each scenario includes a suggestion on how to handle the particular problem. (375 pages)

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**New**  
 IN 2ND EDITION

## By Design: A New Approach to Programs for 10–15 Year-Olds Work/Family Directions

This three-piece kit offers caregivers ideas about how to structure school-age care for young adolescents. Two manuals build the foundations. *Caring by Design: Establishing Structures in Programs for 10–15 Year-Olds* (147 pages) goes through the steps of establishing and maintaining youth programs. *Building by Design: Creating Democratic Communities in Programs for 10–15 Year-Olds* (145 pages) presents theories and approaches to programming. The 30-minute video, *Leading By Design*, shows a variety of youth programs using the By Design approach. Interviews with children and staff involved in the programs are included.

©1998      Print and Video ..... \$54.95  
                  Print Only ..... \$39.95

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## Champions of Change: The Impact of the Arts on Learning

Edward B. Fiske, Editor

**New**  
IN 2ND EDITION

Funded by the Arts Education Partnership, this report compiles seven major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies include: *Involvement in the Arts and Human Development*, *Learning in and Through the Arts*, *Artistic Talent Development for Urban Youth*, and *Why the Arts Matter in Education*. (114 pages)

©1999      Print ..... \$5.00  
                  Web Resource ..... <http://www.aep-arts.org/PDF%20Files/ChampsReport.pdf>

Publications  
Council of Chief State School Officers  
One Massachusetts Ave., NW, Ste. 700  
Washington, DC 20001  
RE: Arts Education Partnership  
E-mail: [pubs@ccsso.org](mailto:pubs@ccsso.org)  
Web: <http://www.aep-arts.org>

## Children of Divorce in School-Age Care

Carole Weisberg

This book focuses on understanding the needs of children and their families as they go through separation and divorce. Based on the author's experience as a school-age program director and a parent educator, suggestions such as what caregivers can do for the children to be supportive and what all written program policies should contain concerning custody arrangements, pick-up, etc., are provided. (64 pages)

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## Children's Defense Fund's After-School Curriculum Guide

Children's Defense Fund

This guide highlights 112 books that are appropriate for children ages 5–14. There are 82 program books to help staff and children, as well as detailed, project-based lesson plans for each of the program books. The guide includes a Site Library booklist with 30 resources that encourage recreational reading, research, and read-alouds. The program activities and books were tested over five years. The books were identified as good for all children but especially appropriate for Black and Latino children. (104 pages)

©1999      Print ..... \$50.00

CDF Publications Department

25 E St., NW

Washington, DC 20001

Phone: (202) 662-3501

Web: <http://www.cdfwebstore.com>

## The Civil Rights Movement for Kids: A History with 21 Activities

Mary C. Turck

Written in part as a history book, this resource is a guide to civil rights education for children ages 9 and older. Historical topics covered by the guide include segregation before the Civil Rights Movement; Rosa Parks and Martin Luther King, Jr.; student sit-ins in 1960; Freedom Riders; and the March on Washington. The guide also includes 21 hands-on activities that bring the Civil Rights Movement to life. Activities include sharing a freedom feast with friends, staging a play about the lunch counter sit-ins, conducting an attitudes-on-race survey, and singing freedom songs. (189 pages)

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## A Compact for Reading Guide: A Reading Partnership Action Kit

Mary Russo, Ellie Topolovac, Gary Kosman, Alan Ginsburg, Susan Thompson-Hoffman, and Julie Pederson

Compacts are written agreements among families, teachers, principals, and students that describe how all partners can help improve the reading and other language arts skills of K–3 children. This guide is a user-friendly handbook designed to walk a family-school compact team through the steps of building and implementing a compact for reading. It provides information, strategies, examples, and checklists to help parents, educators, and community members develop effective, workable compacts that can increase family involvement, student skills, and achievement in reading. Associated with this guide is the School-Home Links Reading Kit, which includes activities for K–3 children that teachers can provide to families for at-home reinforcement of in-school reading and language arts activities. (39 pages)

©1999 Web Resource ... <http://www.ed.gov/pubs/CompactforReading/content.html>

## Conflict Resolution in the Middle School: A Curriculum and Teaching Guide

William J. Kreidler

This resource presents more than 150 classroom-tested activities to help middle school students effectively handle conflict. The curriculum teaches students 20 basic conflict-resolution skill areas, including active listening, perspective taking, negotiation, and mediation. The activities are cooperatively structured and presented for three grade levels (grades 6–8). Through discussion, role-plays, and journal writing, students broaden their definition of conflict, discover how conflicts escalate, explore connections between diversity and conflict, and learn how to de-escalate conflicts. The guide also offers practical and innovative suggestions for infusion into the standard middle school curriculum. The booklet provides many handouts that can be reproduced and used as teaching tools with each chapter. (384 pages)

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Web: <http://www.esrnational.org>

## Critical Links: Learning in the Arts and Student Academic and Social Development

Richard J. Deasy, Editor

Prepared by the Arts Education Partnership, this compendium summarizes 62 research studies that examine the effects of arts learning on students' social and academic skills. The report provides the evidence for positive effects of arts programs on academic and social development and gives strategies for developing arts learning experiences to enhance the positive results. (159 pages)

©2002      Print ..... \$25.00  
Web Resource ..... <http://www.aep-arts.org/PDF%20Files/CriticalLinks.pdf>

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Council of Chief State School Officers  
One Massachusetts Ave., NW, Ste. 700  
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Web: <http://www.aep-arts.org>

**New**  
IN 2ND EDITION

## Discipline in School-Age Care: Control the Climate, Not the Children

Dale Borman Fink

In this book, the author asks school-age care staff to rethink their attitudes about behavior and discipline in children under their care. By examining the six key elements of a School-Age Care Program, the author discusses how the structure of the program may be contributing to behavior problems and suggests ideas on how to resolve those problems. These six elements include the child's basic needs, physical environment, activities and schedules, social groupings, rules, and consequences. The book also has scenarios and exercises to complete to assist the reader in applying the information shared. (48 pages)

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Web: <http://www.schoolagenotes.com>

## Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters

MaryAnn F. Kohl, Kim Solga, and Rebecca Van Slyke

This book is a collection of easy art-appreciation activities for children ages 4–12. It includes 110 fun and unique art activities for children to experience the styles and techniques of the great masters, from the Renaissance to the present. A brief biography of each artist is included with a fully illustrated, child-tested art activity featuring painting, drawing, sculpture, photography, architecture, and more. Artists include Da Vinci, Rembrandt, Monet, Picasso, Matisse, and O'Keeffe. Through the use of icons, each art activity is categorized by experience level, art technique, artist style, and required planning and preparation time. (160 pages)

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Bellingham, WA 98228-3338  
Phone: (800) 480-4278  
Fax: (360) 676-1271  
E-mail: [info@brightring.com](mailto:info@brightring.com)

## Everyone Wins! Cooperative Games and Activities

Sambhava Luvmour and Josette Luvmour

Published in cooperation with the Center for Educational Guidance, this resource includes 150 cooperative games and activities designed to help children resolve conflict, enhance communication, build self-esteem, be creative, appreciate nature, and have fun. Each game in the booklet is developmentally graded and indexed according to appropriate age level, activity level, location, and group size. Required materials and props for the activities are simple to acquire and inexpensive.

(112 pages)

©1990      Print ..... \$8.95

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Gabriola Island, BC V0R 1X0, Canada  
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## Family and Community Involvement: Reaching Out to Diverse Populations

Southwest Educational Development Laboratory

This guide is designed to assist educators in engaging culturally and linguistically diverse families and community members in school-related activities. Strategies are provided to assist schools in connecting to minority communities. The book also includes suggestions to help schools rethink their approaches and become more knowledgeable about overcoming the cultural and language barriers that make participation by minority family and community members difficult. This guide is also available in Spanish. (28 pages)

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Web Resource ... [http://www.sedl.org/pubs/family29family\\_involvement.pdf](http://www.sedl.org/pubs/family29family_involvement.pdf)

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

**New**  
IN 2ND EDITION**Family Math II: Achieving Success in Mathematics**

Grace Davila Coates and Virginia Thomson

*Family Math II* presents mathematics materials to help families learn and enjoy mathematics together. This K–6 resource provides an interactive approach to understanding math content. The activities—many of which are presented as games and investigations—are easy-to-follow, engaging, and challenging. Organized by math topics and grade level, *Family Math II* is a good supplemental text for teachers and after-school providers. *Family Math for Young Children*, *Family Math: The Middle School Years* and *Math for Girls* also are available from this publisher. (200 pages)

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**A Framework for Understanding and Working with Students and Adults from Poverty**

Ruby K. Payne

This book describes the differences between situational and generational poverty, includes poignant scenarios, and identifies resources that can be used to help the individuals in the scenarios. The book also helps readers understand the “language” used by those living in poverty, the shared characteristics of poverty, and the actions that are a result of those characteristics. It also describes the importance of role models and support systems. (205 pages)

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PO Box 727  
Highlands, TX 77562  
Phone: (800) 424-9484  
Fax: (281) 426-8705  
Web: <http://www.ahaprocess.com>

## The Game and Play Leader's Handbook: Facilitating Fun and Positive Interaction

Bill Michaelis and John M. O'Connell

This play leadership book is designed for the novice as well as the advanced play leader or program director. Hundreds of examples and techniques such as positive discipline, attention-getting activities, dividing teams, and managing safety are included in this strategy manual. (208 pages)

©2000 Print ..... \$19.95

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1999 Cato Ave.  
State College, PA 16801  
Phone: (814) 234-4561  
Fax: (814) 234-1651  
E-mail: vpublish@venturepublish.com

## Half A Childhood: Quality Programs for Out-of-School Hours, Second Edition

Judith Bender, Charles H. Flatter, and Jeanette M. Sorrentino

*Half A Childhood* focuses on creating a high-quality experience for children ages 5–14 during out-of-school hours. Chapters cover everything from defining school-age care and how it supports families to hiring staff and fostering strong staff-child relationships. The book describes school-age children in great detail, outlining their physical, social, and intellectual needs. *Half a Childhood* also addresses managing behavior, creating a balanced program, and establishing a quality physical environment both indoors and outdoors. The book includes supplemental information on school-age care resources, organizations, and Web sites; training; and the National School-Age Care Alliance Standards. (299 pages)

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**New**  
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**New**  
IN 2ND EDITION**Hands-On General Science Activities with Real-Life Applications: Ready-to-Use Labs, Projects, and Activities for Grades 5–12**

Pam Walker and Elaine Wood

This practical teaching aid for grades 5–12 emphasizes critical thinking, values clarification, and strengthens problem-solving skills. For example, one unit examines current issues in watershed management, while another provides current information on how to plot earthquake epicenters. The book contains 22 lessons in five different areas: Earth science, physics, astronomy, chemistry, and biology. It also includes more than 150 reproducible student activity sheets to assist in comprehension. The spiral-bound format facilitates copying, and answer keys are included at the back of the book. (294 pages)

©1994      Print ..... \$27.95

The Center for Applied Research in Education  
West Nyack, NY 10994  
Web: <http://www.phdirect.com>

**The “Hard-to-Reach” Parent: Old Challenges, New Insights**

Renee White-Clark and Larry E. Decker

This book acknowledges that the popular stereotype of “at-risk” families is actually incorrect and that the majority of these parents are working, motivated, and involved in their children’s education. The book gives educators tools to use in working with these “at-risk” parents and in increasing their level of involvement. The book includes barriers and misconceptions about the target population, the benefits of parent involvement, profiles of mothers in the target group, and practical suggestions about what educators can do to foster parent involvement among these parents. (56 pages)

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National Community Education Association  
3929 Old Lee Highway, Ste. 91-A  
Fairfax, VA 22030  
Phone: (703) 359-8973  
Fax: (703) 359-0972

## How the Arts Can Enhance After-School Programs

U.S. Department of Education and National Endowment for the Arts

This report provides an introduction to the role of the arts in after-school programs. It includes a brief summary of recent research findings about both arts and after-school programs, a description of the key elements of successful programs, and examples of successful programs and partnerships. (13 pages)

No Date    Print ..... No Charge  
 Web Resource ..... <http://www.arts.gov/pub/ArtsAfterSchool/artsedpub.html>

National Endowment for the Arts  
 1100 Pennsylvania Ave., NW  
 Washington, DC 20506  
 Phone: (202) 682-5400

**New**  
 IN 2ND EDITION

## How to Handle a Hard-to-Handle Kid

C. Drew Edwards

*How to Handle a Hard-to-Handle Kid* is written for parents but is applicable to anyone working with children. This book explains hard-to-handle behaviors and helps the reader understand what might be normal childhood behavior and what needs to be addressed differently. Readers are given numerous examples of how to apply behavior techniques to specific problems, such as anger, aggression, lying, stealing, and harmful behaviors, so that they can implement some of the strategies immediately. The book also goes through multiple strategies for an adult to use in responding to a difficult child's behavior, including positive social feedback, effective ways to encourage the child, consequences, and time out. (217 pages)

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**New**  
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## How To Lead Games

Bill Michaelis

This video provides training for staff in play leadership principles. It offers tips and strategies for dividing teams and getting the group's attention and provides a formula for teaching a new game. The techniques are demonstrated through a variety of games for all ages. The strategies reinforce positive play, team building, and physical and emotional safety. (39 minutes)

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## The Incredible Indoor Games Book

Bob Gregson

This book provides teachers, program staff, parents, and kids with 160 games and activities that can be played indoors. Most of the games are appropriate for kids ages 6–16, with slight adjustments for the skill levels of players. The games are simple enough to learn quickly, yet substantial enough that kids will want to play them repeatedly. Each of the games and activities falls into one of three categories: Spur of the Moment (uses no materials and takes 10–20 minutes to play), A Little Preparation (uses materials that are readily available and takes 20–30 minutes to play), and Plan Ahead (uses materials you must purchase such as rolls of foil and cardboard boxes and takes 30–60 minutes to play). The games also teach other important purposes beyond fun. Additional skills learned by participants include problem solving; imagination and spontaneity; and cooperation, socialization, and collaboration. (181 pages)

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## Journey into Community: A Look Inside a Community Learning Center

Steve R. Parson

In this new book by the author of *Transforming School into Community Learning Centers*, the benefits of developing community learning centers are emphasized and reinforced. The author states, "Transforming a school into a community learning center is a powerful approach to better schools, better communities, and better learning for students of all ages. It is a 21st century solution." (180 pages)

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Larchmont, NY 10538  
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**New**  
IN 2ND EDITION

## Key Facts: Essential Information About Child Care, Early Education and School-Age Care

Children's Defense Fund

*Key Facts* is a briefing book that has a series of fact sheets on school-age care and related topics. Part I describes why school-age programs are important to families and includes facts about how these programs help support working families. Part II focuses on the difficulties families face when looking for school-age care and has facts about the cost, lack of quality, and low supply of school-age care. Part III discusses programs and policies that support school-age care, including facts on childcare policies both in the United States and in other countries. Part IV examines the broad support for school-age programs among elected officials, parents, and others and has data from multiple polls demonstrating this support. Part V has tables of state-by-state data sets on issues such as low-income children with working parents, Child Care Development Block Grant and Temporary Assistance for Needy Families block grant fund allocation, childcare costs, and state initiatives to promote increased education and compensation for childcare providers. (238 pages)

©2003 Print ..... \$7.95

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Web: <http://www.childrensdefense.org>

**New**  
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**New**  
IN 2ND EDITION**The Kids' Book of Incredibly Fun Crafts**

Roberta Gould

This new resource has more than 100 arts, crafts, multicultural, nature, and building experiences for ages 7–14. For example, students can make Ukrainian dyed eggs, weave intricate vine baskets, create beautiful wreaths, record sound effects, make hexa-flexagons, and celebrate the Solstice, Scandinavian-style. These activities use recyclable, natural, and easy-to-find materials. More than 100 full-color illustrations and photographs are included. (128 pages)

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E-mail: info@williamson.com

**New**  
IN 2ND EDITION**A Kid's Guide to African American History**

Nancy I. Sanders

This guide provides more than 70 hands-on activities, songs, and games that teach youth ages 6–11 about the people, experiences, and events that shaped African American history. Examples of activities include carving a miniature sandstone column like the one found in the ruins of an Ethiopian temple, telling a Brer Rabbit story, making peanut butter like George Washington Carver, and designing a brand similar to the ones Black cowboys used on cattle in the west. Activities are included in chapters such as “Glories of Africa,” “Life on a Plantation,” “Civil War and the Road to Freedom,” and “Civil Rights Movement.” Through these activities, students will learn about African American artists, inventors, politicians, and heroes. (242 pages)

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## Learn & Live

### The George Lucas Educational Foundation

*Learn & Live* is a one-hour documentary film hosted by Robin Williams. The documentary film shows five innovative K–12 school programs around the country that are integrating technology with teaching and learning and involving parents, business, and the community. The accompanying 284-page resource book highlights an Illinois school district as an exemplary community school and features sections on students, teachers, communities, and reinvented schools. Many models and resources are presented. Also available is a CD that offers a portable multimedia tool incorporating all *Learn & Live* materials as digital content. The CD includes updates on the schools profiled in the film, their processes of school change, and the ways *Learn & Live* is being used.

©1997      Print and Video ..... \$20.00 Video and Guide, \$6.00 CD

The George Lucas Educational Foundation  
PO Box 3494  
Santa Rosa, CA 94912  
Phone: (888) 453-3674  
Web: <http://www.glef.org>

## Literacy: Exploring Strategies to Enhance Learning in After-School Programs

### Kathryn Hynes, Susan O'Connor, and An-Me Chung

*Literacy: Exploring Strategies to Enhance Learning in After-School Programs* offers after-school staff ideas for how to identify the best literacy strategy to use in a particular program. Included is a continuum of literacy strategies, with specific approaches, outcomes, and supports and resources for each strategy. Each strategy also features a brief case study on a model program to make the connection between the information presented and real-life application. The resource defines literacy for children and talks about what is at stake in children's lives if they are not literate. The appendix has checkpoints for progress in reading and writing, additional publications on literacy, where to find inexpensive children's books, literacy organizations, and other valuable information. (52 pages)

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Wellesley Centers for Women  
106 Central St.  
Wellesley, MA 02481  
Fax: (781) 283-2504  
Web: <http://www.wcwonline.org>

## Making the MOST of Out-of-School Time: The Human Side of Quality

National Institute on Out-of-School Time

This video portrays the importance of the relationships that children develop in out-of-school time programs. The quality of programs is directly linked to the quality of the staff and to their ability to support children's social and emotional health. In this video, program directors, trainers, and advocates share their thoughts on how to build these important relationships. The video includes suggestions on using the video to promote quality relationships with the community, parents, and inservice training with staff. (11 minutes)

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Web: <http://www.niost.org>

## Math Games and Activities from Around the World

Claudia Zaslavsky

This book includes more than 70 math games, puzzles, and projects from all over the world that encourage kids to hone their math skills. Participants will use geometry to design game boards, probability to analyze the outcomes of games of chance, logical thinking to devise strategies for the games, and much more. Many of the games have been played for centuries, like tictacktoe played in ancient Egypt. Game activities include building a model pyramid, testing the golden ratio of the Parthenon, and working mazelike African network puzzles. The games are indexed by the following categories: three-in-a-row games, board games, games of chance, puzzles with and without numbers, geometry, designs and symmetry, and repeating patterns. The games are appropriate for ages 9 and up. (146 pages)

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Fax: (615) 279-0800  
Web: <http://www.schoolagenotes.com>

## Many Paths to Literacy: Language, Literature and Learning in the Primary Classroom

Rebecca Novick

This preschool and elementary-level resource provides guidance on selecting children's books and specific strategies to build comprehension from emergent literacy to independent reading. *Many Paths to Literacy* makes a case for attending to children's emotional and aesthetic literacy, or what the author calls "learning to read the heart." This book is one of several recently written by the Northwest Regional Educational Laboratory's Literacy and Language Development Team. (240 pages)

©2002 Print ..... \$21.45  
Web Resource ..... <http://www.nwrel.org/publications.html#manypaths>

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Web: <http://www.nwrel.org>

**New**  
IN 2ND EDITION

## Multiple Intelligences and After-School Environments

David L. Whitaker

In *Multiple Intelligences*, the author demonstrates how understanding the theory of multiple intelligences can help adults working in after-school environments meet the needs of all children. Children can learn through and have strong linguistic, mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and/or naturalist skills. This book not only includes an understanding of the multiple intelligences but also offers concrete ways in which after-school staff can provide activities, opportunities, and experiences that will meet children's various ways of learning. Included are numerous materials and activities. (72 pages)

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**New**  
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## One-Hour Mysteries

Mary Ann Carr

There are five mysteries in this book, and each one provides an opportunity to build thinking skills in a motivating context. The mysteries are appropriate for children in grades 4–8, and each mystery includes complete instructions for the program staff and attractive reproducible pages that outline the mystery and supply clues until the culprit is found. Solving robberies, a blackmail, sabotage, and murder, student detectives investigate suspects and their alibis and motives. In addition to using deductive reasoning skills, students take notes, organize data, and analyze evidence in a classroom forensic lab.

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## Our Roots, Our Future: Affirming Culture and Language in After School and Youth Programs

California Tomorrow

**New**  
IN 2ND EDITION

This resource is designed for directors and staff of after-school and youth development programs. The booklet includes a framework for understanding the key cultural, linguistic, and racial issues that after-school providers face; success stories from five after-school sites that affirm culture and language in their program design; comments from youth on the importance of culture, language, and community in their lives; and tools that you can use in your program. *Our Roots, Our Future* offers strategies for working with and supporting immigrants and young people of all cultures. (112 pages)

©2002      Print ..... \$14.95

California Tomorrow  
 1904 Franklin St., Ste. 300  
 Oakland, CA 94612  
 Phone: (510) 496-0220, ext. 310  
 Fax: (510) 496-0225  
 Web: <http://www.californiatomorrow.org>

## Partners in Learning: From Conflict to Collaboration in Secondary Classrooms

Carol Miller Lieber

*Partners in Learning* is a tool that assists secondary teachers in providing a setting that not only supports the intellectual development of their students but also nourishes their spirit and touches their hearts. The author presents 10 core practices that enable students and teachers to work together to achieve learning goals. This practical guide contains a chapter on classroom management and discipline; instructions for arranging classrooms to support these practices; and a detailed plan for student orientation, community building, and course content for the first 30 days of school. Hundreds of activities and tips are included. (344 pages)

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Web: <http://www.esrnational.org>

**New**  
IN 2ND EDITION

## Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships

Debbie Ellis and Kendra Hughes

This guide helps schools and programs assess their current approaches to family and community involvement and implement more effective strategies. *Partnerships by Design* provides easy-to-read information and forms, activities, and worksheets to facilitate planning and building more effective and meaningful school-family-community partnerships. This guide is a practical, realistic tool for efficient planning processes. (56 pages)

©2002      Print ..... \$8.50  
Web Resource ..... <http://www.nwrel.org/partnerships/pubs/bydesign.html>

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Web: <http://www.nwrel.org>

**New**  
IN 2ND EDITION

## Peace Place Posters

Posters by Educators for Social Responsibility,  
Teacher's Guide by William J. Kreidler

This set of five colorful posters can be used in an after-school program or classroom to create a Peace Place, or a quiet corner where children can go to calm down, identify their feelings, and work out conflicts together. A teacher's guide accompanies the poster set with suggested activities for using the poster set to introduce and reinforce key conflict-resolution skills. The posters target students in grades 3–5, and have three goals: to help children resolve conflicts, to encourage independent problem solving, and to teach the skills needed for independent problem solving.

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## A Place of Their Own: Designing Quality Space for Out-of-School Time

National Institute on Out-of-School Time

A new resource, this video and accompanying booklet provides an introduction to understanding and planning indoor and outdoor spaces for after-school and youth programs. Providers will find information for improving their environment, help with identifying what to look for in a new facility, and steps in the planning process for starting a program. The video also can serve as a tool to foster understanding about facility needs among school officials, teachers, fundraisers, and other professionals. (15 minutes)

©2000      Video and Print ..... \$15.00

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## Positive Discipline: A Teacher's A–Z Guide, Revised Second Edition

Jane Nelsen, Linda Escobar, Kate Ortolano, Roslyn Duffy, and Deborah Owen-Sohocki

*Positive Discipline* explains how to create an environment in a classroom in which students and teachers can learn important skills based on the premise that problems can be the catalyst for learning. The book is divided into two parts. In Part 1, the authors present the concepts that are basic to positive discipline. Examples include encouragement, mistaken goals, self-esteem, control, rewards and punishment, limits, and problem solving. Real-life examples are given with each of the proven positive discipline strategies. In Part 2 of the book, the authors go through every problem that might present itself in a school setting including arguments, bullying, bus behavior, cruelty, defiance, discrimination, fighting, gossip, loudness, and tantrums.

(299 pages)

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Web: <http://www.primapublishing.com>

**New**  
IN 2ND EDITION

## Project-Based Instruction: Creating Excitement for Learning

Jennifer Railsback

This booklet, the 20th in a series of reports produced by the Northwest Regional Educational Laboratory, provides an introduction to project-based instruction and teaches the reader how to keep children engaged and motivated through the use of projects as part of the curriculum. *Project-Based Instruction* offers guidelines for planning and implementing projects. It also includes information on project-based work assessments, potential pitfalls with project-based instruction and ways to avoid them, professional development considerations, a checklist of important things to keep in mind when developing the projects, samples of project-based instruction from schools in the Northwest, and a list of online resources for project ideas. (57 pages)

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Web Resource ..... <http://www.nwrel.org/request/2002aug/>

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**New**  
IN 2ND EDITION

## Public Deliberation: A Tool for Connecting School Reform and Diversity

Suzanne Ashby, Chris Garza, and Maggie Rivas

This guide discusses how public deliberation can be used to bring together linguistically and culturally diverse schools and communities to focus on school reform. It highlights the fact that, historically, minorities have not participated in these public discussions, which has resulted in less-rich conversations that are not representative of minority student needs. *Public Deliberation* includes descriptions of dialog formats and contact information for five national organizations that can help communities in this process. (39 pages)

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 Web Resource ..... <http://www.sedl.org/pubs/lc06/>

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 E-mail: [products@sedl.org](mailto:products@sedl.org)  
 Web: <http://www.sedl.org>

## Science as Inquiry: Active Learning, Project-Based, Web-Assisted and Active Assessment Strategies to Enhance Student Learning

Jack Hassard

This resource offers you valuable suggestions and ideas on how to turn students on to science and really get them motivated. The book combines a variety of teaching strategies with problem-oriented projects to excite students and get them involved in the inquiry process. The first section discusses the key tools of inquiry and active learning strategies. The second section provides in-depth information on teaching strategies and assessment tools, and the remainder of the book uses constructivist theory as the framework to present active science lessons. The book is appropriate for students in grades 5–8. (280 pages)

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Good Year Books  
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 Parsippany, NJ 07054  
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 Web: <http://www.pearsonlearning.com>

## Science in Seconds for Kids

Jean Potter

This book of quick, easy science experiments and activities targets children ages 8–12. The 108 activities in the book cover 12 different subject areas, including air, animals, energy, gravity, magnetism, light, and the human body. Students can complete each activity in 10 minutes or less. The projects all have step-by-step instructions and illustrations, and required materials are easy to attain. Examples of activities include making a rainbow, popping a balloon with a magnifying glass, and bending water as it streams from a faucet. The author has taught children of all ages and served as assistant secretary for U.S. Elementary and Secondary Education. (144 pages)

©1995 Print ..... \$12.95

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Hoboken, NJ 07030  
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## Sports as a Hook: An Exploratory Study of Developmentally Focused Youth Sports Programs

Suzanne Le Menestrel, Mary Lou Bruno, and Delmar Christian

This exploratory study provides profiles of developmentally focused youth sports (DYS) programs. DYS programs incorporate sports with a commitment to youth development in the mission and philosophy of the program. They transcend traditional programs by focusing on a broader range of developmental needs. Research methods included surveys of 71 programs in 15 different cities affiliated with the Annie E. Casey Foundation's Making Connections demonstration project. During the study's project site visits to Boston, Detroit, and San Francisco, researchers conducted focus groups with youth participants and identified several innovative ideas. (63 pages)

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**New**  
IN 2ND EDITION

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## Summer Program Tips, Strategies and Activities for School-Agers 5–14 Years-Old

Rich Scofield, Editor

Summer programming differs greatly from the rest of the year. Free-play and activity centers, often the core of after-school programming, do not stay open long enough to fill summer days and weeks. This book is a compilation of the best summer program ideas and activities published over the last 20 years in the School-Age NOTES newsletter. These ideas and activities are grouped into such chapters as “Getting Ready for Summer,” “Planning the Program,” “Marketing the Summer Program,” “Model Summer Programs,” “Field Trips and Summer Safety,” and “Activities.” Specific articles, tips, and strategies on everything from hiring and training summer staff to retaining older kids in a summer program are presented in this resource. (144 pages)

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## Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking

Laura Robb

**New**  
IN 2ND EDITION

This author, who has more than 35 years of teaching experience, contends that becoming a successful reader is within the reach of most middle school students. She focuses on strategic reading, comprehension, and creating the proper atmosphere in the classroom. The book contains chapters full of callouts, text boxes, quotations, checklists, and 45-minute workshop block schedules, along with bibliographies and appendixes. It also includes information on how a teacher can combine several key ingredients to design a middle school reading program that can change lives and reverse the cycle of underachievement for many current students. (318 pages)

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## Teaching the Fun of Science

Janice VanCleave

This resource provides opportunities to engage students in investigations. Using a hands-on approach, students work to understand science concepts, apply the concepts, and reinforce the skills needed to conduct independent investigations. The book is divided into four sections on the scientific method and the three different branches of science: physical, life, and Earth. *Teaching the Fun of Science* includes 75 different investigations; appendixes on the graduated cylinder, thermometer, and scientific supply sources; a glossary; and an index. (204 pages)

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**New**  
IN 2ND EDITION

## Tools for Teaching

Fred Jones

*Tools for Teaching* describes classroom management skills in practical terms. The author, who has more than 30 years of experience working with teachers, states, "Effective management saves you time and effort. As a result, you have more time for learning and enjoyment in the classroom. . . ." The book's sections include "Building a Classroom Management System," "Exploiting Proximity," "Creating Independent Learners," "Raising Expectations," "Building Classroom Structure," "Setting Limits," and "Producing Responsible Behavior." (341 pages)

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**New**  
IN 2ND EDITION

## Transforming Schools into Community Learning Centers

Steve R. Parson

In addition to focusing on the educational needs of children, this book shows how schools can provide services to all members of the community. *Transforming Schools* demonstrates how community resources can become a regular part of a school's instructional program. The book includes examples of community learning centers currently functioning in many locations across the country and provides information about leadership selection for a community learning center, programming ideas for various target groups, and the impact of extended learning on students, parents, and community members. *Transforming Schools* also contains an appendix with resources to assist in developing a community learning center. (190 pages)

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## Viewpoints: After-School Learning and Beyond

North Central Regional Educational Laboratory

**New**  
IN 2ND EDITION

This 10th volume of *Viewpoints* focuses on how out-of-school learning programs can assist students in meeting academic learning standards. The book provides examples of effective programs, resources, and educational tools. *After-School Learning and Beyond* is designed to help students achieve reading and math proficiency, as mandated by the No Child Left Behind Act. The package includes two audio CDs and a companion booklet. (26 pages)

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## What Do You Stand For? A Kid's Guide to Building Character

Barbara A. Lewis

The purpose of this book is to help students ages 11 and older understand themselves better, figure out what they stand for, and develop positive character traits. Sample character traits include loyalty, peacefulness, citizenship, cleanliness, honesty, and integrity. Quotations from people past and present about a particular trait offer words of wisdom. The author presents dilemmas in each chapter to challenge students' thinking about the character traits and to sharpen their problem-solving and decision-making skills. Activities offer fun and interesting ways to explore, experience, and strengthen positive character traits. True stories profile real kids who serve as examples of character in action for that particular trait. In addition, each chapter contains a "Check It Out" section that lists Web sites, videos, books, and other resources. *What Do You Stand For* posters, stickers, and buttons also are available. (284 pages)

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# Integrating K–12 and After-School Programs

This section includes resources on developing connections between K–12 education and after-school programs. These materials provide information on building relationships with school personnel and on extending learning opportunities in after-school programs.

## After-School Programs and the K–8 Principal: Standards for Quality School-Age Child Care, Revised Edition

National Association of Elementary School Principals

This resource provides principals and community representatives practical assistance with after-school programs, including guidelines for administration and programming; resources for information, collaboration, and funding; and checklists for program evaluation and improvement planning. This edition emphasizes that while schools should take a leadership role, they need not tackle the problem alone. It presents ideas for principals on how to incorporate the cooperation of parents, social service agencies, public facilities, and government, as well as information on a variety of resources for financial, management, and programming support. (73 pages)

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Web: <http://www.naesp.org>

## After-School Programs: Good for Kids, Good for Communities

Jed Schwendiman and Jennifer Fager

This booklet offers a brief overview of the research on after-school programs. It examines ideas for implementing a program using these research-based indicators and profiles several sites (including contact information) in the Northwest currently having success with their work in after-school programs. This resource also discusses the benefits of after-school programs for students, schools, and communities; implementation ideas; potential pitfalls new programs will want to avoid; and future trends in this program area. The appendixes offer helpful Web sites and selected resources for planning after-school programs. (40 pages)

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## Afterschool Education: Approaches to an Emerging Field

Gil G. Noam, Gina Biancarosa, and Nadine Dechausay

**New**  
IN 2ND EDITION

This book surveys the current after-school landscape and highlights important issues and practices within the field. Intended for after-school practitioners, administrators, policymakers, and parents, the publication examines the opportunities and challenges after-school programs face, including relationships with public and private schools. Initially developed as a position paper and later used as the foundation for the conference “Afterschool Settings: Learning with Excitement,” the book was created to give after-school stakeholders theoretical and practical support for their efforts. It also includes transcripts from nationally renowned after-school experts who served as panelists at the conference. (128 pages)

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## Building a Community School, Third Edition

The Children's Aid Society

This manual provides a detailed outline of the development of New York City's community schools. The resource describes the steps taken to meet project goals, some of the obstacles that were encountered and the ways they were overcome, and the overall philosophy behind the community school. The publication is designed to serve as an illustration of what is possible, not a rigid plan, as each community is different and each collaboration involves a community's own unique set of partners. The manual includes the medical, dental, mental health, recreation, supplemental education, youth, parent education, family life education, and summer programs that are all a part of the community school. This new edition also presents the community schools' approaches in the context of 21st century realities, outlines the latest research, and provides updated information on available funding resources. A 12-page Parent's Guide is also available. (118 pages)

**\*Revised**

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105 E 22nd St.  
New York, NY 10010  
Phone: (212) 949-4800  
Web: <http://www.childrensaidsociety.org>

## Building a Full-Service School: A Step-by-Step Guide

Carol Calfee, Frank Wittwer, and Mimi Meredith

This practical guide details how to create a school-based and school-linked services program that incorporates community resources to meet the needs of students and families. It provides discussions on the full-service concept; tips for involving stakeholders in the planning and decision-making process; instructions on conducting family and community needs assessments; and information on how to fund programs, write proposals, write agreements, share information, manage public relations, and provide training. The guide's resources include a variety of field-tested forms and agreements, a list of funding sources, training tips, and documents and advice from successful programs around the country. A companion CD with some of the resources in electronic format is also available. (336 pages)

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E-mail: <http://www.josseybass.com>

## Community Lessons: Promising Curriculum Practices

Julie Bartsch

Based on actual experiences, *Community Lessons* is a guide for integrating community issues with meaning to students' lives into the K–12 curriculum. The book provides 14 units that include lesson plans and other valuable information to make implementation easy. The units include the following subject areas: emergency room, bus safety, new kid handbook, vernal pools, ordinary heroes, literacy leaders, veterans, community garden, zoo project, ways to let student voices be heard, nature trail, American dream quilt, responsibilities of citizenship, and senior-senior prom. The guide also features resources to support these activities. The Massachusetts Department of Education sponsored the project. (202 pages)

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 Web Resource ..... <http://www.doe.mass.edu/csl/comlesson.pdf>

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 Web: <http://www.doe.mass.edu/csl>

## Community Schools: Partnerships for Excellence

Coalition for Community Schools

This resource defines the concept of a community school and discusses program areas found in a community school, the positive results achieved in existing community schools, and ways to finance a community school. The resource also highlights nine successful community school programs throughout the country, including elementary, middle, and high schools. Finally, the guide lists key community school networks in the United States and their contact information, including Beacons, Children's Aid Society, and Communities in Schools. (16 pages)

No Date      Web Resource ..... <http://www.communityschools.org/partnershipsforexcellence.pdf>

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

## Critical Hours, After-School Programs and Educational Success

Beth M. Miller

*Critical Hours* explores the links between after-school programs and positive youth development, particularly during early adolescence. Based on research findings on after-school programs and promoting learning, the report makes the following conclusions: youth benefit from consistent participation in well-run, quality after-school programs; after-school programs can increase engagement in learning; after-school programs can increase educational equity; and after-school programs can build the key skills necessary for success in today's economy. Each of these conclusions is backed by specific research studies and evaluations of after-school programs in the report. *Critical Hours* also examines three of the most common approaches to enhancing the academic impact of programs: homework time, linkages with the school day, and literacy development. (118 pages)

**New**  
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               Web Resource ..... <http://www.nmefdn.org/CriticalHours.htm>

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## Extended Learning Initiatives: Opportunities and Implementation Challenges

Council of Chief State School Officers

This publication describes six state-sponsored initiatives for extending learning programs funded by the Project to Improve Achievement in High Poverty Schools. Participating states included California, Illinois, Kentucky, Massachusetts, Minnesota, and Texas. Researchers collected data and compiled them into state profiles. Each profile contains information about major program components and background data, a description of the target population and funded extended-time projects, student outcomes, and program evaluation and lessons learned. (56 pages)

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 Web: <http://www.ccsso.org>

## Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families

Joy G. Dryfoos

One of the first resources to describe school-based services, this book highlights school centers in which health, mental health, social, and/or family services are co-located and tailored to meet the needs of the particular school or family. The publication discusses why the educational reform movement now includes the full-service school vision. It also includes program examples of a full-service school, a discussion about school-based health clinics, a summary of the research that supports the efforts of school-based services, and a broad discussion of the organizational and service delivery issues. The appendixes profile states that support school-based services and federal programs that could be tapped as funding sources for creating new school-based programs. (336 pages)

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## Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance

Susan O'Connor and Kate McGuire

## Literacy: Exploring Strategies to Enhance Learning in After-School Programs

Kathryn Hynes, Susan O'Connor, and An-Me Chung

Bound together, these two publications provide after-school practitioners with theory and practical applications. *Homework Assistance & Out-of-School Time* discusses the role of homework in after-school programs. It includes questions to ask children, staff, and families about the role of homework in a program; defines types of homework assistance in after-school programs; and gives recommendations on how to maintain a balance between homework and the overall developmental needs of children in the program. The appendix has program models, a sample agenda for training staff to provide homework assistance, a sample homework agreement, and a resource guide.

**New**  
IN 2ND EDITION

*Literacy: Exploring Strategies to Enhance Learning in After-School Programs* offers after-school staff ideas for how to identify the best literacy strategy to use in a particular program. Included is a continuum of literacy strategies, with specific approaches, outcomes, and supports and resources for each strategy. Each strategy also features a brief case study on a model program to make the connection between the information presented and real-life application. The resource defines literacy for children and talks about what is at stake in children's lives if they are not literate. The appendix has checkpoints for progress in reading and writing, additional publications on literacy, where to find inexpensive children's books, literacy organizations, and other valuable information. Both publications were written by Most of Out-of-School Time (MOST) professionals. (93 pages)

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## How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement: A Report Commissioned by the Boston After-School for All Partnership

Georgia Hall, Nicole Yohalem, Joel Tolman, and Alicia Wilson

In this publication, the researchers report ways in which quality after-school programs can help young people to succeed both academically and developmentally. The resource presents a review of learning theories, explains the features and rationale of the positive youth development approach, provides examples of local and national programs utilizing positive strategies, articulates the challenges Boston faces, and offers recommendations for both short-term and long-term actions and policy activities. (95 pages)

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## Links to Learning: Supporting Learning in Out-of-School Time Programs

**New**  
IN 2ND EDITION

This video describes the role that after-school programs play in contributing to children’s learning and overall development. Research has identified the following skills as necessary to succeed in today’s economy: literacy and numeracy, written and oral communication skills, problem-solving and critical-thinking skills, knowledge of and comfort with technology, and the ability to work with diverse groups of people. After introducing the viewer to the skills, the video shows many after-school programs that are implementing these skills in their daily activities. With these examples, the video helps the viewer tie the research concepts discussed on the tape to everyday after-school programming. (12 minutes)

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## The Web of Support: Providing Safe, Nurturing, Learning Environments During Out-of-School Time

Save the Children

This guidebook shares lessons learned from working with grassroots organizations in implementing quality out-of-school-time programs. This practical guide supports organizations in the planning, implementation, and evaluation of out-of-school-time programs for youth. It discusses identifying and developing a web of support for your program, using measurable program outcomes and evaluation, recruiting consistently caring adults for the program, creating a safe and nurturing learning environment, and implementing constructive activities. The book features cultural, recreational, technological, academic, and community service activities. (199 pages)

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                   Web Resource ..... <http://www.savethechildren.org/wosokit/pdfs.html>

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 54 Wilton Rd.  
 Westport, CT 06880  
 Phone: (800) 728-3843  
 Web: <http://www.savethechildren.org>

## Working for Children and Families: Safe and Smart After-School Programs

United States Department of Education, United States Department of Justice

This report presents positive research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. It includes both empirical and anecdotal evidence on after-school activity success and on the identification of the key components for high-quality programs and effective program practices. The report showcases exemplary after-school and extended-learning models from across the country and includes appendixes with an extensive compilation of after-school resources, including organizations, Web sites, videos, and publications. (87 pages)

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# Community Building/ Collaboration

This section includes resources on partnership development and the collaborative process. Included is information on building a sense of community, understanding collaboration, and developing a collaborative service-delivery system.

## After School Collaboration: When It Works—Why It Works, A Literature Review

National Assembly of Health and Human Service Organizations

This report presents the results of a literature review. The articles surveyed reveal that more successful collaboration leads to a more effective project, regardless of the type of program. The report presents the essential features of a successful school-community collaboration along with typical barriers. *After School Collaboration* preceded the study reported in *Dimensions of School/Community Collaboration: What It Takes to Make Collaboration Work*. (50 pages)

**New**  
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Web: <http://www.nassembly.org>

## Building Home, School, Community Partnerships

Patty Molloy, Grace Fleming, Cindy Rojas Rodriguez, Norma Saavedra, Beverly Tucker, and David Williams

The three handbooks of *Building Home, School, Community Partnerships* summarize the lessons Southwest Educational Development Laboratory learned based on five years of extensive applied research and work with partners in the South and Southwest. The set of handbooks identifies a successful group-mobilization process, ways to overcome key partnership issues, and methods for facilitating group work. (105 pages)

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 Web Resource ..... <http://www.sedl.org/pubs/catalog/items/fam01.html>

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

## Building Partnerships Workbook

Diane Dorfman

This workbook focuses on relationships and partnerships as the foundation of community development work. It provides people in the earliest stages of community organizing with ideas, strategies, and activities designed to encourage thinking about how to build and strengthen collaborations. The publication looks at several collaborative-network models to illustrate the various bases on which partnership can form and to discuss what an effective partnership should be able to accomplish. The workbook is divided into sections covering familiar and active relationships, therapeutic states, social capital, collaborative leadership, the role of schools, change agents, and collaborative-network models. This resource includes worksheets to help a community determine when it needs to seek outside experts to solve a local problem, to make the school a part of the process of building active relationships, and to assist collaborators in identifying and involving community leaders in the initiative. (45 pages)

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## Building Relationships for Student Success: School-Family-Community Partnerships and Student Achievement in the Northwest

Diane Dorfman and Amy Fisher

Looking for successful partnership strategies? This booklet draws on current research and school experiences to provide teachers, parents, and administrators with examples of successful strategies. During their research on six high-poverty, high-minority schools, the authors found that strategies could be grouped into three themes: using curriculum to make connections among students' lives, families, and communities; providing families with tools to support their children; and building mutual and respectful relationships. (32 pages)

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**New**  
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## Building Relationships with Parents and Families in School-Age Programs

Roberta L. Newman

In this resource, school-age care directors and staff will find staff training activities and tools as well as tips for working with the parents or family members of children joining their programs. The book offers guidelines on reaching out to parents as partners, information on how attitudes enhance or detract from the ability to work with parents, ways to develop new strategies for reaching out to parents, and ideas for making connections with parents. (96 pages)

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**New**  
IN 2ND EDITION**CBO Schools: Profiles in Transformational Education**

Stephanie M. Smith and Jean G. Thomases

This book documents the experience of 11 schools operated by community-based organizations (CBOs). A CBO school offers a diploma-granting academic program to the public. This is an emerging trend in education that is applicable to all youth, regardless of race or access to resources. In general, these schools operate with small settings, high standards, and high expectations while utilizing experiential learning and encouraging positive adult-youth relationships. The book includes information on the standards, diverse learning opportunities and environments, and supports and services for effective learning available at the featured CBO schools. It also shows ways to contribute to and maximize the potential of CBO schools. Profiles of the schools are included. (160 pages)

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Web: <http://www.aed.org>

**Collaboration: What Makes It Work, Second Edition**

Paul Mattessich, Marta Murray-Close, and Barbara Monsey

**New**  
IN 2ND EDITION

*Collaboration: What Makes It Work* takes a practical look at the latest collaboration research. This resource provides a working definition of collaboration; details of the 20 factors influencing successful collaborations; a chart that compares the elements of cooperation, coordination, and collaboration; and an expanded collaboration bibliography and list of contacts. This book also offers several tools such as the Wilder Collaboration Factors Inventory, which is an assessment instrument to determine how well your collaboration incorporates the 20 success factors. The three goals of the book are (1) to review and summarize existing research literature on factors influencing collaboration, (2) to report those results so that new collaborations can benefit from the experiences of others, and (3) to make available practical tools, such as the inventory, that bridge the gap between research and practice. (Book: 104 pages, Inventory: 16 pages)

©2001 Print ..... \$20.00 for Book, \$5.95 for additional copies of Inventory

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## Communities at Work: A Guidebook of Strategic Interventions for Community Change

This guide is organized by the six interventions that local education funds (LEFs) have used to improve public schools and promote student achievement. These interventions are: community dialogue, constituency building, practitioner engagement, collaboration with districts, policy analysis, and legal strategies. Each intervention's section includes a description of the intervention, two LEF examples of the intervention at work, lessons learned from other LEFs in their efforts to implement that particular intervention, and such tools as questionnaires and resources produced by and for LEFs to help them understand the intervention. (60 pages)

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Web: <http://www.publiceducation.org>

## Community Schools: Serving Children, Families, and Communities

Larry Decker and Mary Richardson Boo

This book is based on the assumption that a public school cannot succeed without community support. It offers suggestions on how parents and other community members can become equal partners with professional educators in reforming schools, strengthening families, and revitalizing communities. (32 pages)

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**New**  
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## The Community Visioning and Strategic Planning Handbook

Derek Okubo

The third printing of this 1996 document includes a condensed version of the *Civic Index* (second edition), which is a tool for assessing the civic infrastructure of the community. The document provides “how to” guidelines for developing a vision, reaching out to the community, defining current realities, assessing community capacity, selecting key performance areas, planning action, and implementing plans. The *Handbook* also contains an extensive bibliography. (62 pages)

©2000 Web Resource: <http://www.ncl.org/publications/online/VSPHandbook.pdf>

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Denver, CO 80202  
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Web: <http://www.ncl.org>

## Creating Collaborative Action Teams: Working Together for Student Success Guide

Catherine Jordan, Amy Averett, Jerry Elder, Evangelina Orozco, and Zena Rudo

Research conducted by the Southwest Educational Development Laboratory (SEDL) supports the idea that collaboration and local control and self-reliance are keys to achieving successful results in schools and communities. Collaboration happens when people and organizations come together to achieve common goals. By doing this, they often accomplish more together than they would working separately. SEDL has developed a process that schools and their surrounding communities can use to build partnerships at the local level. The process brings people together, helps them learn how to work collaboratively, and assists them in developing teams composed of family members, community representatives, school personnel, and students. The boxed set of print materials, which is available in Spanish and as a CD-ROM, includes the guide, a tool kit, and transparency masters. (Guide: 141 pages)

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

## Dimensions of School/Community Collaboration: What It Takes to Make Collaboration Work

National Assembly of Health and Human Service Organizations

The report is based on a two-year study of collaborative after-school practices that are part of the 21st Century Community Learning Centers (CCLCs) initiative of the U.S. Department of Education. *Dimensions* is divided into five parts: a literature review; an obstacles survey of school and community partner grantees attending a meeting between July 30 and August 4, 2000; a mail survey of the first 100 programs funded under 21st CCLCs; telephone interviews with key informants for selected projects; and site visits to programs with the most promising after-school collaborations. The report presents conclusions about the obstacles to successful collaboration and the most promising collaborative practices. (48 pages)

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## Emerging Issues in School, Family, and Community Connections

Catherine Jordan, Evangelina Orozco, and Amy Averett

Current research indicates there are many different activities that connect families and schools, and these activities have different impacts on schools, families, and communities. Based on a review of more than 160 publications, this annual synthesis highlights a number of key issues in the field of family and community connections with schools. Four issues are discussed in detail: clarifying the concept of family and community connections with schools, measuring the outcomes of family and community connections with schools, advancing the research base in this area, and identifying critical areas for research. *Emerging Issues* and *A New Wave of Evidence* are the first two research syntheses in a series published by the Southwest Educational Development Laboratory and can be purchased as a publications bundle. (64 pages)

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## Engaging Families and Communities: Pathways to Educational Success

Larry E. Decker and Virginia A. Decker

This book is intended to help educators weave some of the best ideas for creating and maintaining family and community engagement into a comprehensive family-school-community involvement program that is tailored to their own communities. This resource addresses the principles and strategies of family and community involvement; ways to develop a deeper understanding of your community; the essential roles of communities, homes, and schools as partners; school-community collaboration; school public relations; the management of political realities; school safety and crisis management; the planning for and evaluation of a comprehensive home-school-community relations program; and ways to tap public resources for the program. Each chapter includes references for that particular topic, and the appendixes have extensive contact information for organizations and associations as well as Web sites by major focus or content area. (123 pages)

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Web: <http://www.ncea.com>

## Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations

Irv Katz, Elizabeth L. Hale, and Martin J. Blank

**New**  
IN 2ND EDITION

This report details the events of a joint meeting that sought to identify how institutions and individuals can strengthen relationships between youth development programs and education. More than 80 people representing K–12 education and a variety of youth groups attended. This publication illustrates where schools and communities speak the same language and what keeps schools and communities apart and presents the conversations that need to begin to determine what should happen next. A list of organizations and representatives is included. (21 pages)

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

**New**  
IN 2ND EDITION

## Home, School, and Community Partnerships

Larry E. Decker and Virginia A. Decker

This book assists educational leaders, teachers, family, and community advocates in creating and maintaining home-school-community partnerships. It presents ideas and strategies for engaging people—whether they are individuals, agencies, businesses, or organizations—in partnerships with schools. Specifically, the book examines the principles and strategies for building family and community partnerships, the essential role of communities in supporting schools, school-community collaborations, the political realities of school partnerships, school safety and crisis management and its impact on partnerships, and ways to plan and evaluate your own comprehensive home-school-community partnership. The appendix includes contact information and Web sites organized by content area as additional resources. (284 pages)

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## Just Call It Effective, Civic Change: Moving from Projects to Progress

Pew Partnership for Civic Change

This resource highlights 14 smaller American communities (with populations of 50,000 to 150,000) that became partners in learning more about how citizens envision together the communities they could have and then take actions to move toward those visions. This booklet features each of the 14 cities that received funding from the Pew Partnership for Civic Change and describes how they changed. The resource also offers recommendations on ways other communities can build civic change capacity based on lessons learned from these 14 pilot programs. (66 pages)

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5 Boar's Head Ln., Ste. 100  
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## Making the Difference: Research and Practice in Community Schools

Martin J. Blank, Atelia Melaville, and Bela P. Shah

A successful community school is defined as a collaborative entity that fulfills five conditions for learning. Two of these conditions—community engagement and mutual respect and effective collaboration among parents, families, and school staffs—can be accomplished through community organizing. Community organizing is described by Dennis Shirley as the “Transformation of [schools] into communities of learners in which students, parents, teachers, administrators, clergy, and congregation engage one another in continual conversation about the educational issues facing their community.” The report features 20 different school models from across the country that can help improve student performance. (72 pages)

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 Web Resource ..... <http://www.communityschools.org/mtdhomepage.html>

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

## Mapping Community Assets Workbook

Diane Dorfman

This workbook shows readers how to approach community development from a positive and creative perspective while building on existing strengths and resources. Through a series of questions and exercises, readers learn to uncover their personal assets, both tangible and intangible. Then they take stock of their community’s assets by listing all of its special features. Through the identification of existing assets, the community can then determine where it wants to go in the future and what its needs might be. (20 pages)

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 Web Resource ..... [http://nwrel.org/ruraled/publications/com\\_mapping.pdf](http://nwrel.org/ruraled/publications/com_mapping.pdf)

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## The New Community Collaboration Manual

National Assembly of National Voluntary Health and Social Welfare Organizations

This resource explores options for building and sustaining collaborations, provides step-by-step guidelines for the initial formation of collaborations, and discusses some pitfalls and barriers in making collaborations. It also examines more complex collaboration issues for communities already experienced in this area. Examples of topics discussed in the manual include starting a collaboration, maintaining the momentum, involving youth in collaboration, and using information technology. The appendixes contain resource materials on such topics as model bylaws, characteristics of a good chairperson or coordinator, the establishment of measurable objectives, and program evaluation. (76 pages)

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## A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

Anne T. Henderson and Karen L. Mapp

In producing this synthesis, the authors examined more than 50 research studies conducted since 1995. *A New Wave of Evidence* presents evidence showing that schools must connect parent activities to student learning goals while being aware and respectful of differences among families. Specifically, schools need to build trust and collaborative relationships among teachers, families, and community leaders to address families' needs as well as their differences and to adhere to a philosophy of shared power and responsibility. *A New Wave of Evidence* and *Emerging Issues in School, Family, and Community Connections* are the first two research syntheses in a series published by the Southwest Educational Development Laboratory and can be purchased as a publications bundle. (244 pages)

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## The Nimble Collaboration, Fine-Tuning Your Collaboration for Lasting Success

Karen Ray

In *The Nimble Collaboration*, author Karen Ray reveals three key elements to becoming successful in collaboration efforts: (1) results that are clearly defined, (2) relationships that are deft, and (3) a structure that is resilient. Using results, relationships, and a resilient structure (the three R's), Part I of the book demonstrates how to identify and evaluate the specific results you want to achieve, how to build trust and avoid turf issues and hidden agendas, and how to use the 10 principles of resilience that make a collaboration more sustainable. Part II of the book walks you through real-life applications in two collaborations: a service integration collaboration and a problem-solving collaboration. The book also includes detailed case studies. The appendix has sample forms for a memo of agreement and a formal governance agreement, as well as a list of resources. (136 pages)

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## Strengthening Partnerships: A Community School Assessment Checklist

Martin J. Blank and Barbara Hanson Langford

This assessment checklist was designed in partnership with the Coalition for Community Schools. It actually contains a series of checklists to assist school and community leaders in creating and/or strengthening community-school partnerships. The checklists assess the development of the partnership, take inventory of the services and programs that are operating in the school, and help catalogue their funding sources. Once completed, the checklists can serve as a planning tool to develop strategies to strengthen the partners, improve coordination of existing programs and services, and/or expand current levels of support. (8 pages)

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## Thriving Together: Connecting Rural School Improvement and Community Development

Martha Boethel, Amy Averett, and Catherine Jordan

This guide helps rural schools and communities learn ways to support each other so that both can thrive. By working together, schools and their surrounding locales can improve student motivation and achievement, strengthen the bond between students and the communities in which they live, build students' capacity to be good citizens as well as good workers, and strengthen community resources both socially and physically. The guide is available in Spanish and on CD-ROM. (99 pages)

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# Evaluation

This section includes resources on school accountability and after-school program outcomes. Information on methods of evaluation, data-collection procedures, standards, and testing is provided.

## The ABCs of Evaluation: Timeless Techniques for Program and Project Managers

John Boulmetis and Phyllis Dutwin

This book shows how to select participants for an evaluation and how to deal with multiple goals and objectives, including those of an organization, its staff, and the client. This resource was designed for any program type, whether it is a business, education, or community-based organization. The authors, however, are educators. The book describes different evaluation models, illustrates the circumstances under which each model can be used, and offers tips on identifying data sources and collecting data. The book also provides a sample report on the needs of program stakeholders. Charts, graphs, models, and lists throughout the book help organize, extend, and facilitate the understanding of each evaluation concept. Each chapter begins with a scenario followed by new evaluation concepts and exercises to challenge your understanding of the concepts. (224 pages)

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## Advancing and Recognizing Quality (ARQ) Kit

Susan O'Connor, Ellen Gannett, Cathy Heenan, and Kathryn A. Wheeler

This kit serves as a self-study guide to help after-school providers examine the quality of their programs and make changes that will lead to better practices through the use of a self-study team. The ARQ Kit can be used to take a program through the national accreditation process for school-age programs developed by the National School-Age Care Alliance (NSACA). The kit includes the *Guide to NSACA Program Accreditation*; the *Advancing School-Age Quality (ASQ) Team Leader's Resource Manual*, which features the five steps of the self-study process, forms, and a resource guide; copies of the NSACA Standards at a Glance; and a video containing two segments, "How to Observe" and "What Makes a Team." The kit also provides the application for NSACA accreditation, which a program can use after completing the self-study and making the decision to apply for accreditation.

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## After-School Programs: Evaluations and Outcomes

Errin M. McComb and Catherine Scott-Little

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This report presents the same information on after-school programs that is included in the more comprehensive document *Expanded Learning Opportunities Programs: A Review of Research and Evaluations on Participant Outcomes in School Readiness and After-School Programs*. This is a timely review of the most current research and evaluations conducted in the after-school field. The goal of the report is to provide a synthesis of research findings and to develop a profile of effective after-school practices. Using a literature review as its primary methodology, the research report summarizes academic, school-attendance, and youth-developmental outcomes as well as program-satisfaction results substantiated by research in the field. The publication also reviews common features among programs that report successful outcomes. (40 pages)

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## Analyzing Qualitative Data

Ellen Taylor-Powell and Marcus Renner

This guide explores the many ways of examining narrative data, which is often referred to as content analysis. It describes the analysis process, which includes the following steps: getting to know the data, focusing on the analysis, categorizing the information, identifying patterns, and interpreting the data. The guide includes the “nuts and bolts” of narrative analysis and the pitfalls of the analysis process.

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## Analyzing Quantitative Data

Ellen Taylor-Powell

This resource discusses various types of descriptive statistics that can be used to make evaluation data more understandable. These statistics include numerical counts or frequencies, percentages, measures of central tendency (mean, mode, median), and measures of variability (range, standard deviation, and variance). The guide offers specific examples of each of these descriptive statistics and explains how to calculate them. The resource also shows how to rank and work with the data to allow evaluators to explore their findings further. (11 pages)

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## Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time

Margaret S. Caspe, Flora E. Traub, and Priscilla M. D. Little

This is the fourth brief in the *Issues and Opportunities in Out-of-School Time Evaluation* series from the Harvard Family Research Project. After discussing why family involvement should be considered in out-of-school time programming, the authors provide examples of how programs involve families and evaluate involvement. Evaluation includes needs assessment, service documentation, and program impact evaluation. (15 pages)

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## Collecting Evaluation Data: An Overview of Sources and Methods

Ellen Taylor-Powell and Sara Steele

This resource provides a general overview of the types and methods of evaluation data available. It groups the most common sources of evaluative information into three categories: existing information, people and pictorial records, and observations. The guide also discusses methods for the collection of evaluation information, including surveys, case studies, interviews, observation, tests, logs, and document analysis. The publication outlines various types of evaluation instruments. (11 pages)

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## Collecting Evaluation Data: Direct Observation

Ellen Taylor-Powell and Sara Steele

This publication discusses direct observation as a method of collecting evaluation data. It highlights situations when direct observation is useful, including when you want direct information or when you are trying to understand an ongoing behavior or process or unfolding event. The guide lists the program components that should be observed, including behavior, physical surroundings, and interactions, and it discusses what an evaluator should look for during observations and how to record what is observed. The publication also explores requirements and training methods for observers. The appendix includes examples of observation guides that are used to record information. (8 pages)

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## Collecting Evaluation Data: Surveys

Ellen Taylor-Powell and Carol Hermann

This guide offers an extensive overview of conducting surveys to collect evaluation data. It discusses the initial planning that needs to take place before administering a survey, the situations for which a survey is an appropriate evaluation tool, and the process of choosing the most appropriate survey method (for example, mail surveys, telephone surveys, and face-to-face surveys). The manual discusses the planning that needs to take place before conducting a survey, the actual implementation of the survey, ways to ensure you get a good response to the survey, and the interpretation of survey results if your survey response is low. The appendix includes extensive references and samples of telephone survey materials, press releases, and other documents. (27 pages)

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## Coping with Standards, Tests and Accountability: Voices from the Classroom

Allen A. Glatthorn and Jean Fontana

This book presents the views of teachers, teacher educators, and administrators on accountability, testing, and standards programs from states and school systems throughout the country. The publication is divided into 12 chapters, the first of which reviews the research on state content standards and suggests that state policies undergo several transformations before teachers translate them to the classroom. The next several chapters present the personal views of the classroom teachers/authors about standards, high-stakes tests, and accountability. In the last two chapters, the editors provide a summary of the teachers' perspectives and talk about the future of state content standards and what they mean for classroom teachers. Though the book does not specifically focus on after-school programs, the information presented by the teachers in relation to accountability has relevance to the new accountability requirements for many after-school programs. (144 pages)

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## Data Exploration: A Journey to Better Teaching and Learning

North Central Regional Educational Laboratory

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This video and booklet package profiles two schools that operate in a successful data-driven school-improvement system. The passage of the No Child Left Behind Act in 2001 requires school-level accountability, so using data to improve student achievement is essential. *Data Exploration* highlights sources, analysis strategies, and actions these schools have implemented to cultivate an environment that supports and values improvement activities. The video features educators and administrators explaining the ways they have used data to improve student achievement. (Video: 20 minutes, Booklet: 22 pages)

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## Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs

Priscilla Little, Sharon DuPree, and Sharon Deich

This brief provides after-school practitioners with the techniques, tools, and strategies they need to improve their programs and track their effectiveness longitudinally. It also presents information about many areas of evaluation so that programs can ultimately conduct self-evaluations. The guide is divided into four parts. Part I reviews the key issues for conducting a program evaluation, including the program's stage of development, the program's target population, and the information funders expect to glean from the evaluation. Part II looks at the elements of a logic model and explains how it can be a useful instrument in program design and evaluation. Part III examines the five-tiered approach to evaluation, including early planning, documentation of program services, clarification of the program's intent, modification of the program, and demonstration of program impact. Part IV discusses how to creatively disseminate information about the evaluation to stakeholders. The appendix includes evaluation terminology and a review of common data-collection methods. (48 pages)

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## Evaluating Collaboratives: Reaching the Potential

Ellen Taylor-Powell, Boyd Rossing, and Jean Geran

This manual provides readers with a compendium of ideas and research to use when evaluating collaboratives and collaborative programs. It includes a glossary of relevant terms and discusses the need for collaborative projects and, more specifically, for evaluation of those collaboratives. The publication also addresses how to evaluate self-interest, feasibility, process, outcomes, and techniques to use in evaluating collaboratives. (190 pages)

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## Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies

Priscilla M. D. Little, Flora Traub, and Karen Horsch

This brief, the second in the Harvard Family Research Project's series *Issues and Opportunities in Out-of-School Time Evaluation*, provides an in-depth look at the evaluation requirements of 21st Century Community Learning Center programs. It discusses performance measurements and presents the five-tiered approach to program evaluation. The publication also includes data collection and reporting examples in Kentucky and California and ends with two appendixes—a glossary of selected evaluation terms and a checklist of issues to consider when designing a program evaluation. (12 pages)

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## Expanded Learning Opportunities Programs: A Review of Research and Evaluations on Participant Outcomes in School Readiness and After-School Programs

Elizabeth G. Brown, Errin M. McComb, and Catherine Scott-Little

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This document reviews the research and evaluation literature associated with school-readiness initiatives and after-school programs or extended-learning opportunities. The report is organized into three parts. The first section reports on findings related to school-readiness initiatives, and the second section features findings on after-school programs. Each section contains background information on the field, a description of the methodology used in the literature search, an examination of the research results, and the implications of those results. The third section is a commentary that summarizes the research results and implications as they cross over the two fields. The appendix includes the data collection instrument, data tables, and an annotated bibliography. (126 pages)

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## Expecting Success: How Standards Can Raise Student Performance

Edna McConnell Clark Foundation with the Collaborative Communications Group

Parents have concerns about what standards-based practices mean for their children. This video provides a basis for group discussions to address these concerns. It also helps involve parents because it shows that when parents and schools work together, students are more likely to meet the standards. The guide also includes overall tips for facilitators and specific focus and discussion questions. A Spanish version is also available. (14 minutes)

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## Implementing Standards-Based Education

Robert J. Marzano and John S. Kendall

Leading assessment experts describe student assessment from their own perspectives in this book. The authors propose two approaches to standards implementation—indirect and direct. Part I of the book gives a brief history of the modern standards movement and an overview of indirect and direct implementation. Part II looks more in-depth at indirect approaches to implementing standards and focuses on external tests and performance tasks and portfolios. Part III examines direct approaches to implementing standards through a four-step process. This publication includes an extensive appendix with rubrics for reasoning processes and effective communication standards. This resource is intended for teachers and individuals working with the educational system at all levels, from preschool through graduate studies. (90 pages)

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## Learning From Logic Models in Out-of-School Time

Harvard Family Research Project

A completed logic model provides benchmarks against which progress toward goals can be measured. The model also can illustrate a program's theory of change so that it is easily understood by staff, funding sources, and evaluators. This brief contains an in-depth review of logic models and provides information on how to construct them. (10 pages)

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## Looking at Teacher Work: Standards in Practice

Collaborative Communications Group

Standards in Practice, or SIP, is a professional development strategy that can be used by educators and others who are committed to high standards. This video provides a user-friendly training format that will demonstrate the six steps of the SIP model and how the process works, present key points to remember, emphasize potential problems, and explain how SIP can impact both teaching and learning. (32 minutes)

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## Out-of-School Time Program Evaluation: Tools for Action

Elke Geiger and Brenda Britsch

This online resource offers advice and tools for evaluating programs conducted outside normal school hours. It includes several user-friendly surveys for a full range of participants. If you want answers to such questions as “Is our after-school program working?” or “Is my program meeting the needs of all of its constituents—students, staff, parents, and community partners?” then you will want to look at this resource. (91 pages)

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## Planning a Program Evaluation and Planning a Program Evaluation: Worksheet

Ellen Taylor-Powell, Sara Steele, and Mohammad Douglah

This guide, organized into four major sections, helps groups plan program evaluations. The first section, “Focusing the Evaluation,” covers topics such as the purpose, target audience, and need for the evaluation. The second section, “Collecting the Information,” discusses sources of information and data-collection methods. The third section, “Using the Information,” addresses how the data will be analyzed, interpreted, and communicated to others. The final section, “Managing the Evaluation,” examines timelines, the division of responsibilities, and budgets. Each section presents a series of questions and considerations for you to adapt to your own program needs and situations. The four-page worksheet walks through each of the major sections of the guide and enables you to complete the information as it relates to your particular program evaluation. (31 pages)

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## Promoting Learning and School Attendance Through After-School Programs

Policy Studies Associates

This publication is the product of a five-year Policy Studies Associates evaluation of a large-scale after-school program supported by The After-School Corporation (TASC). In collaboration with New York City public schools, TASC supports community-based and other nonprofit organizations in the delivery of after-school services to more than 46,000 students. Student-level changes in education performance across the first three years yielded positive results, including the increase of the median student attendance in TASC by 20 days. The active participants showed significantly greater gains on citywide math tests than their non-participant classmates. Students at the greatest academic risk made the largest gains.

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## Questionnaire Design: Asking Questions With a Purpose

Ellen Taylor-Powell

This resource assists in constructing an evaluation questionnaire and in completing an analysis of the type of data you want to collect from your questionnaire. In doing this, it examines knowledge, beliefs, attitudes, opinions, behaviors, and attributes. The publication offers advice on how to word questions and discusses the most effective questions to elicit the responses and data you need. The guide also shows how to most appropriately format and pretest a questionnaire. The appendix provides additional information on how to request attribute information. (20 pages)

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## Sampling

Ellen Taylor-Powell

This evaluation resource provides guidance on conducting sampling. It first addresses whether sampling is an appropriate evaluation tool for a particular program. Then it presents sampling for generalizability, or probability sampling, and talks about specific sampling strategies, including simple random sampling, systematic sampling, and stratified sampling. The resource also explores sampling for other purposes, or non-probability sampling, including quota sampling and purposeful sampling. The appendixes list references, a table of random numbers, and recommended sample sizes. (12 pages)

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## School-Age Care Environment Rating Scale

Thelma Harms, Ellen Wineberg Jacobs, and Donna Romano White

The School-Age Care Environment Rating Scale (SACERS) helps to define high-quality care for school-age children and to assess levels of quality of care in school-age programs. SACERS consists of 49 assessment items organized into seven categories: space and furnishings, health and safety, activities, interactions, program structure, staff development, and supplementary items for children with special needs. SACERS can be used by after-school program staff for self-assessment, by directors as a program-quality measure for planning program improvement, by agency staff for monitoring, by staff-development programs, or by parents concerned about quality care for their children. The scale is particularly useful for research and program evaluation of school-age programs. (168 pages)

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## Schools That Learn: High Standards for Teacher and Principal Performance

Edna McConnell Clark Foundation with the Collaborative Communications Group

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This video assists teachers and administrators in implementing standards-based programs. It documents best practices in diverse school districts from El Paso, Texas, to Long Beach, California, to Louisville, Kentucky. The video stimulates discussions that lead to improvements in professional practice and that enhance the implementation of standards. A facilitator's guide that provides focus and suggests discussion questions accompanies the video. (24 minutes)

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## Selected Evaluation Terms

Priscilla Little

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Evaluation terminology can be confusing at times. This resource provides commonly accepted definitions for terms used in the out-of-school-time field. It also discusses the difference between performance measurement and program evaluation, the difference between quantitative and qualitative data, and the main features and tradeoffs in study-design choices. (5 pages)

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## Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular and Instructional Decisions

Paula J. Stanovich and Keith E. Stanovich

Written for the National Institute for Literacy, this publication discusses three ways schools and teachers can provide evidence about the effectiveness of their instructional methods. Student achievement can be demonstrated by formal testing implemented by the teacher, school district, or state; by published findings of research-based evidence; and through proof of reason-based practice that builds on the research evidence. Each method has advantages and disadvantages. The authors offer a primer to allow teachers to become more skilled independent evaluators of educational research. (42 pages)

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## What Teachers Need to Know About Assessment

Lawrence M. Rudner and William D. Schafer

The concepts in this book can be applied easily in a variety of settings. The first section, “Fundamental Concepts Common to All Assessments,” includes chapters on testing and teaching; fundamental assessment principles; traditional and modern concepts of validity, reliability, and norm- and criterion-referenced testing; measurement concepts; using state standards and assessments to improve instruction; preparing students to take standardized achievement tests; and the debate over national testing. The second section, “Essential Concepts for Classroom Assessment,” contains information on writing multiple-choice test items, implementing performance assessment in the classroom, scoring rubrics, classroom questions, and teacher comments. The final section, “Essential Skills for Students,” focuses on improving the quality of student notes, helping children master the tricks and avoid the traps of standardized tests, and making the A—how to study for tests. (145 pages)

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## When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Center Program, First-Year Findings

This controversial evaluation of the 21st Century Community Learning Center (CCLC) Program conducted by Mathematica Policy Research, Inc., provides findings from the first year of qualitative and quantitative data collection. The evaluation focuses on the following key areas in relation to 21st CCLC sites: how they were implemented, how they were structured, whom they served, and the issues they faced in meeting their objectives. At the time of the publication of the second edition of *A Resource Guide for Planning and Operating After-School Programs*, the study was still in progress, and researchers were collecting another year of follow-up data. But key findings from this initial report on the 21st CCLCs include the following: centers had limited academic impact, adult care and parental involvement increased, and self-care by school-age children was unaffected. Initial findings include no improvements in safety and behavior, a negligible impact on developmental outcomes, low levels of student participation, and limited efforts by the sites to form partnerships as well as plan for sustainability. (174 pages)

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## Why, When and How to Use Evaluation: Experts Speak Out Harvard Family Research Project

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The fifth brief in the Harvard Family Research Project's series *Issues and Opportunities in Out-of-School Time Evaluation* discusses how a decrease in funding for the 21st Century Community Learning Center Program was recommended following disappointing initial findings in program evaluations. Eight experts provide opinions on where to go from here. (8 pages)

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## Youth Involvement in Evaluation and Research

Karen Horsch, Priscilla M. D. Little, Jennifer Chase Smith, Leslie Goodyear, and Erin Harris

The first brief in the Harvard Family Research Project's series *Issues and Opportunities in Out-of-School Time Evaluation* begins with the question of why youth should be involved in evaluation and research and includes results from a set of focus groups composed of representatives from 14 national organizations serving youth. This publication includes a list of the organizations and their contact information. The brief explores how the success of such efforts involves organizational and community readiness, training and support for involved youth, training and support for adult staff, the selection of the right team, and consistent youth involvement. (8 pages)

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## Appendix A: Web Site List

### **Afterschool Alliance**

<http://www.afterschoolalliance.org>

Raises awareness of the importance of after-school programs and advocates for quality, affordable programs for all children.

### **Afterschool Gov**

<http://www.afterschool.gov>

Provides a clearinghouse of federal resources for information on strategies to support children and youth during out-of-school hours.

### **Arts Education Partnership**

<http://www.aep-arts.org>

Involves more than 100 national education, arts, business, philanthropic, and government organizations that promote arts education and its role in enabling students to succeed in school.

### **ARTSEdge**

<http://www.artsedge.kennedy-center.org>

Provides curriculum Web links and teaching materials for educational content areas.

### **Boys & Girls Clubs of America**

<http://www.bgca.org>

Encompasses 1,600 local Boys & Girls Club facilities that provide programs for children ages 6–18 years in leadership development, health and fitness, and educational enhancement.

### **The Bureau for At-Risk Youth**

<http://www.at-risk.com>

Provides an extensive catalogue of videos, publications, programs, posters, and other educational resources for working with at-risk youth.

### **California Tomorrow**

<http://www.californiatomorrow.org>

Works to create a fair and equitable society that values cultures, language, and racial identity.

### **Center for Law and Social Policy**

<http://www.clasp.org>

Offers information on law and policy affecting the poor. Uses education, policy research, and advocacy to improve the well-being of low-income families with children and help them gain access to the civil justice system.

**Center for Social and Emotional Education**

<http://www.csee.net>

Promotes social and emotional education as a basis for healthy development and children’s capacity to learn.

**Center for Youth Development and Policy Research**

<http://www.aed.org/us/youth.html>

Helps young people become productive and involved citizens, increases possibilities for youth, and presents information on how to build a comprehensive youth- ..... development infrastructure.

**Child Statistics**

<http://www.childstats.gov>

Provides federal and state statistics and reports on family characteristics, economic security, behavior, social environment, and education.

**Child Trends**

<http://www.childtrends.org>

Collects and analyzes data and disseminates research on children.

**Children, Youth and Family Consortium**

<http://www.cyfc.umn.edu>

Offers information on the well-being of children, youth, and families, and is operated by the University of Minnesota.

**The Children’s Defense Fund**

<http://www.childrensdefense.org>

Informs the public on children’s needs and the need for investing in children and families.

**Coalition of Community Foundations for Youth**

<http://www.ccfy.org>

Brings together more than 175 various community foundations to improve the well-being of children, adolescents, and families.

**Communities in Schools**

<http://www.cisnet.org>

Places existing resources, services, parents, and volunteers into school settings to meet children’s needs so that children can concentrate on learning.

**Connect for Kids**

<http://www.connectforkids.org>

Promotes family-friendly politics, advocacy, and information, and is sponsored by the Benton Foundation.

**Corporation for National Service**

<http://www.nationalservice.org>

Engages Americans in working toward strengthening communities and features three programs: Senior Corps, AmeriCorps, and Learn and Serve America.

**The Department of Education**

<http://www.ed.gov>

Provides comprehensive educational information.

**Do Something**

<http://www.dosomething.org>

Inspires young people to be leaders who strengthen their communities.

**Educational Resources Information Center Clearinghouse**

<http://www.eric.ed.gov>

Offers links and resources on numerous educational topics.

**EQUALS**

<http://equals.lhs.berkeley.edu>

Works to increase access and equity in mathematics for all students, particularly underrepresented groups.

**Family Education Network**

<http://familyeducation.com>

Offers information to parents and houses an ongoing forum of relevant K–12 discussions.

**The Finance Project**

<http://www.financeproject.org>

Presents research analysis and policy for development, technical assistance, and peer and organizational networks to create better results for children, families, and communities.

**Forum for Youth Investment**

<http://www.forumforyouthinvestment.org>

Works to increase the quality and quantity of youth investments and youth involvement in the United States.

**FREE**

<http://www.ed.gov/free>

Provides arts, mathematics, science, social studies, and other learning resources from more than 40 federal organizations.

**Fund-Raising.com**

<http://www.fund-raising.com>

Offers a comprehensive listing of fundraising products, services, and resources.

**Fundsnet**

<http://www.fundsnet.services.com>

Includes more than 1,000 links for obtaining funding for an array of programs.

**The Future of Children**

<http://www.futureofchildren.org>

Addresses many important and timely concerns related to children and families through an online journal published by The David and Lucile Packard Foundation.

**Girls Incorporated**

<http://www.girlsinc.org>

Works to inspire all girls to be strong, smart, and bold.

**The Harvard Family Research Project**

<http://www.gse.harvard.edu/hfrp/>

Increases the effectiveness of public and private organizations and communities as they promote child development, student achievement, and healthy family functioning.

**The Innovation Center for Community and Youth Development**

<http://www.theinnovationcenter.org>

Works to unleash the potential of youth, adults, organizations, and communities to create a just and equitable society.

**Institute for Educational Leadership**

<http://www.iel.org>

Strives to improve education and the lives of children and families through positive and visionary change, shares promising practices, and translates research into suggestions for empowerment.

**Institute for Responsive Education**

<http://www.responsiveeducation.org>

Encourages and supports school-family-community partnerships to enable high-quality educational opportunities for all children through research, policy, and advocacy efforts.

**The Mott Foundation**

<http://www.mott.org>

Seeks to strengthen in people and organizations the capacity for accomplishment and provides excellent information on community education and the 21st Century Community Learning Centers.

**The National 4-H Council**

<http://www.fourhcouncil.edu>

Involves youth as partners and resources in determining critical issues and responses within their communities.

**National Association for the Education of Young Children**

<http://www.naeyc.org>

Promotes education and advocacy as the largest and most influential organization in the world for early childhood professionals.

**National Association of Partners in Education**

<http://napehq.org>

Encourages schools, community organizations, and businesses to provide comprehensive youth-development opportunities.

**National Center for Community Education**

<http://www.nccenet.org>

Provides leadership training for those implementing community education and 21st Century Community Learning Centers.

**National Coalition for Parent Involvement in Education**

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

Encourages the involvement of parents and families in their children's education and the fostering of home-school-community relationships to enhance the education process.

**The National Community Education Association**

<http://www.ncea.com>

Offers leadership to those who build learning communities in response to individual and community needs.

**National Institute on Out-of-School Time**

<http://www.niost.org>

Provides children, youth, and families access to high-quality programs, activities, and opportunities during non-school hours.

**National Network for Youth**

<http://www.nn4youth.org>

Advocates for at-risk young people in America with an emphasis on areas such as HIV prevention.

**National Parent Information Network**

<http://www.npin.org>

Offers news, resources, and products for parents, and is operated by two ERIC clearinghouses.

**National Parent Teacher Association**

<http://www.pta.org>

Serves as the largest volunteer child advocacy association of parents, educators, students, and other citizens active in schools.

**The National Parenting Center**

<http://www.tnpc.com>

Provides parents with guidance and advice from child-rearing experts.

**The National School-Age Care Alliance**

<http://www.nsaca.org>

Promotes quality programs for children and youth in their out-of-school time.

**National Science Teachers Association**

<http://www.nsta.org>

Promotes excellence and innovation in science teaching and learning, and is the largest organization in the world committed to this mission.

**National Youth Development Information Center**

<http://www.nydic.org>

Supports positive youth-development programs so young people are better prepared to meet the challenges of adolescence and adulthood.

**One on One: The National Mentoring Partnership**

<http://www.mentoring.org>

Provides resources and information on mentoring and having one caring adult for each child in our nation.

**The Out-of-School Time Learning and Development Project**

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

Works in partnership with other organizations to build the out-of-school time field with a focus on learning and development for children ages 5–13.

**Parents for Public Schools**

<http://www.parents4publicschools.com>

Brings together community-based chapters across the nation that believe quality public education is vital to America’s future and that work to ensure all schools effectively serve all children.

**Partnership for Reading**

<http://www.nifl.gov/partnershipforreading>

Offers information, based on evidence from quality research, on effective strategies to teach reading to children, adolescents, and adults.

**The Points of Light Foundation**

<http://www.pointsoflight.org>

Encourages and mobilizes volunteers who are committed to solving social problems in their communities.

**Promising Practices in Afterschool**

<http://www.afterschool.org>

Provides a wealth of information about what works in after-school programs for directors and other key people. Features a searchable database, a discussion board, and hundreds of links to other resources.

**Regional Educational Laboratory Network**

<http://www.relnetwork.org>

Encompasses 10 regional educational laboratories funded by the U.S. Department of Education to work as vital partners with state and local educators, community members, and policymakers in using research to tackle education reform and improvement.

**Roots for Change**

<http://www.rootsforchange.net>

Promotes equity and justice for all young children, families, and the community.

**Rural Challenge Policy Program**

<http://www.ruralchallengepolicy.org>

Addresses the complex education issues in rural settings and advocates for optimal programs.

**Save the Children**

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

Focuses on the needs of children living in poverty internationally and offers a self-help approach to relief, recovery, and ongoing development.

**SchoolGrants**

<http://www.schoolgrants.org>

Provides tips on grant writing and grant opportunities for preK–12 educators.

**Search Institute**

<http://www.search-institute.org>

Offers leadership, knowledge, and resources to promote healthy children, youth, and communities.

**Stand for Children**

<http://www.stand.org>

Helps build Children's Action Teams to influence changes in policies and increase awareness.

**Superkids Software Review**

<http://www.superkids.com>

Provides impartial reviews by parents, teachers, and kids of children's educational software.

**Volunteers of America**

<http://www.voa.org>

Supports local human service programs and opportunities for individual and community involvement.

**Young Audiences**

<http://www.youngaudiences.org/index.html>

Encourages community collaborations for arts and education.

**Youth Assistance Organization**

<http://www.youth.org>

Helps gay, lesbian, bisexual, and questioning youth.

**YouthLearn**

<http://www.youthlearn.org>

Provides comprehensive services and resources that focus on project-based activities and technology to create exciting learning environments.

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