

Program Proposal For After School Program

Beginning to Read Marilyn Jager Adams.1994-02-03 Beginning to Read reconciles the debate that has divided theorists for decades over what is the right way to help children learn to read. Beginning to Read reconciles the debate that has divided theorists for decades over the right way to help children learn to read. Drawing on a rich array of research on the nature and development of reading proficiency, Adams shows educators that they need not remain trapped in the phonics versus teaching-for-meaning dilemma. She proposes that phonics can work together with the whole language approach to teaching reading and provides an integrated treatment of the knowledge and process involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction. A Bradford Book

Making Summer Count Jennifer Sloan McCombs,Catherine H Augustine,Heather L Schwartz.2011 Despite long-term and ongoing efforts to close the achievement gap between disadvantaged and advantaged students, low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students' skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses. Instruction during the summer has the potential to stop these losses and propel students toward higher achievement. A review of the literature on summer learning loss and summer learning programs, coupled with data from ongoing programs offered by districts and private providers across the United States, demonstrates the potential of summer programs to improve achievement as well as the challenges in creating and maintaining such programs. School districts and summer programming providers can benefit from the existing research and lessons learned by other programs in terms of developing strategies to maximize program effectiveness and quality, student participation, and strategic partnerships and funding. Recommendations for providers and policymakers address ways to mitigate barriers by capitalizing on a range of funding sources, engaging in long-term planning to ensure adequate attendance and hiring, and demonstrating positive student outcomes.

A Blueprint for Promoting Academic and Social Competence in After-School Programs Thomas P. Gullotta,Martin Bloom,Christianne F. Gullotta,Jennifer C. Messina.2010-06-25 School activities alone are not always sufficient to ensure children's academic progress or socio-emotional development and well-being. And the time when many children typically have the least adult supervision - immediately after school - is also the time that they are at the highest risk to act as perpetrators or become victims of antisocial behavior. Throughout *A Blueprint for Promoting Academic and Social Competence in After-School Programs*, which focuses on children in grades 1 through 6, noted experts identify the best practices of effective programs and pinpoint methods for enhancing school-based skills and making them portable to home and neighborhood settings. This volume: (1) Analyzes the concepts central to effective after-school programs. (2) Offers developmental, cognitive, and social ecology perspectives on how children learn. (3) Features more than 100 exercises that develop young people's capabilities for academic, social, moral, and emotional learning - These exercises are ready to use or can be adapted to students' unique needs. (4) Emphasizes young people's development as students and as productive members of society during middle to late childhood and early adolescence. (5) Presents explicit theory and evidence that can be used to explain the value of after-school programs for budget proposals. This important book will find an appreciative, ready audience among the program directors who design after-school curricula, the educators who implement them, the mental health and social work professionals who help staff them, and the current crop of graduate students who will create the next generation of programs.

Building Effective Afterschool Programs Olatokunbo S. Fashola.2002 Through a comprehensive review of various afterschool programs across the United States, this resource provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective afterschool programs. chapters focus on: (1) Why Afterschool Programs? (benefits, challenges, and functions, research methodology, types of programs, and program evaluation); (2) Language Arts Afterschool Programs (e.g., extended-day tutoring and the Coca-Cola Valued Youth Program); (3) Enrichment Afterschool Programs (e.g., Hands On Science Outreach and the Imaginitis Learning System); (4) Tutoring Programs to Improve Reading and Study Skills Programs (e.g., Book Buddies and Early Identification Programs); (5) Community-Based Afterschool Programs (e.g., Big Brothers Big Sisters of America and Police Athletic League); (6) How to Create an Afterschool Program: From Conception to Implementation (e.g., assessing the situation, creating the components, and training the service providers); (7) Evaluation (e.g., why evaluation is important, effective evaluations, and creating a solid evaluation infrastructure); and (8) Conclusions and Implications: What Works (patterns of success among the programs and barriers to participation). A list of resources is included. (Contains 143 references.) (SM)

How to Write a Grant Proposal Cheryl Carter New,James Aaron Quick.2016-01-12 Step-by-step guidance on how to write effective grants that get the funding you need. Complete with examples of fully-completed proposals, you'll also get an easy-to-use companion website containing guide sheets and templates that can be easily downloaded, customized, and printed. The authors provide examples of completed proposals and numerous case studies to demonstrate how the grant-seeking process typically works. Order your copy today!

Evaluation of Program Processes Melissa A. Freel.1994

[Bringing Education Into the Afterschool Hours](#) .1999

Federal Register .1993-08-06

The Leader in Me Stephen R. Covey.2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Program Evaluation in Practice Dean T. Spaulding.2016-12-19 An updated guide to the core concepts of program evaluation This updated edition of *Program Evaluation in Practice* covers the core concepts of program evaluation and uses case studies to touch on real-world issues that arise when conducting an evaluation project. This important resource is filled with illustrative examples written in accessible terms and provides a wide variety of evaluation projects that can be used for discussion, analysis, and reflection. The book addresses foundations and theories of evaluation, tools and methods for collecting data, writing of reports, and the sharing of findings. The discussion questions and class activities at the end of each chapter are designed to help process the information in that chapter and to integrate the information from the other chapters, thus facilitating the learning process. As useful for students as it is for evaluators in training, *Program Evaluation in Practice* is a must-have text for those aspiring to be effective evaluators. Includes expanded discussion of basic theories and approaches to program evaluation Features a new chapter on objective-based evaluation and a new section on ethics in program evaluation Provides more detailed information and in-depth description for each case, including evaluation approaches, fresh references, new readings, and the new Joint Committee Standards for Evaluation

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2002: Department of Education United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies.2002

Afterschool Matters Sara L. Hill.2007-10-08 This book addresses the challenges of designing effective afterschool activities, provides quality

program models from experts in the field, and aligns learning standards with youth development principles.

The Professor Is In Karen Kelsky.2015-08-04 The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site The Professor is In, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including: -When, where, and what to publish -Writing a foolproof grant application -Cultivating references and crafting the perfect CV -Acing the job talk and campus interview -Avoiding the adjunct trap -Making the leap to nonacademic work, when the time is right The Professor Is In addresses all of these issues, and many more.

Practical Mapping for Applied Research and Program Evaluation Bernadette Wright,Steven E. Wallis.2019-05-31 Practical Mapping for Applied Research and Program Evaluation is the first book to bring the mapping methodology to social research and program evaluation. Bernadette Wright and Steven E. Wallis guide readers through all phases of the research process: learning from stakeholder experience; reviewing existing knowledge in the field; conducting new data collection such as interviews; collaborating with other researchers; and facilitating the use of knowledge for communication, collaboration, and action. With plenty of illustrations and navigational aids such as travel tips, the book is an accessible guide for busy students, researchers, and managers of all levels of experience.

Investment in After-school Programs United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies.2003

School-age Ideas and Activities for After-school Programs Karen Haas-Foletta,Michele Cogley,Lori Ottolini Geno.2005 This classic, which has been a standard programming book since its original publication in 1990, has been updated and revised for the 21st century! Still has all the great activities that have survived the test of time with school-age children, but with additional materials addressing the needs of middle-school students, staff recruitment and retention, quality standards and more.

The Fifth Dimension Michael Cole,Distributive Literacy Consortium.2006-10-19 With an emphasis on diversity and computer technology, the program incorporates the latest theories about child development and gives college students the opportunity to apply their textbook understanding of child development to real learning environments. The Fifth Dimension explores the design, implementation, and evaluation of this thriving program. The authors attribute the success of the Fifth Dimension to several factors. First, the program offers a balance of intellectually enriching exercises with development enhancing games. Second, by engaging undergraduates as active participants in both learning and social activities, the program gives local community organizations a large infusion of high-quality help for their educational efforts. Third, by rewarding children for their achievements and good behavior with greater flexibility in choosing their own schedules, the Fifth Dimension acts as a powerful, enduring motivator.

Essential Statistics for Public Managers and Policy Analysts Evan Berman,Xiaohu Wang.2016-12-30 Known for its brevity and student-friendly approach, Essential Statistics for Public Managers and Policy Analysts remains one of the most popular introductory books on statistics for public policy and public administration students, using carefully selected examples tailored specifically for them. The Fourth Edition continues to offer a conceptual understanding of statistics that can be applied readily to the real-life challenges of public administrators and policy analysts. The book provides examples from the areas of human resources management, organizational behavior, budgeting, and public policy to illustrate how public administrators interact with and analyze data.

Educational Research Document Summaries Educational Research Information Center (U.S.).1966

The Principal's Guide to Afterschool Programs, K-8 Anne Turnbaugh Lockwood.2007-08-20 Provides a step-by-step process for creating a sustainable afterschool program that incorporates a high-level curriculum, integrates standards, and improves achievement, particularly for students who are at risk.

Workforce Management Improvement Plan for the CNMI .2002

The Principal's Guide to Afterschool Programs, K-8 Anne Turnbaugh Lockwood.2007-08-08 Provides a step-by-step process for creating a sustainable afterschool program that incorporates a high-level curriculum, integrates standards, and improves achievement, particularly for students who are at risk.

Safe and Smart .1998

The Insider's Guide to Winning Education Grants Dakota Pawlicki,Chase James.2013-11-04 Find, apply for, and win grant dollars for the classroom This accessible guide offers a proven, step-by-step process for researching, writing, applying for, and winning education grants. The book educates readers on the basics of grant writing, including what sources are the most reliable for securing education funding. It also serves as a practice tool, with worksheets, proposal templates, real-world examples, and advice from grant-winning teachers to help instill confidence about navigating this somewhat daunting process. Offers a proven formula for winning education grants in clear, step-by-step instructions Includes a wealth of handy tools, worksheets, templates, and teacher-tested advice Outlines the four main components of money-generating education grants Based on UNITE's celebrated Grant Writing Teacher Professional Development series The book's step-by-step process is filled with illustrative examples of successful grant proposals.

Community Programs to Promote Youth Development Institute of Medicine,National Research Council,Division of Behavioral and Social Sciences and Education,Board on Children, Youth, and Families,Committee on Community-Level Programs for Youth.2002-02-12 After-school programs, scout groups, community service activities, religious youth groups, and other community-based activities have long been thought to play a key role in the lives of adolescents. But what do we know about the role of such programs for today's adolescents? How can we ensure that programs are designed to successfully meet young people's developmental needs and help them become healthy, happy, and productive adults? Community Programs to Promote Youth Development explores these questions, focusing on essential elements of adolescent well-being and healthy development. It offers recommendations for policy, practice, and research to ensure that programs are well designed to meet young people's developmental needs. The book also discusses the features of programs that can contribute to a successful transition from adolescence to adulthood. It examines what we know about the current landscape of youth development programs for America's youth, as well as how these programs are meeting their diverse needs. Recognizing the importance of adolescence as a period of transition to adulthood, Community Programs to Promote Youth Development offers authoritative guidance to policy makers, practitioners, researchers, and other key stakeholders on the role of youth development programs to promote the healthy development and well-being of the nation's youth.

After-School Programming and Intrinsic Motivation Elaine Clanton Harpine.2019-08-10 This book examines the eight-year development of the Reading Orienteering Club after-school program, showing how to develop, test, change, and adapt an after-school program to fit the needs of the children who attend. It includes case studies and data reports for each year and presents the theory, application, and program evaluation steps that workers in the field or students learning about program design must follow. Chapters present first-person accounts as well as statistical evaluations of the effectiveness of the reading program with each group of children. In addition, chapters highlight the changes that were made in program design and why each change was implemented, giving practitioners the insights needed to adapt interventions and strategies to their own programs.

The book concludes with recommendations from the authors on how to run a successful after-school reading program. Topics featured in this book include: The effect of intrinsic motivation to mental wellness in the classroom. The importance of oral reading in correcting reading failure. Group-center approaches to teaching reading in the classroom. How to select the best evaluation tool. The challenges of mixing inner city and rural students in a reading program. After-School Programming and Intrinsic Motivation is an essential reference for scientist-practitioners, clinicians, researchers, and graduate students in such disciplines as school psychology, childhood education, social work, psychotherapy and counseling, and learning and instruction.

Unite Against Bullying, an Educational After-school Program Paloma Bautista (Graduate student).2014 Abstract: The purpose of this project was to design a comprehensive anti-bullying program aimed to not only involve students, but also to involve parents or guardians in order to prevent and intervene bullying at home. Bullying is an ongoing issue that has caused a lot of attention in the media. Although several measures have been taken in order to help tackle the increasing prevalence of bullying, a factor is always left out. Unite Against Bullying An Educational After-School Program aims to empower students and parents or guardians through education. After the 12-week long program, students and parents or guardians will hopefully become more intrinsically motivated to engage in positive behaviors and have a better understanding of the ramifications bullying can cause. The actual submission and/or funding of this grant were not a requirement for the successful completion of this project.

After School Programs United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education.2008

After-School Programs to Promote Child and Adolescent Development Institute of Medicine,National Research Council,Commission on Behavioral and Social Sciences and Education,Board on Children, Youth, and Families,Committee on Community-Level Programs for Youth.2000-09-12 This report summarizes the presentations and discussion at a workshop entitled Opportunities to Promote Child and Adolescent Development During the After-School Hours, convened on October 21, 1999. The workshop was organized by the Board on Children, Youth, and Families and its Forum on Adolescence of the National Research Council and the Institute of Medicine, with funding from the David and Lucile Packard Foundation. This workshop brought together policy makers, researchers, and practitioners to examine research on the developmental needs of children and adolescents—ages 5 to 14 years—and the types of after-school programs designed to promote the health and development of these young people. Intended to provide a forum for discussion among the various stakeholders, the workshop did not generate conclusions about the types of programs that are most effective, nor did it generate specific recommendations about after-school programs or promote a particular approach. The workshop coincided with release of the Packard Foundation's fall 1999 issue of *The Future of Children*, entitled *When School Is Out*. Focusing on after-school programs, the journal provided some context for the workshop, providing a backdrop for discussing the importance of after-school programs, the types of programs that exist across the country, and the policy climate that surrounds after-school programs. This report summarizes the workshop.

The Principal's Guide to Afterschool Programs K-8 Anne Turnbaugh.2015-01-13 Build a strong afterschool program that increases learning while incorporating standards! Research shows that participation in structured afterschool programs holds huge benefits for children's academic and social development. But how can school principals create programs that help maximize student proficiency? This book holds the answers. Based on an AASA/Mott Foundation study, this concise yet comprehensive guidebook offers a step-by-step process to help principals and administrators build a successful and sustainable afterschool program. The author discusses how to integrate standards and incorporate a high-level curriculum and provides profiles of programs that have improved achievement, particularly for students who are at risk. School leaders will find checklists, planning worksheets, evaluation tools, and surveys, plus guidelines for: • Developing a parent and community base of support • Hiring staff and obtaining volunteers • Getting funding and grants • Collecting and evaluating program data This book will help school leaders identify the most effective ways to structure afterschool programs. The author shows how to avoid common problems and demonstrates through examples that, by working closely with staff and the community, it's possible to raise student proficiency levels and cultivate academic success.

The Second World Ocean Assessment United Nations Publications.2021-09-22 The second World Ocean Assessment is a collaborative effort of hundreds of experts from all regions of the world, a comprehensive and integrated assessment of the state of marine environment.

Hanging Out Ruth Garner,Yong Zhao,Mark G. Gillingham.2002-03-30 There has been a huge increase in government and foundation funding for after-school programs, but there is very little published research on processes and outcomes (what is available is single-program analysis, often in the form of reports to funding agencies). This collection provides data on the operation of many programs and takes community contexts into account, showing what children actually like and how programs can attract and retain them.

Administering YMCA Early Childhood and Afterschool Programs YMCA of the USA.2006

School, Family, and Community Partnerships Joyce L. Epstein,Mavis G. Sanders,Steven B. Sheldon,Beth S. Simon,Karen Clark Salinas,Natalie Rodriguez Jansorn,Frances L. Van Voorhis,Cecelia S. Martin,Brenda G. Thomas,Marsha D. Greenfeld,Darcy J. Hutchins,Kenyatta J.

Williams.2018-07-19 Strengthen programs of family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, the fourth edition of the bestseller *School, Family, and Community Partnerships: Your Handbook for Action*, presents tools and guidelines to help develop more effective and more equitable programs of family and community engagement. Written by a team of well-known experts, it provides a theory and framework of six types of involvement for action; up-to-date research on school, family, and community collaboration; and new materials for professional development and on-going technical assistance. Readers also will find: Examples of best practices on the six types of involvement from preschools, and elementary, middle, and high schools Checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress CD-ROM with slides and notes for two presentations: A new awareness session to orient colleagues on the major components of a research-based partnership program, and a full One-Day Team Training Workshop to prepare school teams to develop their partnership programs. As a foundational text, this handbook demonstrates a proven approach to implement and sustain inclusive, goal-linked programs of partnership. It shows how a good partnership program is an essential component of good school organization and school improvement for student success. This book will help every district and all schools strengthen and continually improve their programs of family and community engagement.

Aiming High Through After-school Programs Tynisia Garcia.2009 Aiming high through after-school programs: A grant proposal.

Thesaurus of ERIC Descriptors .1982

Appalachia .1991

Reauthorization of Child Nutrition Programs United States. Congress. Senate. Committee on Agriculture, Nutrition, and Forestry.1999

Grant Writing for School Leaders Peggy Downs.2020-06-06 Are you a leader, founder, or board member interested in finding grants for your school? You understand the importance of grants, but you have questions. This special bundle offers books 1-3 from the *Grant Writing for School Leaders* series in one book. *Grant Writing for School Leaders* will move you from start-up to impact. 1. *Start-Up Guide for School Grants* In the *Start-Up Guide for School Grants*, Peggy Downs answers the questions she hears most as she works with school leaders to develop grants. Have you ever wondered: Is a grant the answer for your school? Why do grants matter? How do you find grants? What are the best grant-writing books? How can classroom grants help my school? You'll learn the answers to these questions and more. After you read this book, you'll have a clearer idea of how grants can support your school programs. 2. *Charter School Grants* Can you get a grant for that? You have an idea for a grant, or you've seen a grant you'd like to apply for...now what? *Charter School Grants* offers the information you need to find, plan, and write your first grant. In this book, you will learn: Why grant makers support schools How to find grants What documentation you need available How to develop a strong proposal After you read this book, you'll be ready to plan your first grant proposal and submit a completed application. Most school leaders understand the value of grants but get lost in the process. *Charter School Grants* will guide you through every step of the way for any small to medium-sized grant. 3. *Grant Writing for Impact* We all want to ensure our schools have the resources needed to support our students, but what happens when the money just isn't there?

How can you develop new programs, build new facilities, or upgrade your technology on a tight operating budget? How can you partner with those who have the funds you need to reach your goals? In *Grant Writing for Impact*, Peggy Downs offers a step-by-step system for building a comprehensive grants program for your school. In this book, you will learn how to: Envision the program you want to develop. Establish systems and teams to support your grants program. Engage partners who share your vision. Execute your plan to meet your goals. Extend your vision with long-term planning. This book is more than a grant-writing book. It will help you clarify your vision, manage grants effectively, and develop partnerships with grant makers and donors to support your school improvement goals. Each book in this series addresses a different level of grant writing skills. Just getting started and full of questions? Start with book 1. Ready to write your first grant? Choose book 2. Interested in learning how to develop a school grants program? Then book 3 is for you. Each volume offers links to free resources to help you be successful with school grants. Thinking about school grants? *Grant Writing for School Leaders* can help you move from start-up to impact. Also Available! 4. *Grant Writing for Impact Workbook* This book is a companion workbook for *Grant Writing for Impact*. This workbook was created because early readers asked for more. Working with the content in *Grant Writing for Impact*, this workbook provides all you need to move from wishful thinking to successful reality. *Status of the District of Columbia Public Schools Plan for Capital Improvements and Academic Excellence* United States. Congress. House. Committee on Government Reform. Subcommittee on the District of Columbia. 2000

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