

Up to the Minute News for After School Professionals

October 10, 2007

You are receiving this information from "After School Counts!" – a program of the Educational Council. We hope you will find the information useful. Feel free to share it with colleagues who don't receive it. "After School Counts!" does not endorse any events, trainings, or resources included in this bulletin. It is offered for your information and thoughtful consideration for participation. To contact "After School Counts!" please call Heidi Yoakum at 614-292-8711 or Amy Gordon at 614-247-4976. Thanks!

**Newly added information is at the beginning of each section, and is noted with
asterisks**

Upcoming Trainings & Meetings

****Ohio Family and Children First Council (OFCFC) October Regional Family Network Meetings** Parents, family advocates and other family groups are invited to attend OFCFC's regional meetings to learn more about OFCFC's work and to provide feedback on their proposed concept for family engagement and empowerment. Meetings will be held in Hudson, Dayton, Cambridge, Bowling Green and Chillicothe during October and parents will receive a \$40 stipend for attending. For more information e-mail CollinsTN@mh.state.oh.us.

**** Tapping Into the Genius in Kids! Discover...Connect...& Create...**

By Learning Change – scholarships available!

Saturday, October 13, 2007

9am -4pm

Scioto Ridge United Methodist Church ***(Note the change in location!)***

Step Up to Quality Approved Training

All the way from California, OAA is proud to present...Learning Change!

This workshop is designed for after school professionals, educators, youth leaders, 21st CCLC, Parks & Recreation, Boys & Girls Clubs, and youth program directors.

This facilitation workshop introduces participants to some of the most effective facilitation skills designed to promote better learning and positive social skills. This all day workshop introduces participants to in-the-moment teaching strategies and techniques that draw out memorable lessons from students. The material in this day long event is tied into Ohio's Academic Content Standards.

Participants will learn effective inquiry and reflection methods using Learning Change's Discover, Connect, and Create approach. Participants will receive year long support via the Internet as they implement the techniques learned during the workshop in their Afterschool program.

The workshop is divided into three parts:

Part One: Discover Introduction to Facilitation & Learning

Starting with the foundations of facilitation, Introduction to Facilitation presents the key models to facilitation and group learning. It will also introduce strategies for leading structured experiences for large & small groups.

Finally, this section will teach participants effective reflection techniques by applying Learning Change's Discover-Connect- Create model.

Part Two: Connect *Creating the bridge between experience, learning, and application*

Building on the foundations presented in Part One, this section explores dialogic learning and the use of experiential methods to help students take responsibility for their own learning.

Part Three: Create *Developing a plan for implementation and support*

The last section of the workshop is designed to help participants create a plan for implementing the facilitation techniques. Participants will also be introduced to the latest interactive technologies designed to support them with their efforts.

Conference Location:

COLUMBUS LOCATION

Scioto Ridge United Methodist Church

4343 Dublin Rd.

Hilliard, Ohio 43028

Directions-log onto www.srumc.org

Conference Fees (scholarships available)

Non-OAA member \$65

OAA member \$45

Credit Cards accepted

Last Date to Register is October 8, 2007!

For information or questions regarding registration contact:

Kathy Meyers at (614) 890-2930

All other questions contact:

Jennifer Bartlebaugh at (440) 315-2187 or Chris Schmidt at (513) 919-7374

****The Ohio 8 Coalition is holding their second Summit on Urban Education:**

Investing in our Children. This event takes place October 11-12 in Columbus. Registration

fee is \$50 and the keynote speaker is Ruby Payne, author of *A Framework for*

Understanding Poverty. The Ohio 8's mission is to work with policy makers to improve

academic performance and close the achievement gap for urban children throughout

Ohio. The Coalition carries out its mission by working closely with legislators, educators,

parents, labor and community officials. More information is available at:

<http://www.wendingpr.com/ohio8/summit/>.

**** Therapeutic Alternatives in Dealing with Potentially Violent Behavior**

October 19, 2007

9:00 a.m. - 12:15 p.m.

Central Ohio Area Agency on Aging Training

174 East Long Street

Columbus, OH 43215

(614) 645-7250

This program will help participants to develop skills and increase their confidence for dealing with these stressful situations and avoiding potentially violent behavior.

At the conclusion of this workshop, participants will be able to:

- Identify the signs, symptoms and stages of escalating problems.
- Consider a range of interventions and select the appropriate one if a situation escalates.
- Recognize general environmental factors that can contribute to an escalation and identify ways to prevent or minimize them whenever possible.
- Discuss a variety of ways to deal with escalating situations so that violence is avoided whenever possible.

REGISTRATION FEE: \$55.00

3.0 Social Work Clock Hours (#RSX059002)

3.0 Counselor Clock Hours (#RCX109207)

**** COMPLEMENTARY LEARNING PROFESSIONAL DEVELOPMENT INSTITUTE**

On November 1-3, Harvard Family Research Project will host its second professional development institute on complementary learning: "Closing the Achievement Gap: Linking Families, Schools, and Communities Through Complementary Learning." This institute will explore how schools, families, out-of-school time programs, and other organizations and agencies can work together to build systems that promote children's learning and development. For more information or to register, call the office for Programs in Professional Education at the Harvard Graduate School of Education at 1-800-545-1849 or go to: <http://www.gse.harvard.edu/%7Eeppe/k12/programs/cag.html>

**** OAN Quarterly Membership Meeting Schedule** -- Plan on attending the final quarterly OAN (Ohio After School Network) meeting Wednesday, November 28th 10:30-2:30, at Vineyard Community Center in northeast Columbus. This meeting is free and lunch will be served. To register, contact Liz Nusken at lnusken@occcra.org or 614-396-5959 X 310. The meeting schedule has been set for 2008. All meetings take place 10:30 a.m. to 2:30 p.m. in Columbus. The dates are: February 6th (previously set for February 13th), May 14th, August 6, and November 12.

To include your upcoming afterschool trainings, please contact "After School Counts!" at 614-247-4976. We would love to list your afterschool related training information!

Resources and Information:

** Lights On Afterschool

Thursday, October 18th is designated as *Lights On Afterschool*, a national event promoted by the Afterschool Alliance to showcase afterschool programs and the need for quality care for children of all ages. For more information, to register your event, and for many helpful planning tools, go to: www.afterschoolalliance.org.

More than 4,000 afterschool programs have signed up to be part of the 8th annual Lights On Afterschool. Join your colleagues, and help us reach our goal of having more than 7,500 celebrations nationwide calling attention to afterschool programs. Your participation will help send the message that afterschool programs are key for our children, families and communities

To help recognize afterschool program leaders who participate in Lights On Afterschool, T-Mobile USA has donated three of their hottest cell phones for a drawing among event sites. Programs who register by October 5 will be entered to win a phone. Registered event sites also receive 10 posters to promote your event, plus event planning emails; and are featured on the Afterschool Alliance website and media materials.

The Afterschool Alliance has incentives for Lights On event planners who register their events by October 5th. Those who register will be entered in a raffle to win:

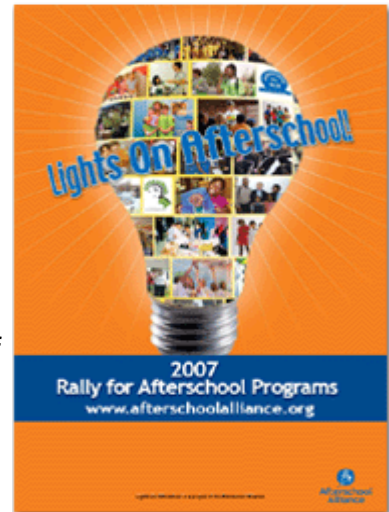
- [Nokia 5300 Xpress](#) (a music phone)
- [Samsung t629](#) (a really slim "slider" phone that also has an MP3 player)
- [Motorola pink "Cherry Blossom" RAZR](#) (A tattoo design by Ami James of Miami Ink)

** www.americaonthemove.org Welcome to America On the Move...a national movement that encourages everyone to take steps towards a healthier way of life.

** http://www.dispatch.com/live/content/life/stories/2007/08/23/1A_LITERARY_MAP_--_with_MAP_ART_08-23-07_E1_H87M9CV.html?sid=101 Information and Interesting places to visit in Ohio

** For those of you working with older youth, you may be interested in checking out this blog on the CNN.com website. <http://www.cnn.com/exchange/blogs/ypwr/> It is called **Young People Who Rock**. The blurb online says: Young People Who Rock is a weekly interview series focused on people under 30 -- from CEOs to entertainers to athletes to community and political leaders -- who are doing remarkable things. Maybe you know someone who should be featured!

** FALL IS HERE! WHAT ARE YOUR KIDS DOING TOMORROW?
Don't get caught unprepared! Get your FREE copy of the latest FETCH!



Challenge Pack complete with seven new activities - all requiring inexpensive and easy-to-find materials. Kids support a heavy book with a single sheet of paper, create copters to compete in the slowest race ever, train their brains NOT to read, and build cars that catch the wind! If you haven't ordered your copy yet, email: fetchnews@wgbh.org. Please include your name, organization, mailing address (please indicate work or home address), and phone number.

**** The Quality of School-Age Child Care in After-School Settings**

This brief, written by HFRP's Priscilla Little and published by Child Care & Early Education Research Connections, offers an overview of the features of high-quality after school settings, including an examination of key research on links between program quality and developmental outcomes. The brief also reviews current practice in program quality assessment, and a set of quality-related considerations for policymakers.

<http://www.researchconnections.org/SendPdf?resourceId=12576>

**** Status of TANF Funding for Afterschool**

As you may already know, the \$20 million that was approved in the state's biennium budget is for two years: July 1, 2007 to June 30, 2008 (\$10M) and July 1, 2008 to June 30, 2009 (\$10M). OAN convened an ad hoc group in July to develop recommendations on how this funding should be administered and sent them to the Ohio Department of Job and Family Services (ODJFS). ODJFS decided that for the first year it would allow programs that were funded last year to extend their contracts September 1, 2007 through June 13, 2008 and receive one-third of the amount that they received last year (this amount was selected because \$10M is approximately one-third of the \$28.5M that was available last year). Most of these programs decided to extend their contracts and are now able to start their programs close to the beginning of the school year. While OAN members were disappointed that additional programs were unable to apply for funding, the ad hoc committee that created the recommendations for ODJFS and OAN's Strategic Leadership Team agreed that it made sense for ODJFS to fund programs with existing contracts so they could get started quickly, instead of going through a new RFP (request for proposals) process that would delay the funding for some time. ODJFS is deciding how they will administer the funds for next year. Ohio Afterschool Network will share information on TANF funding as soon as it is available.

**** The U.S. Department of Education (ED)'s Office of Safe and Drug-Free Schools, in collaboration with ED's Emergency Response and Crisis Management (ERCM) Technical Assistance (TA) Center, is pleased to announce the release of new publication.**

ERCExpress newsletters present in-depth information and resources addressing key issues in school emergency management. New issues of the **ERCExpress** are now available online:

Tapping into Nontraditional Community Partners for Emergency Management, (Volume 3, Issue 1, 2007) discusses various partners and strategies that can be used to support

school and district emergency management efforts. The latest edition is available now at <http://ercm.ed.gov/views/documents/TapIn2CmunityPartnrs4ERMgmt.pdf>

Coping with the Death of a Student or Staff Member, (Volume 3, Issue 2, 2007) highlights the range of impact death can have on a school community; offers suggestions for responding to a loss; and discusses strategies for recovery. The latest edition is available now at http://ercm.ed.gov/views/documents/CopingW_Death_StudentOrStaff.pdf

Article in The Forum for Youth Investment -Youth Bureaus *Moving Forward with Ready by 21*

In early June, Forum Executive Director Karen Pittman delivered a presentation on Ready by 21 to open part three of the New York State Office of Children and Family Services' *Moving Forward* series, "Strategic Collaborative Planning." Karen discussed the importance of communities taking a coordinated "big picture" approach to planning, advocacy and policy development in order to improve policies and programs for young people. She also explored how community leaders must understand the connection between youth outcomes, community supports and effective leadership. [Learn more about Ready by 21](#)

<http://www.forumfyi.org>

FINDING U.S. CENSUS DATA FOR GRANT WRITING AND COMMUNITY NEEDS ASSESSMENT

The U.S. Census Bureau is the leading source of quality data about our nation's people and economy. Census produced a tool kit for faith-based and community organizations to assist with obtaining Census information for grant writing and community needs assessment. Census data drives key elements of grant applications and grant proposals are strengthened by good supportive data, which demonstrates a need within a community.

The Census tool kit is a simple, easy to use resource. To access the tool kit, visit www.census.gov/field/www/faith/ <<http://www.censu>

www.mypyramid.gov.

<http://www.alted-mh.org/Resources/funding.html>

2008 Twenty-First Century Community Learning Center Grant 62 Awardees are on the web! www.ode.state.oh.us . Keyword search: 2008 Twenty-First Century Community Learning Center Grant Awardees

Visit kidsdiscover.com/standards to learn more about integrating KIDS DISCOVER magazine into your standards-based instruction!

Hot Off the Press: Core Principles for Engaging Young People in Community Change

Engaging young people as partners in community change is a compelling idea, but translating that idea into effective practice requires focused attention to a range of issues. The principles described in this paper emerged from the commingling of research and practice that occurred when the Forum merged with Community IMPACT! USA. They are important but simple principles for putting the idea of youth engagement into practice. They can be implemented in a wide range of organizations, including schools, youth organizations or community centers that want to strengthen their commitment to youth leadership, or community-change focused organizations or coalitions that want to strengthen their commitment to youth involvement. Access the report at youth@forumfyi.org

We Can! is a national education program that targets youth ages 8-13, their parents, and caregivers in home and community settings to meet the overall goal of preventing overweight and obese children. It is a resource from the National Institutes of Health and The Department of Health and Human Services. There are many ways to be involved in this. The website is <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>.

THE QUALITY OF SCHOOL-AGE CHILD CARE IN AFTER-SCHOOL SETTINGS

Growing evidence tells us that quality after school programs can make a difference in children's lives. But what defines quality in after school settings? This brief by HFRP's Priscilla Little offers an overview of the features of high-quality after school settings, including an examination of key research on links between program quality and developmental outcomes. The article, published by Child Care & Early Education Research Connections, also reviews current practice in program quality assessment, and a set of quality-related considerations for policymakers. You can read it online at: <http://www.researchconnections.org/location/ccrca12576>

STUDY CALLS FOR STRONGER ROLE FOR ARTS IN AFTERSCHOOL

A new study of the role of arts in afterschool programs, drawing on data from a nationwide survey of 21st Century Community Learning Center grantees, concludes that state and local arts organizations need to take a stronger role in initiating partnerships with afterschool programs.

The publication of the study was a joint project of Americans for the Arts and the Afterschool and Community Learning Network, from authors Terry K. Peterson, Director of the Afterschool and Community Learning Network and Board Chair of the Afterschool Alliance; Associate Professor Scott Shanklin-Peterson, Director of the Arts Management Program of the School of the Arts at the College of Charleston; and Jennifer May, a PhD candidate in Educational Psychology at the University of South Carolina.

The authors surveyed a stratified random sample of 21st Century grantees. They found that afterschool providers strongly support including arts programming in their afterschool curricula. When asked to identify the most effective methods of incorporating the arts, respondents gave the highest marks to two approaches: providing workshops, field trips, story telling experiences, and development of plays; and providing musical instruments and individual or group lessons as an introduction to skills and genres of music.

A second tier of approaches, described by the authors as "rated highly," included exploring a different arts area each month, working with local folk and traditional artists, and creating a mentoring program in the arts area of the students' interest. Other approaches deemed very useful included working with visual artists to create a mural, showcasing student work publicly outside of school, and creating a summer institute with emphasis on one area of the arts.

The authors identified a scarcity of resources, time, community contacts and information as significant barriers to a strong role for the arts in afterschool programming. They conclude that local and state arts organizations need to initiate partnerships with afterschool programs to facilitate arts education.

They write, "Leadership by local and state arts agencies and cultural organizations is critical to meet this afterschool interest and demand; otherwise, the cultural community risks missing a generation of artists and audience members as afterschool programs continue to provide educational and recreational activities devoid of artistic content."

"Afterschool providers have so many irons in the fire," Terry Peterson said in an interview. "We can't expect them to be experts in the arts, nor familiar with the local arts community. They'd love to expose their students to the arts, but want and need help navigating the arts world. That's exactly the expertise that state and local arts organizations bring to the equation. So afterschool providers need to seek out and forge partnerships with local and state art councils and organizations to provide hundreds, even thousands of children in their communities with hands-on learning experiences in and through the arts. At the recent national convention of Americans for the Arts, we urged the local arts organizations to also reach out to afterschool leaders – because afterschool and the arts is a win-win partnership for the positive development of our children and youth."

The study, *Understanding the Market for Arts Education in Afterschool Settings*, is available on the Americans for the Arts website at http://www.americansforthearts.org/pdf/services/arts_education/petersonartseducationpecialpublication.pdf

IRA and NCTE are proud to announce the launch of a special area, *Learning Beyond the Classroom*, designed to help students continue to build on their literacy learning outside of school. Please visit <http://www.readwritethink.org/beyondtheclassroom/summer/> to find a collection of summer activities for children and teens. Included also are printable [tip sheets](#) for using some of ReadWriteThink.org's many online interactive tools.

A Teacher's Resource Guide for Bike Smart and Walk Smart CD-ROM programs for children in grades K-3 is available free for download at: <http://childsafety.hcimarketplace.com>. It contains a number of outdoor activities teachers can conduct with their students to enhance bicycle and pedestrian safety skills. While the activities are tied into and enhance specific sections of the Bike Smart and Walk Smart CD-ROMs, they can be conducted as stand alone activities without the programs being viewed. The Bike Smart and Walk Smart programs were released last summer. Recently, they were widely distributed to school districts in the State of Florida through their Safe Routes to School program.

Free “Planet Heroes” DVD at

<http://www.fisherprice.com/fp.aspx?st=10&e=planetheroeslanding>

Quality Time After School: What Instructors Can Do to Enhance Learning (Public/Private Ventures)

Improving the quality of out-of-school time activities and creating effective learning environments is of keen interest to practitioners, funders and policymakers. Funded by The William Penn Foundation, *Quality Time After School* identifies characteristics of after-school activities that are linked to youth engagement and learning across a rich diversity of out-of-school-time activity areas. Drawing from surveys and interviews with more than 400 participants and instructors from five Philadelphia-based Beacon Centers, the report's findings highlight the importance of two features of high-quality activities: good group management and positive adult support of learning. Building on analyses of over 50 detailed activity observations, as well as key lessons from past research, the report also suggests a road map for program operators and policymakers to create engaging learning environments in after-school programs. www.ppv.org

KnowledgeWorks Map of Future Forces Affecting Education. To print a copy of the map and to get more information, visit the following website: <http://www.kwfdn.org/map>

NEW STUDY: EVEN PROGRAMS NOT AIMED AT ACADEMICS IMPROVE ACHIEVEMENT

A study by the Chapin Hall Center for Children, a research center at the University of Chicago, finds that youth in Chicago's After School Matters program have better class attendance, lower course failures and higher graduation rates.

The program, led by Maggie Daley, wife of Mayor Richard Daley, Jr., offers paid internships to teenagers in some of Chicago's poorest neighborhoods. After accounting for student demographic characteristics and prior attendance records, researchers found that students who participated in the program missed fewer days of school than their classmates, and that students who participated most frequently failed fewer core academic courses (English, Math, Science, and Social Studies).

The finding of improved academic performance is particularly noteworthy because the program is not aimed at improving academics. Rather, it focuses on improving students' work skills by creating internship and apprenticeship opportunities in the arts, technology, sports and communications. But the program requires that students attend school on days they are participating in program activities. So by creating an incentive for students to attend school regularly and giving them something to look forward to after school, researchers conclude, After School Matters helped improve academic performance, even though the program is not designed specifically for that purpose.

An issue brief on the study is available from Chapin Hall's website at http://www.chapinhall.org/content_director.aspx?arid=1444&afid=335&dt=1.

Resource Center (Safe and Drug-Free Schools Consortium) – lends videos/DVD's and books on prevention topics. Check out bullying resources, drug prevention information and more. Services are available to anyone serving children and youth in any of the 16 public school districts in Franklin County and Diocesan schools. Visit www.edcouncil.org or call Karen Gebhart at 292-8717 or come visit us at 1929 Kenny Road, Suite 300.

Websites related to after school programs and activities-

After School Alliance - www.afterschoolalliance.org

The Forum for Youth Investment - www.forumforyouthinvestment.org

Foundations, Inc. - www.foundationsinc.org

The National After School Association - www.naaweb.org

National Collaboration for Youth - www.collab4youth.org

National Institute on Out-of-School Time - www.niost.org

The Out-of-School-Time Learning and Development Project - www.gse.harvard.edu

Promising Practices in After School - www.afterschool.org

School-Age Notes - www.schoolagenotes.com

Pen Pal Program

With the goal of “thinking globally, acting locally,” the ePal Foundation has created ePALS, which pairs literacy-based curriculum with a mentoring component. The international program provides a reading curriculum to educators and teams individual students with carefully screened adult pen pal mentors. The students discuss the books they read with their mentors and are exposed to a new perspective on issues. For more information, visit www.epals.com

Corporate Voices Working Families Business to Business Afterschool Toolkit

Corporate Voices Working Families has created a great toolkit that should help you approach business leaders in your community to understand the value of afterschool and why they should support it.

http://cvworkingfamilies.org/downloads/After_school_booklet%20B2B.pdf?CFID=17914383&CFTOKEN=85935092

“Fundraising’s Four Magic Questions” (courtesy of PEN)

Make the ask, and for a precise amount. Don't fill in the silence. No matter how long it may seem, wait. Follow the dictum: The first one who speaks is dead! Do you know the answers to four immutable fundraising questions?

<http://www.guidestar.org/DisplayArticle.do?articleId=1108>

Public Education Network (PEN)

PEN Weekly NewsBlast is a free e-mail newsletter featuring school reform and school fundraising resources. The PEN NewsBlast is the property of the Public Education Network, a national association of 86 local education funds working to improve public school quality in low-income communities nationwide. To receive the PEN Weekly

NewsBlast, follow the instructions on this link:
http://www.publiceducation.org/newsblast_grants.asp.

Call to expand international themes

A new report makes the case for expanding internationally themed programs in afterschool and summer programs. The report grows from a gathering last summer convened by the George Lucas Educational Foundation and the Asia Society, planned in collaboration with the Afterschool and Community Learning Network and the Children's Aid Society. Participants included a number of education policy experts and leaders of the afterschool movement. The three-day session focused on how afterschool and summer programs can create connections to diverse communities and cultures, while promoting global literacy, social development, and academic enrichment. The report, *Afterschool in the Global Age*, provides an overview of why international education is so vital in an age of globalization, and highlights promising practices, new innovations, and recommendations to make programs more effective. The report is available for download at www.internationaled.org/afterschoolreport.htm

Grants Funding Information, Awards, and Contests

****Pathways Within Offers Book Donation Program for Small and Rural Communities**

Deadline: October 15 and March 15, annually

The Pathways Within (<http://pwirtr.org/>) Roads to Reading Initiative Bi-Annual Program donates books to literacy programs in small and rural low-income communities.

The initiative makes book donations to school, after-school, summer, community, day-care, and library reading and literacy programs. The applicant program must have at least a six-month history; have a tutoring component or a strong focus on remedial reading in a structured environment; hold meetings over a period of time; and be continually and consistently under the direct supervision of professionals, para-professionals, or volunteers.

To be eligible to apply, nonprofit organizations must have 501(c)(3) tax-exempt status and an annual operating budget of less than \$95,000. (Schools and libraries are exempt from this budget requirement.) The community where the organization is located must be underserved and have a population of less than 50,000.

The program does not make donations for book-bag programs, gifts, giveaways, events, book clubs, or home-based literacy programs.

School districts, lead agencies, or umbrella agencies are not eligible to apply. Each site within group agencies or districts must apply for the donations separately.

On average, a hundred to two hundred books appropriate for

toddlers to young adult are awarded per grantee. Books are currently available in English only.

Visit the Pathways Within Web site for complete program information. RFP Link:

<http://fconline.foundationcenter.org/pnd/10007859/pwitr>

For additional RFPs in Education, visit:

http://foundationcenter.org/pnd/rfp/cat_education.jhtml

Do Something—Game Stop Youth Grants (Deadline: Rolling)

Do Something is accepting applications for its Game Stop Youth grants program. The purpose of this program is to support creative proposals for solving local problems in three areas: health, community building, and the environment. Applicants should address Do Something's core principles: 1) measurable change; 2) community focus; 3) long-term problem solving action; 4) creativity; and 5) diversity.

<<http://www.healthinschools.org/grants/ops973.asp>> (SOURCE: Center for Health and Health Care in Schools)

Grants for Youth Promoting Collaboration

The Southern Poverty Law Center is sponsoring the Mix It Up Grants program, which provides \$500 for youth-directed activist projects that identify, cross and challenge social boundaries in schools and communities. There is no application deadline. For more information, visit <http://www.tolerance.org/teens/grants.jsp>

Early Childhood

Grant: Early Childhood Care and Education Grants - Direct service support to organizations throughout the contiguous United States, with a priority for projects operated by experienced, community-based programs serving children in low-income, major urban areas, where families struggle to find affordable, high-quality early education and care. Grants pay for tuition subsidies, small renovations, equipment upgrades, playground construction and staff development.

Funder: Rosie's For All Kids Foundation.

Eligibility: Nonprofits.

Deadline: Open for letters of intent.

Amount: \$15,000-\$30,000.

Contact: www.forallkids.org (click Early Education)

Juvenile Justice

Grant: State Justice Institute - Funds state and local courts, nonprofits and others to improve the quality of justice, including juvenile justice, in the United States.

Funder: State Justice Institute.

Eligibility: State and local courts and national nonprofits.

Deadline: Most grant categories have rolling deadlines.

Amount: \$2 million to \$4.5 million.

Contact: www.statejustice.org

Recreation

Grant: Baseball Tomorrow Fund - To expand youth participation in baseball and softball by funding programs, fields, coaches, training and the purchase of uniforms and equipment to encourage and maintain youth participation in the game. The funds may finance a new program, expand or improve an existing program, undertake a new collaborative effort or obtain facilities or equipment.

Funder: Major League Baseball and the Major League Baseball Players Association.

Eligibility: Urban and rural nonprofits.

Deadline: Open.

Amount: Up to 30 grants per year totaling more than \$1.5 million. The average grant is \$51,000.

Contact: http://mlb.mlb.com/mlb/official_info/community/btf.jsp?content=grant_process

For children- and youth-led projects that promote understanding of environmental issues

Funder: The Captain Planet Foundation.

Eligibility: Schools and nonprofits.

Deadline: June 30, Sept. 30, Dec. 31 and March 31.

Amount: \$250 to \$2,500.

Contact: www.captainplanetfdn.org/grants.html

Pay It Forward Mini-Grants - For one-time youth-identified service projects that benefit their schools, neighborhoods or greater communities. Projects must be based on the concept of one person doing a favor for others, who in turn do favors for others, with ever-expanding results.

Funder: Pay It Forward Foundation.

Eligibility: Schools, churches and community youth groups (with an adult sponsor). Youths or adults may write the application.

Deadline: April 15, Oct. 15 and Jan. 15 of each year.

Amount: \$500.

Contact: <http://payitforwardfoundation.org/educators/grant.html>

RGK Foundation - Grants for community, education and health projects, including human services, community improvement, abuse prevention and youth development/educational enrichment programs.

Funder: RGK Foundation.

Eligibility: Nonprofits must first submit letters of inquiry.

Deadline: Open.

Amount: Under \$25,000 each.

Contact: www.rgkfoundation.org