

Facilitating Social Competence

**in a
School-Age Care Setting**



**A School-Age Care
Staff Development Manual**

by Jim Ollhoff

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*Paradigm Shifts in School-Age
Child Care: A Work in Progress*

Giving Children Their Childhood Back



A Report By
Jim and Laurie Ollhoff

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THE WHITE HOUSE
WASHINGTON

July 2, 1997

Laurie Ollhoff
Educational Coordinator of the
School-Age Care Programs
Concordia College
275 Syndicate Street North
St. Paul, MN 55104-5494

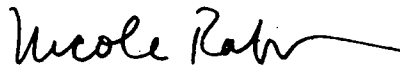
Dear Ms. Ollhoff:

Thank you very much for sharing with us material on the Concordia College School-Age Child Care program and for your kind offer of assistance.

A few weeks ago, the First Lady joined Secretary of Education Richard Riley to release a community guide to establishing community learning centers and highlighted the pressing need for programs like those at Concordia College for our nation's children.

Your words of advice and your example will be useful to us as we develop the themes and direction of the White House Conference on Child Care.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Nicole Rabner", with a long horizontal flourish extending to the right.

Nicole Rabner
Associate Director for Domestic Policy

MEMORANDUM FOR NICOLE RABNER

FROM: Abigail Hendel
DATE: June 27, 1997
RE: Phone Conversation with Lourie Ollhoff of Concordia College

Lourie is interested in helping develop quality after-school education and she very much wants to be involved in the planning. She has learned that there are four different agencies working on this issue: HHS, Juvenile Crime, Urban and Housing Development, and the Department of Education.

Studies have shown that children who are unsupervised after school hours are more likely to be involved in at-risk behavior than students who are involved in after-school programs. To combat this problem, she has many ideas about how to structure an after-school hours educational program including creating a core agency which would funnel money to the individual programs. She also believes that it is important to survey parents about what their child is doing after school to understand better what resources the children in a given area need.

She received your number from Ellen Clippinger who attended a meeting on the White House Childcare Conference with you.

She asks that you call her back and tell her how she can play a role in the decision making and planning process.

pls (R) from
me thanking for
material & for kind
offer of assistance -
we will keep her in
mind as we develop
w/lt conf on child care
and address the
critical issue of school age ^{care} and
after school programs,

MESSAGE CONFIRMATION

JUN-19-97 14:39

FAX NUMBER :

NAME :

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Concordia College, St. Paul, MN

FAX To: Nicole Rabner

From: Laurie Ollhoff

Fax: 202-456-6244

Pages: 8

Phone: 202-456-1414

Date: 6/19/97

Dear Ms. Rabner,

Today, we have learned of two of projects being spearheaded by Mrs. Clinton; Community Learning Centers and the White House Child Care Conference. Both of these projects overlap, because the research is clear that it is not the traditional school day that is putting children and youth at-risk. It is out of school time. Secondly, we should not put more children into the child care system without ensuring that it is a quality system.

In the last 30 years the socialization process for children and youth has changed dramatically. The socialization process has always contained three main threads: family, schools, and childhood. I really believe traditional education is not the problem and lengthening the day, without considering the content of the experience— is not the solution.

Giving children their childhood back is the solution. Childhood time is the only time in a child's life where they are not in a recipient role. Childhood time is about actively participating in your own development.

The time is now to plan for the future. Our state and our country need to create a system that gives this vital learning time back to children. Incorporating and developing "best practices" for lengthening school time is crucial to creating a healthy holistic childhood experience for children and youth.

→ To that end, Concordia College-St. Paul is the first college in the nation to offer a baccalaureate degree in school-age care and a master's in education with an emphasis in school-age care. These programs were designed with the help of over 450 professionals in the child care field. To date over 1800 people have asked for information about our program. The United States Air Force has approved our programs for dissemination to air bases all over the world. The degree programs began January of this year. In April, we started our first distant education courses and currently we have students from 17 states participating.

School-age care has the potential opportunity to serve and integrate many of our educational, crime prevention, and youth development programs. Research extols the virtue of high-quality care. The number one factor in high quality care is the level of training of the adults.

We have a passionate commitment for children and their families. We would welcome the opportunity to talk with you further. We are sending you some of our materials (recently accepted for publication by ERIC) and some of our brochures via Fed Ex.

Sincerely,

Professor Jim Ollhoff, director of the school-age care department
Professor Laurie Ollhoff, educational coordinator
612-603-8152

If we want these goals...

and we know these facts...

then we need School-Age Care!

Education Goals for the Year 2000	At-Risk and Deficits Search Institute	The Solution School-Age Care and the Five Foundations of Childhood
School Readiness: All children in America will start school ready to learn.	Home Alone: Students spends 2 hours or more per day at home without an adult. 58% of students in each grade	Mission of SAC: School-Age Care (SAC) is helping children discover the wonderment of their childhood—while ensuring that their childhood experiences create a healthy foundation for their future.
School completion: The high school graduation rate will increase to at least 90%.	Hedonistic Values: Student places high importance on self-serving values. 48% of students in each grade	Positive Development: Quality Child Care providers facilitate positive development by the way they participate in the lives of children. Through their interactions with children, they create and provide safe and healthy Environments (E), trusting Relationships(R), and enriching Experiences (E) that cultivate the sense of belonging and significance that each child needs.
Student Achievement and Citizenship: All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter....and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.	TV overexposure: Student watches TV 3 hours or more per day. 40% of students in each grade	Professional Development: When the SAC providers are skilled at shaping the E.R.E and combine those interactions with the tools of Empowerment, Play, Community - Building, Maturity, and Self-discipline, we nurture and enrich children's lives and create a solid foundation for socially and emotionally healthy youth and adults.
Adult literacy and Lifelong Learning: Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.	Drinking parties: Student frequently attends parties where peers drink 31% of students in each grade	Enhancing Social Skills: SAC is the opportune place for children to put their learning into a social context. In school children learn about people, places and things. In School-Age Care they learn the social skills that enable them to process people, places and things appropriately.
Safe, Disciplined, and Alcohol and Drug free schools: Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.	Stress: Student feels under stress or pressure "most" or "all" of the time. 21% of students in each grade	School Readiness: School readiness is an ongoing daily process. Quality SAC providers have the time, skills, and relationships to provide the care, guidance, nurturing children need so they can be ready to learn.
Teacher education and Professional Development: The nation's teaching force will have access to programs for the continuous improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.	Physical Abuse: Student reports at least one incident of physical abuse by an adult. 17% of students in each grade	Connections To Families: Quality SAC providers cultivate the opportunities they have with families—opportunities to work with them and support them on a daily basis.
Parental Participation: Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children	Sexual abuse: Student reports at least one incident of sexual abuse. 10% of students in each grade	Community Involvement: Quality SAC programs create opportunities for children/youth to be involved in their communities.
	Parental addiction: Students report parent "has a serious problem with alcohol or drugs" 7% of students in each grade	
	Social Isolation: Student feels a consistent lack of care, support, and understanding. 6% of students in each grade	
	Negative peer pressure: Most close friends are involved in chemical use and /or are frequent trouble at school. 2% of students in each grade	
	NOTE: Information From Search Institute Study of 6, 9, and 12 graders	

The Gift of Childhood

Principles of Effectiveness

Needs of the Children Drive the Program	Parents are cherished partners	Intentionality is the key to adult-child interaction	Experiences & activities help provide a balanced program	Relationships & interactions are the key to balance	Environments are created to stimulate relaxation	Staff have qualities conducive to & appropriate for child care	Parent communication is frequent & informative	A good environment helps provide a balanced program	The program is evaluated frequently	Children help provide limited leadership for the program	Management & budget support staff & program	Good staff people have periods of long tenure	Issues of diversity & sensitivity are an active part of program
SAC sites are miniature societies	Social skills are taught & practiced	Staff's individual gifts and talents are reflected	Individual choice and community building are equally important	Adults facilitate rather than direct	Discipline is educative & appropriate	Staff help connect families to the school & community	Children have time to explore hobbies	SAC programs grow with kids	Children get out into the community	Program has networked with community agencies	Transitions are smooth & flexible	SAC time is valued as the child's time	The building space & facilities are adequate

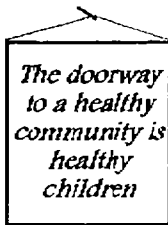


School-age care is helping children discover the wonderment of their childhood - while ensuring that this time provides a balance of life experiences to create a healthy foundation for their future.



Principles of Effectiveness

Outcomes are Foundations for Life

Child Interaction	Observer		Programmer		Teacher		Nurturer							
	Discipliner		Community Networker				Administrator							
	Empowerment		Play		Community Building		Maturity		Self-Discipline					
Children demonstrate ability of independence and personal initiative by being able to articulate their thoughts, ideas, and needs in appropriate ways.			Children are able to see the positive aspects of living in a world full of diversity.						Children are flexible in unusual circumstances and show ability to problem solve.			Children see themselves belonging to a larger community and having influence in making it a place for everyone.		
Children are able to understand boundaries and use good judgement to live safely.			Children feel good about themselves, they believe in themselves and see themselves as capable.			 The doorway to a healthy community is healthy children			Children are able to understand the need for balance and make appropriate choices for themselves.			Children value "alone time" to reflect; being alone doesn't feel lonely or lead to depression.		
Children can identify when they are feeling stress, they have the skills to cope with stress appropriately.			Children demonstrate the ability to solve own problems and know appropriate ways to seek comfort.						Children show strong interpersonal skills in relating to peers and adults.			Children enjoy participating in "life" activities just for the fun and fellowship.		

Outcomes are Foundations for Life

1940's	Now
Extended family provided child care	Children are often left with people who are untrained and under paid
At least one grandparent in 70% of the homes	Only 1% of children have a grandparent that is accessible
Children and families spent 3-4 hours in significant contact	Significant contact is 7 minute
Evenings were spent together doing chores, eating supper, dialog	Evenings of TV
Parents often worked at home	Parents and children spend the best 9 hours of their day apart
Network of neighbors and community for support, resources, and social relationships	Little knowledge of neighbors or community
Parenting resources were extended family	Lack of parenting resources
Children had a role	Children have no role
Children took part in rituals and traditions	Families have few traditions
Interpersonal communication was uninterrupted	Interpersonal communication is not frequent
School time was personal and one on one, tutorial	School time is passive recipient
Students mentored and helped one another	Students work alone or with peers
Life skills were on the job	Life skills are learned from TV

Generations of School-Age Care

	What is the Purpose of School-Age Care?	What is the Role of Adults in School-Age Care?	What are the Questions that Drive Research?	What Kind of Training is Available?	Integration with School and Community	What are the Short-Term Effects?	What are the Long-Term Outcomes for Children?
1st Generation	A place • • • <i>A safe place</i>	Babysitters and supervisors	Is child care good or bad?	Early childhood and elementary school workshops	To be not seen, not heard	Authoritarian control; little potential for growth	Lack of self-discipline skills; high percentage of at-risk behaviors
2nd Generation	A safe, <i>exciting</i> place	Activity directors and supervisors of play	What is quality child care?	SAC workshops and technical school classes	Some shared space	Lack of adult interaction; some potential for growth	Sophistication, not maturity; Lack of social skills
3rd Generation	A place for growth, nurture & life skills	Facilitator of positive development through healthy interactions	What adult-child interactions facilitate growth?	Theory and research-based degree programs	SAC staff and teachers working collaboratively.	High adult-child interaction; high potential for positive growth	Healthy children, healthy communities

CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

Presented by:
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CERTIFICATE PROGRAMS

Certificate of Proficiency in School-Age Care

- This thirteen semester credit program is the first of its kind. It is substantive and theory-based, and emphasizes child development and the adult interactions that facilitate positive growth in children.
- If you are within a hundred mile radius of the Minneapolis St. Paul area, we can send our instructors to you on a weekly basis. An average Certificate program, meeting three hours a week can be completed in six months.
- If you have twenty people interested in the Certificate of Proficiency program, our instructors can come to you and lead an Intensive Certificate. The format can also be done in four weekends, or ten days if the participants can attend full-time. Other delivery options are available.
- Completing the certificate shows parents that you are committed to providing the best care for children in your SAC programs.

Graduate Certificate in SAC Leadership

- Concordia offers a package of four courses from the MA program. This is done for people who want to develop their skills and expand their knowledge base, but who do not want or need a degree. Students who take the certificate may apply it to the MA program later if they choose.

School-Age Care Certificate in Site Leadership

- This certificate consists of the following courses: Self-Management, Interpersonal Management, Personnel Management, Business Management, and Program Management. This certificate is designed to guide site leaders in issues regarding staff, budgeting, legal issues, programming, and more.

School-Age Care Certificate in Special Needs

- This certificate consists of the following courses: Children with Special Needs, Behavior Management, Legal Issues, and Skills in Collaboration. This certificate is designed for those who will be working in school-age care programs as they attend to children with disabilities such as ADD/ADHD, learning disabilities, and serious emotional disturbances.

School-Age Care Certificate in Programming for Young Adolescence

- This certificate consists of the following courses: The Psychology of Young Adolescence, Developmental Pathways of Young Adolescence, and Programming Models for Young Adolescence. This certificate is designed to guide individuals working with children ten to fourteen year-olds in school-age care.

School-Age Care Certificate in Dynamics of Physical Recreation

- This certificate includes the following courses: Learning Through Play, Dynamics of Play, and Great Activities for Kids. This certificate emphasizes the importance of play in a child's development, cooperative/competitive play, sharing play activities, and more.

1997 CERTIFICATE DATES

March 12, 1997	July 18-27 1997	September 10 1997	September 23 1997	October 1997	January 1998
THE CERTIFICATE OF PROFICIENCY BEGINS ON CAMPUS	TEN-DAY INTENSIVE CERTIFICATE OF PROFICIENCY ON CAMPUS	GRADUATE CERTIFICATE IN SAC LEADERSHIP BEGINS ON CAMPUS	SAC CERTIFICATE IN SPECIAL NEEDS	SAC CERTIFICATE IN PROFICIENCY BEGINS ON CAMPUS	SAC CERTIFICATE OF DYNAMICS OF PHYSICAL RECREATION BEGINS

CONCORDIA COLLEGE

S T . P A U L , M I N N E S O T A

612/641-8278

275 North Syndicate Street
St. Paul, MN 55104

Extended Day/School-Age Care

Goal of extending learning time: To provide whole life experiences to children and youth through connective relationships with school-age care and the academic program.

- Design extended learning opportunities that incorporate the needs of the children and youth
- Design extended learning opportunities that incorporate the needs and resources of local communities
- Establish communication between the extended time and the regular school program
- Extended time needs to be seen as an opportunity to balance a child/youth's day and life experiences
- Successful extended time programs do not replicate what is offered by the regular school day
- Quality programs need access to space and equipment
- Bolster the staff of extended programs with professional growth opportunities
- Extended learning opportunities incorporate the five developmental foundations for human growth: empowerment, play, community building, maturity and self-discipline
- The staff of extended learning time do not just program; they **observe** children and youth to determine their needs, they **teach** skills needed, **nurture** a child's development, provide **discipline** through boundaries and consequences, make connections through **family and community networking**, and provide **administrational** support and resources
- Extended learning staff give children their childhood back

School-Age Care
Certificate of Proficiency
Program



School-Age Care Certificate Program

Concordia College
275 N. Syndicate Street
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CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

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Baccalaureate Degree Completion Program

Education for the School-Age Care Provider



CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

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Master's in Education with an Emphasis in School-Age Care

Preparing the Leaders of School-Age Care



CONCORDIA COLLEGE
ST. PAUL, MINNESOTA

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