



March 2007

The *Extended Learning Opportunities Network* e-newsletter (ELON) is a monthly publication from CCSSO that provides timely information, research, and resources to support our members in expanding and sustaining high quality Extended Learning Opportunities (ELOs) to students in need of them. ELOs are initiatives that provide safe, structured environments for students outside the regular school day. ELOs include before- and after-school programs; Saturday, weekend, and summer programs; extended day/year initiatives, distance learning, and early education initiatives.

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The Future of Children. ***Opportunity in America: The Role of Education***— This policy brief reviews the evidence on intergenerational mobility - the extent to which children's economic status upon reaching adulthood is better than that of their parents. It examines the role of education in enabling those children to break the link between family background and a chance to succeed later in life. Findings suggests that education in America tends to perpetuate existing inequalities for these reasons

- the K-12 system is not strong enough to break the link between the family background and a child's success in adulthood
- resources devoted to education are closely linked to where people live and the property wealth of the community, increasing the likelihood that poor children will go to poor schools
- access to both quality preschool experience and to higher education depends heavily on family resources

Recommendations for early childhood education include making investments in high-quality programs. Elements of a high-quality program include well-paid teachers, a high ratio of teachers to children, and long-term participation from children beginning at an early age.

At the K-12 level, recommendations include

- setting clear national standards for what children should know and be able to do
- increasing federal funding for education and linking it to school performance
- encouraging greater use of proven (research-based?) instructional methods

This policy brief is available at:

http://www.futureofchildren.org/usr_doc/Opportunity_Policy_Brief.pdf

The full report is available at: http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=388485

The Brookings Institution. ***Cost-Effective Investments in Children***— This paper describes proposals totaling about \$25 billion annually and \$133 billion over a five-year period of cost-effective investments in children. Proposed investments focus on these areas

- providing high-quality early childhood education programs for three- and four-year old children that are fully subsidized for low-income families and partially subsidized for all others
- supporting the healthy development of infants and toddlers through funding for nurse home visiting for low-income first time mothers and testing alternative approaches for serving children zero to three
- adopting initiatives to improve educational outcomes for children in the elementary school years which give schools the flexibility to fund comprehensive school reforms, PK-3 models of enrichment services, specific reading strategies, and summer school programs

- reducing the incidence of teen pregnancy by funding structured volunteer service and youth development programs

The paper identifies effective model programs including the Perry Preschool Project, the Nurse-Family Partnerships, and the Teen Outreach Program to demonstrate positive outcomes and long-term economic benefits (of what?).

This report is available at

<http://www.brookings.edu/views/papers/200701isaacs.pdf>

Stanford Research Institute. ***San Francisco Bay Area KIPP Schools, A Study of Early Implementation, First Year Report 2004-05*** – This report is the first in a three-year study of the five Knowledge Is Power Program (KIPP) schools in the San Francisco Bay Area that opened between 2002 and 2004. The report uses the five schools as case studies to document how the national model is being implemented to meet local needs and to assess the effects of the model on student behavior and academic achievement. The national KIPP school model encompasses these *Five Pillars* for school design

- *high expectations* – holding students accountable for their academic performance and behavior
- *choice and commitment* – allowing students, parents, and teachers to choose to be part of KIPP and committing to do everything it takes for students to excel
- *more time* – adding approximately three and a half hours to the length of the traditional school day and more than four weeks to the traditional school year
- *power to lead* – relying on highly motivated and committed school leaders who have autonomy over their budgets and staff
- *focus on results* – improving student achievement based on standardized test scores

Findings suggest that rates of students performing at a proficient level or above were consistently higher for the KIPP schools than for comparable schools in the district. The added time to the school day and calendar allows for enrichment courses, culture building, and study hall. The authors note the speed for implementing a KIPP program is “fast” and relies on three factors

- parents and faculty choosing to be a part of KIPP
- school leaders becoming immersed in the model for at least a full year before opening a school
- the KIPP model not prescribing a particular curriculum or instructional approach

This report is available at:

<http://www.sri.com/policy/cep/pubs/choice/KIPPYear1Report.pdf>

Educational Testing Service. ***Parsing the Achievement Gap: Baselines for Tracking Progress*** – This report examines the conditions that create and perpetuate the gaps in school achievement among racial and ethnic groups and between low-income and higher-income students. Using existing

research evaluations and syntheses, the report identifies fourteen factors contributing to gaps in elementary and secondary achievement. These fourteen factors suggest educational inequalities begin at birth and continue before, during, and beyond schooling. Researchers find minority, low-income students face disproportionately more hindrances from birth to school completion compared to majority students. Those factors identified are

- rigor of curriculum
- teacher preparation
- teacher experience and attendance
- class size
- technology-assisted instruction
- school safety
- parent participation
- student mobility
- birth weight
- lead poisoning
- hunger and nutrition
- reading to young children
- television watching
- parent availability

This report is available at:

http://www.ets.org/Media/Education_Topics/pdf/parsing.pdf

Gene Maeroff. ***Building Blocks Making Children Successful in the Early Years of School*** – This book by Gene Maeroff presents strategies for improving early education. In the “Building a New Learning Structure” chapter, Maeroff highlights effective practices of centers and elementary schools that have made early childhood education a primary focus. These centers and schools are derived as a solution to overcrowding in the neighborhood schools. Depending on the specific needs of the community, they are configured in a variety of ways: housing only pre-K through grade three, kindergarten, K-2, or K-3. They have their own administration and are housed either in a separate building or within another school. Maeroff posits advantages to these self-contained learning structures

- professional development focuses on early childhood development and education
- teachers and administrators are able to provide students with more attention because they are not preoccupied with preparing 4th and 5th grade students for middle school
- compared to full elementary schools, operating costs are lower

Maeroff makes the case for self-contained PK-3 schools/centers and describes the main advantages

- Alignment – Curriculum, standards, instruction, and assessment are streamlined across grades.
- Literacy – The manageable size fosters a more focused approach to reading, writing, speaking, and listening skills.
- Articulation – Teachers are provided with more opportunities to share information about students’ learning and development.
- Continuous progress – Students proceed through grades based on their individual development needs.

- More time for learning – Schools are better able to expand time for learning.
- Wraparound services – Schools are better able to identify children and family needs and appropriately refer them to health and social services.

In discussing the PK-3 concept, Maeroff notes the importance of making better use of time to maximize the advantages of the PK-3 concept by considering extending learning beyond 5.6 hours a day and 180 days a year. He highlights various schools and systems enhancing learning opportunities by adding time to the school calendar, such as the Philadelphia Public Schools instituting a Summer Semester, or Prince George's County in Maryland establishing a program during the summer after kindergarten for children at risk of retention.

To purchase this book online, please visit: <http://www.fcd-us.org/BB.html>

The Commission on No Child Left Behind. ***Beyond NCLB: Fulfilling the Promise to Our Nation's Children*** – This report outlines the recommendations for the reauthorization of NCLB. It expresses the vision of the Commission to establish a high-achieving education system that includes teacher and principal quality and effectiveness, accountability, meaningful school improvement, high-quality student options, accurate assessments, and high expectations for all students. Recommendations related to effective school improvement and student options include

- improving access to supplemental educational service (SES) providers by requiring school districts to offer space in school facilities
- providing enrollment periods several times a year and allowing districts to form consortiums to inform parents and provide SES to students
- reserving one percent of the funds expended on SES for administrative support for districts to operate SES programs
- requiring districts to identify and publicize a person or office that would operate as a point of contact for SES and public school choice
- requiring states to evaluate the impact of their SES providers on student achievement
- requiring the U.S. Department of Education to use a portion of Title I funding to study the nationwide effects of SES on student achievement
- strengthening the capacity of states to help low-performing schools by increasing the amount of federal funds set aside by states for school improvement to five percent of Title I funding

The development of the recommendations was informed by parents, educators, community members, policy makers, state officials, superintendents, teachers, and researchers who testified at public hearings and roundtable discussions.

This report is available at:

http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB_Book.pdf

Spotlight on State-Level Work

The Colorado State Department of Education's 21st Century Community Learning Center - Evaluation Website

This website allows 21st CCLC grantees direct access the state's Monitoring and Quality Improvement Tool. This self-assessment/monitoring tool assists grantees in applying common indicators to assess, plan, design and implement strategies for continuous program improvement in these areas

- 21st CCLC Grant Management and Sustainability
- Program Management
- Staffing and Professional Development
- Partnerships
- Center Operations
- Programming/Activities
- Health and Safety
- Evaluation/Measuring Outcomes

The website contains a resource bank that is continuously being updated for grantees to support them in their work to improve programs. Direct access to the Profile and Performance Information Collection System (PPICS) and information on state specific guidelines, information, and progress reporting on the federal program are also available.

To access this website, please visit:

<http://www.cde.state.co.us/cdecomp/21stCCLC/21stEval.htm>

If you have state specific resources and news to share on extended learning opportunities and other initiatives designed to support student achievement and educational attainment, please send them to morakotm@ccsso.org

Tools You Can Use...

The Forum for Youth Investment, Voices for America's Children and KIDS COUNT hosted an audio conference for youth advocates on how to best communicate vision and mission for youth in a way that will gather broad-based support and inspire action. This memo, *Communication Strategies to Galvanize Support for Youth* summarizes the audio conference presentations by Kristin Grimm, President of Spitfire Strategies and Ann Lochner, director of Applied Research Collaborative on Youth Development at the University of Minnesota and former director of the Minnesota Commission for Out-of-School-Time. The lessons conveyed by both presenters are aimed for youth advocates but is also useful to youth-serving organizations, policy makers, community leaders, parents, and youth.

This memo is available at:

http://www.forumfyi.org/Files/Communications_Call_Write-Up_2.28.pdf

This website from the National Association of Secondary School Principals describes ten grant writing strategies for school principals. To access this

website, please visit:

http://www.principals.org/s_nassp/sec.asp?CID=564&DID=52351

The Grant Wrangler Bulletin is a bi-weekly newsletter delivering the latest k-12 grants and awards to your email. To subscribe to this free newsletter, please visit: <http://www.grantwrangler.com/subscribe.html>

Conferences and Events...

The Substance Abuse and Mental Health Services Administration of the United States Department of Health and Human Services is sponsoring a conference call, *Expanding Services for Youth with Mental Health Needs Conference Call* on April 4, 2007 at 2 P.M. (EST). On the call Chris Koyangi of the Bazelon Center and state leaders of the Partnerships for Youth Transition will discuss the transition challenges from adolescence to adulthood for young adults with serious mental health conditions.

*To RSVP for this event, please contact Cecilia Garcia at cecilia_garcia1@comcast.net.

The American Youth Policy Forum will be hosting a forum with discussion focused on the Institute for Higher Education Policy's newest report, *Opening the Door to the American Dream: Increasing Higher Education Access and Success for Immigrants*. The report highlights the barriers legal immigrants face as they attempt to enroll in college and complete a degree. The forum will take place in Washington, D.C. on April 13, 2007.

*For more information, please visit:

<http://www.aypf.org/forumbriefs/2007/fb041307.htm>

The Afterschool Alliance will be hosting the 6th Annual Afterschool for All Challenge on April 23-24, 2007 in Washington, D.C. The program will include special topics forums, networking sessions, the Breakfast of Champions, and visits to Capitol Hill.

*For more information, please visit:

http://www.afterschoolalliance.org/challenge_2007.cfm

Grants and Other Opportunities...

Sparkplug Foundation - Innovative Start-up Projects Fund

The Sparkplug Foundation primarily supports start-up projects in music, education, and grassroots organizing. In all areas of focus, Sparkplug is interested in making one-time grants for activities which create sustainable organizing and communities. While recognizing the importance of developing individual cultures, Sparkplug favors projects that promote diversity.

Deadline: May 16, 2007

*For more information, please visit: <http://sparkplugfoundation.org/>

Wells Fargo Corporate Giving

The Wells Fargo Charitable Contributions is committed to improving and sustaining its local communities through grants and volunteer activities. It supports nonprofit organizations that focus on community development, education, human services and arts and culture.

*For more information, please visit:

<https://www.wellsfargo.com/about/charitable/index.jhtml>

The Herbalife Family Foundation – Casa Herbalife

This new program from the Herbalife Family Foundation, the Casa Herbalife will work with existing charitable organizations throughout the world to ensure children are being fed healthy and nutritious meals.

*For more information, please visit:

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

In the News...

March 1

Hard recovery for failed US schools

The last phase of the reform timeline outlined by No Child Left Behind poses challenges for underperformers.

<http://www.csmonitor.com/2007/0301/p01s03-ussc.htm>

March 2

Bush: Reauthorize No Child Left Behind

http://www.boston.com/news/education/k_12/articles/2007/03/02/bush_lob_bies_to_renew_education_law/

March 4

Higher grades, lower scores

<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/03/04/EDGC7N6OSM1.DTL>

March 5

Number of after-school programs is doubled

<http://www.signonsandiego.com/news/education/20070305-9999-1n5schools.html>

March 6

Reading Corps prepares kids for long-term success

http://seattlepi.nwsourc.com/opinion/306187_readingcorp06.html

March 7

Digital Textbook to Debut Next Year

<http://times.hankooki.com/lpage/200703/kt2007030718001410230.htm>

March 8

Some Urban Schools May Be Shaken Up

Proposed Reorganization Would Tackle Low Achievement

<http://www.courant.com/news/education/hc-cturbanschools0308.artmar08,0,7912929.story?coll=hc-headlines-education>

March 9

Open-content learning portal debuts

8,000-plus digital learning resources available to teachers and learners at no cost

<http://www.eschoolnews.org/news/showStoryts.cfm?ArticleID=6937&page=1>

March 10

Teaching Even the Pickiest Toddlers How to Eat Their Vegetables and Love It

<http://select.nytimes.com/gst/abstract.html?res=F70F11FD38550C738DDDA A0894DF404482>

March 12

Colorado governor calls for increased kindergarten, preschool funding

<http://www.coloradoan.com/apps/pbcs.dll/article?AID=2007703140327>

March 13

CCSSO President Elizabeth Burmaster Outlines Steps to Improve NCLB in Testimony before Congress

http://www.ccsso.org/whats_new/Press_Releases/9713.cfm

March 15

Seattle Offers Lessons in Bridging Achievement Gap

<http://www.npr.org/templates/story/story.php?storyId=7851275>

March 18

Class project: reading, rapping, history

Teaching the past with modern tool

http://www.boston.com/news/nation/articles/2007/03/18/class_project_reading_rapping_history/

March 19

More pay weighed for some teachers

Lawmakers are talking about raises for math and science instructors, or those at high-poverty schools

<http://www.newsobserver.com/102/story/555251.html>

March 21

RI and DE Chiefs Testify Before Congress on Improving Measures of Student Progress

http://www.ccsso.org/Whats_New/Press_Releases/9747.cfm

March 22

Gates donates \$122 million for District of Columbia students

<http://www.cnn.com/2007/EDUCATION/03/22/gates.college.scholarships.ap/index.html>

March 24

Are school tests on their way out (in England)?

http://news.bbc.co.uk/2/hi/uk_news/education/6486767.stm

March 25

States Praise Reading Program Despite Its Troubles, Report Says
http://www.nytimes.com/2007/03/25/us/25reading.html?_r=1&ref=education&oref=slogin

March 26

No Retreat on School Reform

<http://www.washingtonpost.com/wp-dyn/content/article/2007/03/25/AR2007032500910.html?sub=new>

March 27

New Hampshire House to take up debate to define education

<http://www.unionleader.com/article.aspx?headline=House+to+take+up+debate+to+define+education&articleId=512da86d-38eb-48ed-98f9-7407f85624ef>

About the Extended Learning and Development Opportunities Project

The Extended Learning and Development Opportunities Project is housed at CCSSO and is supported through funding from the [Charles Stewart Mott Foundation](#). The project is designed to assist states in developing their capacity to effectively implement the 21st Century Community Learning Centers (21st CCLC), and Supplemental Educational Services programs, as well as other state-based extended learning initiatives.

To submit a news item relevant to extended learning efforts at the state or district level, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at morakotm@ccsso.org. The PDF version of this newsletter is available at the following URL:

http://www.ccsso.org/whats_new/newsletters/elon_news/index.cfm

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

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