



November 2006

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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U.S. Department of Health and Human Services. ***Promoting Quality in Afterschool Programs through State Child Care Regulations*** – This report presents strategies and examples for states on how to adapt child care licensing regulations to promote afterschool programming. Strategies include

- using state-level groups, networks, or coalitions to facilitate conversations that make connections between state child care licensing requirements and emerging afterschool program quality standards
- identifying common ground between child care licensing regulations and afterschool program quality standards
- considering explicit linkages between child care licensing regulations and afterschool program quality standards

This report is available at:

<http://www.nccic.org/afterschool/childcareregs.pdf>

The Finance Project. ***Sustaining 21st Century Community Learning Centers: What Works for Programs and How Policymakers Can Help*** – This report uses information from interviews of former and current 21st Century Community Learning Center (CCLC) grantees and state 21st CCLC administrators to present strategies and recommendations that will support local program sustainability. Additionally, it provides profiles of existing high quality programs operating without federal funding.

Findings show programs serving students beyond the federal grant cycle, are able to do so by

- initially, using the 21st CCLC grant to make investments in capacity and technology
- no longer conducting rigorous and costly program evaluations
- operating with a part-time administrator
- reducing engagement activities of parents and community members
- reducing or eliminating summer programming
- relying heavily on volunteers and paraprofessional to staff programs

Contributing factors essential to program sustainability include

- collaborative partnerships
- a diverse portfolio of funding sources
- high quality programs and proven results
- support from school administration
- support of key champions
- community engagement
- capacity before the 21st CCLC grant

Areas in which policymakers can support program sustainability include

- *Length of grant periods* – consider awarding the same amount but over five or more years

- *Size of grants* – award grant amounts that are reasonable for programs to replace given the context of the communities and resources available
- *Declining grant awards* – decrease funds to encourage and prompt programs to seek funding from other sources
- *Re-funding grantees* – offer small continuation grants for programs
- *Training/technical assistance on sustainability planning* – expose grantees to learn of best practices, grant writing, building effective partnerships, etc.
- *Allowing/encouraging program fees* – permit grantees to charge program fees to support activities after the grant period

This report is available at:

http://www.financeproject.org/publications/sustaining_21cclc.pdf

Center for American Progress. ***Expanding Learning Time In High Schools*** – This report focuses on extending the learning day on the high school level in high schools. It profiles high schools implementing an extended learning day as part of the required educational program. The paper also explores issues related to expanding time and offers principles and best practices that should guide the expansion of learning time within the secondary school context.

Principles that policymakers and practitioners should consider when designing and implementing an extended learning day at the high school level include

- fostering an approach that balances both academic progress and youth development
- cultivating a school culture that communicates the purpose for expanding time
- engaging students by keeping in mind their multiple interests and obligations outside of school
- building relationships and structures that provide support across transitions—from middle school to high school and from high school to beyond
- creating opportunities for students to gain exposure to the expectations outside of school
- utilizing other academic opportunities for students to take advantage of outside the normal school day
- blending funds and partner with institutions of higher education, community organizations, and employers to alleviate costs
- ensuring school level accountability for a developmentally appropriate and seamless experience for students

Recommendations of how state governments can support implementing an extended learning day at the high school level include

- creating an initiative that supports extending the learning day
- encouraging the development of charter schools and new schools focused on extended learning time
- adopting a weighted student funding formula which would provide extra resources for students in the greatest need

- developing the expertise to support extending the school day or year as a standard part of state interventions
- encouraging the use of technology

Recommendations of how the federal government can support schools include

- allowing the blending of federal funding streams to support extending learning initiatives
- permitting schools with comprehensive plans focused on using extended learning time to support student achievement to apply on a competitive basis for access to Supplemental Educational Service funds pending state approval
- funding the implementation of a multi-state pilot to expand the school day
- encouraging the use of technology, particularly to supplement curriculum instruction in high poverty schools

This report is available at:

http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf

Afterschool Alliance. ***Afterschool Alert*** – This *Afterschool Alert* issue brief discusses the contributions of quality afterschool programs in preparing students to compete in the global economy. The brief presents research on the competencies and skills needed of the future workforce.

Competencies and skills identified include

- Resources – the ability to manage time, money, materials, space, and staff
- Interpersonal skills – the ability to work, teach, serve, lead, and learn from others
- Information – the ability to acquire, evaluate, organize, and maintain data
- Systems – the ability to understand, monitor, design/improve social, organizational, and technological systems
- Technology – the ability to select, utilize, and maintain technological equipment and tools
- Basic skills – the ability to reading, writing, arithmetic, mathematics, listening, speaking
- Thinking skills – the ability to creative thinking, decision making, problem solving
- Personal qualities – the ability to responsibility, self-esteem, sociability, self-management, integrity

The brief suggests afterschool programs provide additional time for learning and allows for engaging instructional methods to prepare youth to effectively compete in the global economy.

This issue brief is available at:

http://www.afterschoolalliance.org/issue_briefs/issue_tomorrow_25.pdf

Thomas B. Fordham Foundation. ***How well are states educating our neediest children?*** – This report examines the progress made, since the early 1990s, by the 50 states to advance the percentage of poor and minority students who are at or above grade level in math, reading, or science. It presents evaluations for each state, in the following areas

- student achievement grades based on the results of the 2005 National Assessment of Educational Progress
- achievement trends since the early 1990s
- reform efforts on curriculum, standards, and school choice

Student achievement grades show

- the average state grade of a D-
- six states flunking
- no states earning better than a D+

Achievement trends indicate

- 31 states making minimal progress
- California, Delaware, Florida, Louisiana, New York, and Texas obtaining the strongest gains

Education reform data for nine indicators in the categories of curriculum, standards, and school choice used to evaluate states indicate

- three states earning honor grades—Arizona, California, and New Mexico
- the average state grade of a C-

This report and individual state reports are available at:

<http://www.edexcellence.net/foundation/publication/publication.cfm?id=363>

Council of Chief State School Officers. ***Council Quarterly***– This issue of the *Council Quarterly* highlights discussions from the 2006 Summer Institute (SI) focused on the global imperative for education reform. Other topics include updates from the second annual CEO-CEO Exchange, the Council's initiatives to shift the culture of data use, state efforts to advance quality pre-K, and the meeting of the Task Force on Extended Learning Opportunities (ELO).

The update on state efforts to advance quality pre-K provided a summary of a meeting of eight state teams in Big Sky, MT. State teams from Idaho, Indiana, Mississippi, Montana, North Dakota, South Dakota, Utah, and Wyoming shared these priority strategies for quality pre-K

- establishing an accreditation system including teacher certification, standards, and accountability
- promoting full day quality kindergarten and early childhood education
- building public will to support early childhood investments
- looking for barriers in the state laws and developing legislation that will support access to pre-K and all day kindergarten
- revising early childhood standards to align with the K-12 standards

The Task Force on ELO meeting followed the SI in Sunriver, OR. Participants considered time and learning within a larger global context; discussed state and district level initiatives to effectively implement extended learning

initiatives as part of broader school reform and improvement efforts; learned about the work of the Time and Learning Taskforce and considered the implications of that work for state education agencies; and discussed next steps for deepening the work of the Council in the area of extended learning opportunities.

This issue is available at:

http://www.ccsso.org/Whats_New/Newsletters/Council_Quarterly/9216.cfm

The Task Force on ELO meeting summary and materials are available at:

http://www.ccsso.org/projects/extended_learning_opportunities/elo_task_for_ce/8998.cfm

Spotlight on State-Level Work

Tennessee's Academic Vocabulary List

The Tennessee Department of Education encourages providers to utilize this website to help guide and implement their instruction. The website provides vocabulary terms important for student understanding in the areas of reading/language arts, math, science, and social studies for grades K-8.

The website:

<http://jc-schools.net/tutorials/vocab/TN.html>

Tools You Can Use...

The Afterschool Community-to-Business Toolkit developed by Corporate Voices for Working Families is the third in a series of afterschool toolkits. It gives providers, state networks, and advocates the tools to enhance partnerships to support afterschool programs.

For a DVD of the toolkit, please contact Susan Holbrook at sholbrook@cvworkingfamilies.org or call 202.333.8922

With guidance from over 1,800 Hispanic families at Parent Information and Resource Centers across the country, the U.S. Department of Education developed this toolkit. It provides resources for Hispanic families on how to support student learning.

The toolkit is available in English and in Spanish at

<http://www.ed.gov/parents/academic/involve/2006toolkit/index.html>

Conferences and Events...

Youth Service America will be hosting the 2006 Youth Service Institute December 5-7, 2006 in New Orleans, LA. Participants will engage in workshops and sessions focusing on

- engaging children and youth effectively
- managing for scale
- developing inclusivity
- creating sustainability

*For more information and registration details, please visit:

www.YSA.org/institute

Grants and Other Opportunities...

Verizon Tech Savvy Awards

Verizon will provide four \$5,000 regional awards and one \$25,000 national honor award to programs that improve parents' and children's understanding and use of technology.

Deadline: January 12, 2007

*For more information, please visit

www.familit.org/site/c.gtJWJdMQIsE/b.2180327/k.5E33/Verizon_Tech_Savvy_Awards.htm

In the News...

November 1

U.S. seeks to expand study-abroad program

<http://www.sacbee.com/101/story/70408.html>

November 2

Revamped ISTEP moves 1 step closer

<http://www.indystar.com/apps/pbcs.dll/article?AID=/20061102/LOCAL/611020445/1006/LOCAL>

November 3

Engage with pupils, schools told

http://news.bbc.co.uk/2/hi/uk_news/education/6106320.stm

November 4

Students struggle with new tuition hikes

http://www.sltrib.com/education/ci_4602904

November 5

Foundation's small-schools experiment has yet to yield big results

http://seattletimes.nwsources.com/html/education/2003348701_gates05m.html

November 6

'Seven in 10' bullied at school

http://news.bbc.co.uk/2/hi/uk_news/education/6114510.stm

November 7

Schools to try again for federal approval

<http://www.nwarktimes.com/adg/News/172158/>

November 8

In Britain, families go to church so kids can go to school

<http://www.csmonitor.com/2006/1108/p13s01-legn.html?s=hns>

November 9

Black colleges extend hand to Hispanics

http://www.usatoday.com/news/education/2006-11-08-black-colleges_x.htm

November 10

Board seeks to give away its oversight of charters

<http://www.washingtonpost.com/wp-dyn/content/article/2006/11/08/AR2006110802402.html>

November 11

What's Wrong With a Child? Psychiatrists Often Disagree

<http://www.nytimes.com/2006/11/11/health/psychology/11kids.html?ex=1320901200&en=6dac9008135af907&ei=5088&partner=rssnyt&emc=rss>

November 12

New battle looms over L.A. schools

<http://www.latimes.com/news/education/la-me-lausd12nov12,1,3268890.story?coll=la-news-learning&ctrack=1&cset=true>

November 13

Studying history in a paperless classroom

<http://www.miami.com/mld/miamiherald/news/local/15998243.htm>

November 14

Bonuses, career rank proposed for teachers

<http://desmoinesregister.com/apps/pbcs.dll/article?AID=/20061111/NEWS02/611110342/1004>

November 15

Should government take a yard stick to colleges?

http://www.usatoday.com/news/education/2006-11-13-spellings-cover_x.htm

November 16

21st century schools: beyond the three R's

<http://www.cnn.com/2006/EDUCATION/11/14/life.education.reut/index.html>

November 17

Urban students the worse in U.S. in science

http://www.usatoday.com/news/education/2006-11-15-science-city-schools_x.htm

November 18

Getting kids in shape

<http://www.mercurynews.com/mld/mercurynews/living/education/16045584.htm>

November 19

Schools slow in closing gaps between races

<http://select.nytimes.com/gst/abstract.html?res=F10B13F93E5A0C738EDDA80994DE404482>

November 20

Scholar's program helps minorities

<http://www.accessmontgomery.com/apps/pbcs.dll/article?AID=/20061119/NEWS/611190312/1009/NEWS02>

November 21

State schools chief asks delegation to demand revisions in NCLB laws

http://www.sltrib.com/education/ci_4698073

November 22

Atlanta superintendent gets big bonus tied to test scores

<http://www.ajc.com/news/content/metro/atlanta/stories/2006/11/19/1120methall.html>

November 23

Gap in scores put standards to test

<http://www.jsonline.com/story/index.aspx?id=534766>

November 24

One in four math lessons 'by untrained teachers'

<http://education.independent.co.uk/news/article2010021.ece>

November 25

Washington Learns Education Summit

<http://www.gatesfoundation.org/MediaCenter/Speeches/Co-ChairSpeeches/BillgSpeeches/BGSpeechWashingtonLearns-061113.htm>

November 26

For school buses, how safe is safe enough?

<http://www.csmonitor.com/2006/1122/p02s01-ussc.html>

November 27

The full time advantage

<http://insidehighered.com/news/2006/11/27/ccsse>

November 28

Teacher evaluations key step in education reform

<http://www.yomiuri.co.jp/dy/national/20061128TDY02003.htm>

November 29

Schools, teachers ask appeals court to revive lawsuit challenging No Child education mandates

<http://www.signonsandiego.com/news/education/20061128-0936-educationlawsuit.html>

November 30

13 charter schools sought in the city

<http://www.baltimoresun.com/news/education/bal-md.charter30nov30,0,7359804.story?coll=bal-education-top>

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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