



**August 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.

**New Feature: Spotlight on State-Level Work**

This section will feature recent state activities that highlight the ongoing work of your colleagues focused on extended learning opportunities and other initiatives designed to support student achievement and educational attainment. We hope that the information shared in this section will provide you with additional resources to create and sustain high quality ELOs in your state. If you have state specific resources and news to share, please send them to [morakotm@ccsso.org](mailto:morakotm@ccsso.org).

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## Spotlight on State-Level Work

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### Publications and Reports...

Policy Studies Associates, Inc. ***Everyone Plays! A Research Review on the Integration of Sports and Physical Activity into Out-of-School Time Programs*** – This publication explores the methods in which out-of-school time (OST) programs can promote and increase participation levels of sports and other physical activities for youth. It reviews OST programming and youth development research that emphasizes sports and physical activities to describe lessons learned, factors and conditions that influence participation, outcomes associated with participation, traits of effective programs, and implications for policy makers and practitioners.

These factors affect the lack of participation in physical OST activities:

- Environmental influences including increased automotive transportation to schools, cuts in physical educational classes, unsupervised time, availability of parks, uneven distribution of play spaces, and increased time for television
- Demographic and individual influences including differences in gender, age, race, ethnicity, and family structure and income
- Social and self-perception influences including peer relationships and parental role models

Program managers providing effective programs do the following:

- Assess reasons for nonparticipation
- Raise awareness of the value in physical activity in OST programs
- Coordinate efforts of funders, policymakers, and practitioners
- Collaborate with parents and community members to remove barriers affecting nonparticipation

This report is available at:

<http://www.policystudies.com/studies/youth/OSTsports.pdf>

National Collaboration for Youth. ***Capturing Promising Practices in Recruitment and Retention of Frontline Youth Workers*** – This publication presents strategies for recruitment and retention of competent youth development workers. It uses several interviews from National Collaboration of Youth member organizations to compile a wide range of effective strategies. The publication summarizes effective recruitment strategies which include:

- Providing incentives – Encouraging staff members to recruit new employees and offer incentives to current workers to return for the next season.
- Utilizing technology – Accessing the Internet to post job opportunities to a wide pool of potential applicants.
- Creating specific strategies for college-age workers – Building strong partnerships with local colleges and universities that provide training experiences and exposure to students.
- Ensuring diversity – Making the staff of youth development agencies reflective of the changing demographics of the nation by developing indigenous leadership, networking within in the community, and utilizing career centers.
- Preparing youth to be youth workers – Providing youth with opportunities to practice leadership skills and behaviors by offering positions for internships and program facilitators.

Retention strategies that organizations have found effective include the following:

- Selecting staff carefully – The interviewing and screening process of final candidates should include activities that involve demonstrations and/or interactions with program participants. This process will provide organizations an idea of how potential staff will perform on the job and will and give candidates an idea of performance expectations.
- Providing adequate compensation – Being intentional in maintaining competitive pay scales, gradually increasing supports for more full time positions, and providing benefits.
- Offering opportunities for advancement – Providing increased opportunities for training, leadership, and compensation by offering incentives and plans for promotion.
- Creating supportive environments and climates that foster success – Developing supportive work environments that are flexible and avoid burnout for staff.
- Insisting on professional development and training – Implementing monetary and educational incentives for staff to acquire additional training and development and budgeting for diverse venues of development that utilize community resources and recognize individualism.
- Valuing and respect youth workers – Acknowledging staff accomplishments and making them active participants in program decision-making.
- Ensuring opportunities for networking – Encouraging staff to comment and discuss operational challenges and successes by sponsoring forums and meetings and providing networking opportunities with other organizations where staff can reflect and renew motivations for working with youth.

This publication is available at:

<http://www.nydic.org/nydic/documents/CompletePublication.pdf>

Advocates for Children of New York. ***Policy Brief: An In-depth Look at Free Tutoring Services Under the No Child Left Behind Act in New***

**York City: A Focus on English Language Learners** – This policy brief uses data from the New York City Department of Education to examine the implementation status of SES for English Language Learners (ELLs) during the 2004-05 school year. It discusses attempts to collect data to analyze SES availability and providers' capacity to serve this student group. Findings indicate a significant increase in eligibility and enrollment in SES since the program was first made available in the 2002-03 school year. The data from the 2004-05 school year indicate eligible ELLs are

- not enrolling in SES (approximately half)
- over-represented in schools needing improvement
- at high risk of not completing high school

This report is available at:

<http://www.advocatesforchildren.org/pubs/2005/sesbrief.pdf>

Afterschool Alliance. **Issue Brief 24: Active Hours Afterschool: Childhood Obesity Prevention and Afterschool Programs** – This issue brief from the Afterschool Alliance addresses the growing epidemic of childhood obesity. It explains the health and economic costs associated with the downward trend in physical activity and healthy eating habits among children. The publication provides an abbreviated literature review of effective before- and after- school programs that help expand youth, parent, and community participation. Programs identified as effective integrate and coordinate a variety of physical activities with homework and tutoring.

This issue brief is available at:

[http://www.afterschoolalliance.org/issue\\_briefs/issue\\_obesity\\_24.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_obesity_24.pdf)

The Aspen Institute. **Successful Interventions: Helping Schools Achieve Academic Success – A Hearing at Monona Terrace, Multimedia Lecture Hall Madison, Wisconsin** – This press release summarizes a public hearing held by the Commission on No Child Left Behind in Madison, Wisconsin. The discussion focuses on the school intervention requirements of NCLB. At the hearing the commission reviewed reports on school improvement by the Center on Education Policy and the Independent Review Panel. Testimony from witnesses provided information on these issues:

- accountability provisions bringing increased focus on student achievement and fostering change in schools
- improving schools through systemic interventions and partnerships at the state and local levels
- professional development for principals
- increased eligibility for SES and public school choice
- low participation in SES and public school choice
- challenges that states, districts and school encounter related to monitoring and evaluating the quality and effectiveness of SES and providers

The commission also participated in a roundtable discussion with principals from the state. The discussion focused on the impact of NCLB. Participants discussed assessments, SES, and teacher quality. Principals posed concerns

about the quality of SES and requested more flexibility in the timing of SES by making services available throughout the school day rather than afterschool.

The press release and participant testimonies are available at:

[http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.1808831/k.E386/Successful\\_Interventions\\_Helping\\_Schools\\_Achieve\\_Academic\\_Success\\_Madison\\_Wisconsin\\_June\\_9\\_2006.htm](http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.1808831/k.E386/Successful_Interventions_Helping_Schools_Achieve_Academic_Success_Madison_Wisconsin_June_9_2006.htm)

The National Association of Extension 4-H Agents (NAE4-HA). ***Journal of Youth Development – Bridging Research and Practice*** – This online journal focuses on the development of youth from age six through the transition to adulthood (age 22). The journal includes original research, best practices in youth development programming, innovative research and evaluation methods, and resource reviews. Articles featured in this first issue present findings on the following research topics:

- *Trends in participation in structured after school 4-H youth development activities* - This 4-H study examines the Positive Youth Development (PYD) approach and how it affects participation in programs. The approach considers individual development and social context. Findings indicate that student participation varies with age. While students in grades 5 and 6 participate in multiple activities that include sports, clubs, and arts, participation decreases during the middle to high school grade transition. Recommendations for youth development practitioners are to embrace the PYD approach and to continually collaborate with the community to gain perspectives on recruitment and retention into programs.
- *Characteristics for youth engagement of a summer program* - Data collected over six years on the summer program Energy Express, provide strategies for programs to attract voluntary youth participation. The six-week summer program focuses on reading and serves 80 rural communities in West Virginia. Public school teachers serve as site coordinators and manage Americorps members who serve as mentors to small student groups. Students remain in groups of eight throughout the day, eating family style breakfasts and lunches together. Student and parent surveys indicate participants enjoy the program and are most attracted to the expressive art activities linked to the reading curriculum.
- *Patterns of demographic differences in out-of-school time activities* - This study examines patterns of demographic differences in out-of-school time (OST) activities using two longitudinal data sets to explore traits of youth participation. Participation in OST activities shows these patterns:
  - Compared to those from less advantaged families, youth from higher income and more educated families participated in a greater number of OST activities that included before/after school programs, summer camps, school extracurricular activities, and sport/recreation programs

- Participation in youth groups/recreation programs was not associated with family incomes
  - Hispanic and African American youth participated more in youth groups/recreation programs than did non-Hispanic/African American youth
  - With the exception of sports, girls participated more than boys in OST activities but with less intensity at the high school level
- *The effect of community involvement on adolescent risk behaviors* - This study examines community involvement and its relationship to adolescent risk behaviors. It uses data collected from 1350 randomly selected households containing parent-teen pairs in inner city areas of two Midwestern cities. The survey includes demographic characteristics, youth risk behaviors, and community involvement. Survey participants were also asked about their use of alcohol, tobacco, and other drugs during the previous 30 days. Findings indicate that community involvement is not causally linked to decreased adolescent risk behaviors. Further research is needed.

This online journal is available at:

<http://www.nae4ha.org/directory/jyd/index.html>

## **Spotlight on State-Level Work**

### **Kentucky Individual Learning Plan Online System – Power Point Simulation**

This easy to use online system maintains individualized student information housed in Kentucky's state wide database. It enables students to save school documents, i.e. essays, presentations, references and to input information that assists with career planning and resume building. Parents, teachers, administrators can access student data to view detailed information on student progress. Administrators may tailor reports and make available websites and tools specific to school needs. Four security levels ensure student data is protected.

<http://www.ccsso.org/content/PDFs/KentuckyILPPresentation.ppt>

### **The Massachusetts Department of Education's 21st Century Community Learning Centers program - Promising Practices website**

This website contains Massachusetts 21<sup>st</sup> Century Community Learning Centers promising practices. It provides descriptive information such as, program learning outcomes, costs, strategies, and ongoing improvements to help guide and improve organizations working to meet the academic and social-emotional needs of youth.

<http://www.doe.mass.edu/asost/practices/>

## **Tools You Can Use...**

This summer workbook from The After-School Corporation Summer Job Program is designed for its youth participants to navigate through the world of work. It contains seven theme based weekly units and serves as a journal for participants to document their experiences.

This resource is available at:

<http://www.tascorp.org/publications/catalog/sumworkbook>

This Sports 4 Kids (S4K) website contains useful resources for programmers interested in establishing sports programs. S4K targets low income students and is driven to create youth sports and recreation opportunities that emphasizes skill-based activities.

This resource is available at:

<http://www.sports4kids.org/resources.html>

### **Conferences and Events...**

The 7<sup>th</sup> Annual Lights On Afterschool will be held on October 12, 2006. This event will be celebrating afterschool programs and bring attention to the need for those programs that keep kids safe, help working families, and inspire learning.

\*For more information, visit:

[http://www.afterschoolalliance.org/lights\\_on/index.cfm?CFID=302673&CFTOKEN=12555401](http://www.afterschoolalliance.org/lights_on/index.cfm?CFID=302673&CFTOKEN=12555401)

The National Partnership for Quality Afterschool Learning at SEDL will be hosting the Mid-South Region Fall Afterschool Training Roundup: Building High-Quality Afterschool Programs. This regional training will be held at the Sheraton Oklahoma City Hotel in Oklahoma City, Oklahoma October 23-25, 2006. The event will provide a forum for project directors, site coordinators, practitioners, community partners, and other leaders in the afterschool field to network and learn through professional development opportunities.

\*For more information and registration details, visit:

[http://www.sedl.org/afterschool/registration/2006\\_roundup.html](http://www.sedl.org/afterschool/registration/2006_roundup.html)

### **Grants and Other Opportunities...**

#### **Mr. Holland's Opus Music Foundation Grants**

The Melody Program that targets qualified school music programs and The Special Projects Program that targets community schools of the arts, after school programs and youth orchestras in need of assistance will fund programs to repair instruments and acquire new instruments. School music programs K-12, community schools of the arts, after-school programs, and youth orchestras are encouraged to apply.

Deadline: None

<http://news.publiceducation.org/t/5780/222252/181/0/>

#### **Lowe's Toolbox for Education Grant Program**

The Lowe's Charitable and Educational Foundation will fund school improvement projects initiated by parents. Lowe's will donate a total of \$5 million to schools and school parent teacher groups at more than 1,000 different schools that encourage parent involvement and build stronger community spirit will be favored. Up to \$5,000 per school is available.

Deadline: October 15, 2006 and February 15, 2007

<http://www.lowes.com/lowes/lkn?actionfiltered=pg&p=AboutLowes/Community>

### **Corning Foundation**

The Corning Foundation will award educational grants that support community service programs for students, curriculum enrichment, student scholarships, facility improvement, and instructional technology projects for the classroom.

Deadline: None

[www.corning.com/inside\\_corning/foundation.asp](http://www.corning.com/inside_corning/foundation.asp)

### **In the News...**

#### **August 1**

##### **History without books gets a test in California schools**

[http://www.boston.com/news/education/k\\_12/articles/2006/08/01/history\\_without\\_books\\_gets\\_a\\_test\\_in\\_california\\_schools/](http://www.boston.com/news/education/k_12/articles/2006/08/01/history_without_books_gets_a_test_in_california_schools/)

#### **August 2**

##### **Parental school choice 'naive'**

[http://news.bbc.co.uk/2/hi/uk\\_news/education/5237548.stm](http://news.bbc.co.uk/2/hi/uk_news/education/5237548.stm)

#### **August 3**

##### **Boys thrive with structured work and play**

<http://www.csmonitor.com/2006/0803/p14s01-legn.html?s=hns>

#### **August 4**

##### **Online Course Guides Help Teachers Share Ideas**

<http://www.latimes.com/news/education/la-me-teacher4aug04,1,6773397.story?coll=la-news-learning>

#### **August 5**

##### **Study finds parents, teens share morals**

<http://deseretnews.com/dn/view/0,1249,640200168,00.html>

#### **August 6**

##### **Standardized, high-stakes test now key**

<http://www.miami.com/mld/miamiherald/news/local/15201646.htm>

#### **August 7**

##### **The New Face of Summer School**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/08/06/AR2006080600604.html>

#### **August 8**

##### **A jump on the school year**

<http://www.philly.com/mld/inquirer/living/education/15224015.htm>

#### **August 9**

**Kids, want better grades? Exercise more**

<http://www.detnews.com/apps/pbcs.dll/article?AID=/20060809/SCHOOLS/608090390/1026>

**August 10**

**Phila. schools looking at term of 10 1/2 months**

[http://www.philly.com/mld/inquirer/news/local/states/pennsylvania/counties/philadelphia\\_county/philadelphia/15237522.htm](http://www.philly.com/mld/inquirer/news/local/states/pennsylvania/counties/philadelphia_county/philadelphia/15237522.htm)

**August 11**

**GOOD NIGHT, NIGHT SCHOOL**

[http://www.nypost.com/news/regionalnews/good\\_night\\_night\\_school\\_regionalnews\\_david\\_andreatta.htm](http://www.nypost.com/news/regionalnews/good_night_night_school_regionalnews_david_andreatta.htm)

**August 12**

**Panel says U.S. is losing ground in math, science**

<http://www.signonsandiego.com/news/education/20060812-9999-1n12compete.html>

**August 13**

**Busy children 'are not stressed'**

[http://news.bbc.co.uk/2/hi/uk\\_news/education/4783809.stm](http://news.bbc.co.uk/2/hi/uk_news/education/4783809.stm)

**August 14**

**Some closing the gap**

[http://www.rockymountainnews.com/drmn/education/article/0,1299,DRMN\\_957\\_4915751,00.html](http://www.rockymountainnews.com/drmn/education/article/0,1299,DRMN_957_4915751,00.html)

**August 15**

**Passing easier in city schools**

<http://www.baltimoresun.com/news/local/baltimore.md.promotion15aug15,0,4216388.story?coll=bal-local-headlines>

**August 16**

**Inexperienced but Trained**

[http://www.nytimes.com/2006/08/16/education/16EDUCATION.html?\\_r=1&ref=education&oref=slogin](http://www.nytimes.com/2006/08/16/education/16EDUCATION.html?_r=1&ref=education&oref=slogin)

**August 17**

**EDITORIAL: 'A kickback against testing'**

[http://www.reviewjournal.com/lvrj\\_home/2006/Aug-17-Thu-2006/news/9108138.html](http://www.reviewjournal.com/lvrj_home/2006/Aug-17-Thu-2006/news/9108138.html)

**August 18**

**Hundreds Worldwide Hit by Loss Of AP Tests**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/08/17/AR2006081701355.html?referrer=emailarticle>

**August 19**

**School growth rate slowing**

<http://www.heraldtribune.com/apps/pbcs.dll/article?AID=/20060819/NEWS/608190526>

**August 20**

**On Web, students do the grading**

<http://www.chron.com/disp/story.mpl/headline/metro/4127640.html>

**August 21**

**Red tape bogs down state tutoring program**

<http://www.post-gazette.com/pg/06233/715096-298.stm>

**August 22**

**Virginia seeing immigrant explosion**

[http://www.timesdispatch.com/servlet/Satellite?c=MGArticle&cid=1149190087919&pagename=RTD/MGArticle/RTD\\_BasicArticle&path=!news&s=1045855934842](http://www.timesdispatch.com/servlet/Satellite?c=MGArticle&cid=1149190087919&pagename=RTD/MGArticle/RTD_BasicArticle&path=!news&s=1045855934842)

**August 23**

**Governor proposes dropout age of 18**

<http://www.azcentral.com/arizonarepublic/local/articles/0823dropoutage0823.html>

**August 24**

**Stopping slip and slide of summer**

[http://www.boston.com/news/education/k\\_12/articles/2006/08/24/stopping\\_slip\\_and\\_slide\\_of\\_summer/](http://www.boston.com/news/education/k_12/articles/2006/08/24/stopping_slip_and_slide_of_summer/)

**August 25**

**Bush Administration Opposes Integration Plans**

<http://www.latimes.com/news/education/la-na-scotus25aug25,1,1067156.story?coll=la-news-learning>

**August 26**

**With a Changing World Comes An Urgency to Learn Chinese**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/08/25/AR2006082501418.html>

**August 27**

**Free tutoring promise left behind**

[http://www.boston.com/news/education/k\\_12/articles/2006/08/27/free\\_tutoring\\_promise\\_left\\_behind/](http://www.boston.com/news/education/k_12/articles/2006/08/27/free_tutoring_promise_left_behind/)

**August 28**

**A focus on needs of school 'tweens**

<http://www.baltimoresun.com/news/education/bal-te.md.opening28aug28,0,2341174.story?coll=bal-education-top>

**August 29**

**Uni's top students choose teaching**

<http://www.theaustralian.news.com.au/story/0,20867,20286477-13881,00.html>

**August 30**

**SAT Records Biggest Score Dip in 31 Years**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/08/29/AR2006082900483.html>

**August 31**

**Education chief says law close to perfect**

[http://www.usatoday.com/printedition/news/20060831/a\\_capcol31.art.htm](http://www.usatoday.com/printedition/news/20060831/a_capcol31.art.htm)

### **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 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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](mailto: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](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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