



**April 2006**

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**Publications and Reports...**

Policy Studies Associates. *Shared Features of High-Performance After-School Programs: A Follow-Up to the TASC Evaluation* - In part of a multi-year study, researchers determined the common characteristics of high-performing after-school projects funded by The After-School

Corporation (TASC). Researchers identified high-performing project sites based on changes in student achievement on New York's statewide mathematics and language arts/reading assessment and differences in gains between participant and non-participant groups. Based on interviews and observations, researchers identified the following common traits in the high-performing sites:

- Programs introduced enrichment opportunities and provided venues for practicing new skills, such as literacy.
- Project site coordinators maintained a strong partnership with the staff at host schools.
- Project site coordinators had five or more years experience in youth development and strong ties to the communities.
- Sponsoring organizations allowed site coordinators flexibility to manage the day-to-day operations, while providing administrative and fiscal support.

These high-performing projects did not center attention directly on academics, but did contribute to their participants' learning gains by providing a broad base of opportunities and supports.

The report is available at:

<http://www.policystudies.com/studies/youth/Revisiting%20Quality%20Report.pdf>

Harvard Family Research Project. ***What Kids are Getting Into These Days? Demographic Differences in Youth Out-of-School Time Participation*** –This research brief uses data from the Panel Study of Income Dynamics and the National Survey of American Families to determine whether differences exist in youth participation in various Out-of-School Time (OST) programs. Using data from three points in time—1997, 1999, and 2002—researchers examined differences in family income levels and racial-ethnic backgrounds of participants in OST programs. OST programs in the study included community-sponsored programs, before- and after-school programs, school-based extracurricular activities, and religious clubs. The report includes an analysis of participation patterns in recent years.

The findings suggest a need to target resources toward recruiting and retaining low-income youth in OST programs as their participation is much lower than their counterparts from families with higher income levels. Another finding of the study is that disadvantaged youth participate at higher rates than more advantaged youth in tutoring programs, indicating that academic deficits limit their ability to engage in other types of enrichment. The development of policy changes, such as the welfare-to-work initiatives and the 21<sup>st</sup> Century Community Learning Centers program, contributes to an overall growth in participation among all socio-economic groups. This research brief is available at:

<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/demographic.pdf>

U.S. Department of Education. ***National Assessment of Title I: Interim Report, Executive Summary*** – This summary describes the studies used for the National Assessment of Title I to evaluate the implementation and impact of the program. It also provides two executive summaries of the accompanying reports from Volume I, identifying results on the implementation; and Volume II, reporting the findings of an evaluation on the impact of supplemental remedial reading programs.

This report is available at:

<http://www.ed.gov/rschstat/eval/disadv/title1interimreport/execsum.pdf>

U.S. Department of Education. ***National Assessment of Title I: Interim Report, Volume I: Implementation*** - This report examines the implementation of Title I provisions related to state assessments, schools identified for improvement, teacher quality, public school choice, and supplemental educational services. Key findings for the 2004-05 school year include:

- Trends in student achievement are positive. However, most states will not meet the goal of 100 percent proficiency by the 2013-14 school year unless the percentage of students achieving proficient levels increases at a faster rate.
- Schools identified for improvement were most likely schools in large urban districts with high concentrations of poor, minority, and limited English proficiency students.
- Forty-one states meet the requirement of testing the content knowledge of new teachers using the Praxis II subject assessments administered by the Educational Testing Service. Each state sets its own pass/fail scores to obtain certification.
- Nearly 50 percent of school districts notified parents of the Title I school choice option within roughly five weeks of the beginning of the 2004-05 school year.
- The number of state-approved supplemental service providers rose from 997 in May of 2003 to 2,734 in May of 2005. The most common approaches to monitoring effectiveness were to survey districts and to use providers' reports on student progress.

Additionally, in the 2003-04 school year, twice as many students were eligible to participate in Title I school choice than were eligible for supplemental educational services. The actual number of students participating in supplemental services in that school year (233,000) was six times greater than the number participating in school choice (38,000). This report is available at:

<http://www.ed.gov/rschstat/eval/disadv/title1interimreport/vol1.doc>

U.S. Department of Education. ***National Assessment of Title I: Interim Report, Volume II: Closing the Reading Gap: First Year Findings from a Randomized Trial of Four Reading Interventions for Striving Readers*** – This report evaluates the effectiveness of four reading programs for struggling readers in grades 3 and 5 during the 2003-04 school year. The programs in the study, Corrective Reading, Failure Free Reading, Spell

Read P.A.T., and Wilson Reading provide small-group instruction that is systematic and explicit in teaching the basic reading skills to emergent readers. Teachers delivering instruction received an additional 70 hours of professional development and support during the year of implementation. The results show more significant impacts for third graders than for fifth graders. This report is available at:

<http://www.ed.gov/rschstat/eval/disadv/title1interimreport/vol2.pdf>

The Council of Chief State School Officers. ***Council Quarterly*** – This issue of *Council Quarterly* highlights discussions from the 2005 CCSSO Annual Policy Forum and Business Meeting in November. Topics include the reauthorization proposal of the Elementary and Secondary Education Act (ESEA), international education, economic benefits to early childhood education, and development of the Extended Learning Opportunities (ELO) policy statement. The final draft of the ELO policy statement will be available in May of 2006. This issue also spotlights the progress and work of specific CCSSO projects: student-level data systems and NCLB accountability for Native American students. This issue is available at:

[http://www.ccsso.org/Whats\\_New/Newsletters/Council\\_Quarterly/8142.cfm](http://www.ccsso.org/Whats_New/Newsletters/Council_Quarterly/8142.cfm)

Center on Educational Policy. ***From the Capital to the Classroom: Year 4 of the No Child Left Behind Act*** – This report is the fourth in a series of eight reports on the implementation of NCLB and its effect on states and school districts. Researchers surveyed state departments and school districts, conducted 38 school district case studies, held national forums, and collected additional resources for this report. The report gives a comprehensive analysis of findings in all areas of NCLB and provides eight recommendations for improving the law.

Major findings on supplemental educational services (SES) include:

- The number of eligible students participating in SES programs is higher than the number participating in public school choice. The percentage of students eligible to participate in SES programs is not significantly different from the previous year.
- The percentage of very large school districts with student enrollments from 37,471 to 1,049,831 required to offer SES increased significantly from twenty-one percent in the 2002-03 school year to ninety-five percent.
- Less than half of state approved providers are not used by families. The reasons for this include the following: providers having no interest in working with the school district; families not choosing the service; and/or required minimum student participation for services set by the district/provider are not met.
- Forty-one states reported that monitoring the quality and effectiveness of providers is a moderate or serious challenge. School districts identify additional challenges including tracking enrollment, managing providers, and ensuring that services provided to families are convenient.

Recommendations for SES include:

- Give clarity and sufficient authority and resources for states and school districts to monitor and evaluate providers.
- Allow districts identified for NCLB improvement to offer SES instead of school choice in the first year of improvement.

This report is available at:

<http://www.cep-dc.org/nclb/Year4/CEP-NCLB-Report-4.pdf>

Case studies of school districts available at:

<http://www.cep-dc.org/nclb/Year4/Press/>

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

Harvard Family Research Project. **Out-of-School Time Program Evaluation Database**

This database is a comprehensive collection of program evaluations to support the work of large and small out-of-school time (OST) programs and development of high quality evaluations. Nine new profiles have been added. Each evaluation profile meets the following criteria:

- The evaluated program/initiative operates during out-of-school time
- The evaluation(s) aim to answer a specific evaluation question or set of questions about a specific program/initiative.
- The evaluated program/initiative serves children between the ages of 5 and 19.

Available at:

<http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>

Southwest Educational Development Laboratory. This website from the National Partnership for Quality Afterschool Learning offers **The Afterschool Learning Toolkit**. This toolkit contains sections for literacy and mathematics content, gives examples of promising practices, and lists instructional material and technical assistance resources.

Available at: <http://www.sedl.org/afterschool/>

The After School Math. This is a **full-featured math website for grades 5-8** created by after school staff and credentialed teachers. The site consists of 10 thematic activity modules, each with at least four activities, and all aligning to content standards.

Website features:

- Easy to implement activities that have been kid-tested
- Video clips of each activity for easy implementation
- Step-by-step instruction and guidelines
- Disguised learning approaches
- Printable lesson plans
- Management tips

Available at: <http://www.afterschoolmath.org/>

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

**May**

Chapin Hall, Center for Children at the University of Chicago will be hosting a web conference, **Challenges to Building and Sustaining Effective Home Visitation Program: Lessons learned for the states** on **May 3<sup>rd</sup>, 1 p.m. EST**. Panelists will explore some of the difficulties and challenges states and the programs they support encounter in building systems that reproduce positive results.

\*For more information, visit:

<http://www.about.chapinhall.org/conferences/charting/conference.html>

\*To register, visit:

<https://chapinhall.webex.com/chapinhall/onstage/tool/enrollee/register.php?ConfID=335740265&Rnd=461856290>

The After School Field Support Teams of Regions 9, 10 and 11 (Counties: San Diego, Orange, Inyo, Mono, Riverside, San Bernardino, and Los Angeles) will host the **Annual After School Leadership Conference** in Palm Springs, CA on **May 4-6, 2006**. The conference will help after school and school-aged care professionals strengthen programs through in depth workshops and allow for networking opportunities.

\*For more information and registration details, visit:

<http://www.sdcoe.net/rtac/palmsprings.asp>

The National League of Cities Institute for Youth, Education, and Families will host the **National City Afterschool Summit** in Washington, D.C. on **May 22-24, 2006**. Municipal leaders will meet with Congressional leaders, attend workshops, and network and learn from each other about after school investment sustainability strategies, funding options, partnerships among cities and schools, communities, and states. This summit is in conjunction with the Afterschool Alliance.

\*For more information and registration details, visit:

[http://www.nlc.org/iyef/program\\_areas/education/8023.cfm](http://www.nlc.org/iyef/program_areas/education/8023.cfm)

Just ASK Publications and Professional Development will hold, **Mentoring in the 21<sup>st</sup> Century Institute** in Alexandria, VA on **May 22<sup>nd</sup> and 23<sup>rd</sup>**. This institute is for educators responsible for the induction process either as directors of professional development, coordinators of mentoring programs, school administrators, induction coaches, or as mentors.

\* For more information and registration details, visit:

<http://www.askeducation.com/mentoringinstitute5-06.htm>

The Afterschool Alliance will host its **5<sup>th</sup> Annual Afterschool for All Challenge** in Washington, D.C. on **May 23<sup>rd</sup> and 24<sup>th</sup>**. The Afterschool Alliance is partnering with the National League of Cities. This event will include networking sessions for after school advocates, youth and city leaders; the Breakfast of Champions where mayors will be honored for their commitment to after school; and participants will be able to share advocacy ideas with Congressional Leaders.

\*For more information and registration details, visit:

[http://www.afterschoolalliance.org/challenge\\_2006.cfm](http://www.afterschoolalliance.org/challenge_2006.cfm)

## June

Mid-continent Research for Education and Learning (McREL) and the National Partnership for Quality Afterschool Learning is sponsoring, **The PEAK Afterschool Conference** in Copper Mountain, CO on **June 14-16**. This conference will provide a forum for practitioners, program directors, community partners, and leaders in the field of out-of-school time to network and learn methods, strategies, and successful models of afterschool programs.

\*For more information and registration details, visit:

<http://www.ascentmeetings.com/mcrel.htm>

The Coalition for Community Schools 2006 Forum, **Community Schools: Creating the Conditions for Learning** will be held in Baltimore, MD on **June 14-16**. The forum will provide opportunities for participants to share and explore ways by which community schools create *conditions for learning* through changes in leadership, policy, system and practice.

\*For more information about the forum, visit:

<http://guest.cvent.com/EVENTS/Info/Summary.aspx?e=13dd0edb-49c8-463a-b2c4-f6dcb0064c34>

## Grants and Other Opportunities...

### Target Store Grants

Target Store Grants award up to \$3,000 to schools, libraries, and nonprofit organizations supporting reading, the arts, and family violence prevention programs. Nonprofit organizations with 501(c)(3) status, schools, or units of government are eligible to apply.

Deadline: May 31, 2006.

\*For more information, visit:

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001818>

### World of Children Awards

The World of Children organization is accepting nominations to individuals whose work on behalf of children is extraordinary. Three award categories, World of Children Health Award, World of Children Humanitarian Award, and the Founder's Award will be rewarding \$15,000 - \$50,000.

Deadline: June 9, 2006

\*For more information, visit:

[http://www.worldofchildren.org/NOMINATE\\_someone.htm](http://www.worldofchildren.org/NOMINATE_someone.htm)

## In the News...

### April 1

**CALIFORNIA. Bills nationwide address gays in schools  
19 states have more or fewer rights for students on agenda**

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/04/01/BAGANI1TT51.DTL>

**April 2**

**Tightening their belts. School districts' wellness initiatives help teachers — and budgets — get healthier**

<http://www.jsonline.com/story/index.aspx?id=412858>

**April 3**

**Teen study: Media use, sexual activity linked**

<http://www.kansascity.com/mld/kansascity/news/nation/14251780.htm>

**April 4**

**Much Better Than Adequate Progress**

[http://www.washingtonpost.com/wp-dyn/content/article/2006/04/04/AR2006040400644\\_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2006/04/04/AR2006040400644_pf.html)

**April 5**

**Florida Lawmakers Float New Voucher Plans. Amending Constitution, Corporate Financing Are Among Strategies**

<http://www.edweek.org/ew/articles/2006/04/05/30fla.h25.html>

**April 6**

**Risky Business**

**With the economic future of the U.S. tied to our public education system, business leaders are scrambling to push for change.**

[http://www.edutopia.org/magazine/ed1article.php?id=Art\\_1497&issue=apr06](http://www.edutopia.org/magazine/ed1article.php?id=Art_1497&issue=apr06)

**April 6**

**Few Students Seek Free Tutoring or Transfers From Failing Schools**

<http://www.nytimes.com/2006/04/06/education/06educ.html>

**April 7**

**Reading, writing coaches proposed. Gov. Mike Easley says literacy coaches would help teachers improve middle-schoolers' skills**

<http://www.newsobserver.com/146/story/426255.html>

**April 9**

**Skills tests for teachers miss mark, studies find**

[http://www.usatoday.com/news/education/2006-04-09-teachers\\_x.htm](http://www.usatoday.com/news/education/2006-04-09-teachers_x.htm)

**April 10**

**Charter schools are urged to switch**

[http://www.boston.com/news/education/k\\_12/articles/2006/04/10/charter\\_schools\\_are\\_urged\\_to\\_switch/](http://www.boston.com/news/education/k_12/articles/2006/04/10/charter_schools_are_urged_to_switch/)

**April 11**

**Senate blocks city schools takeover**

<http://www.baltimoresun.com/news/local/politics/bal-schools0410,0,6191623.story?coll=bal-mdpolitics-headlines>

**April 12**

**KIPP Schools Shift Strategy for Scaling Up**

<http://www.edweek.org/ew/articles/2006/04/12/31kipp.h25.html>

**April 12**

**U.S. Pilot of AYP 'Growth' Models Advances**

**Eight states make first cut in bid to calculate NCLB gains differently.**

<http://www.edweek.org/ew/articles/2006/04/12/31growth.h25.html>

**April 14**

**Fairfax Success Masks Gap for Black Students**

**Test Scores in County Lag Behind State's Poorer Areas**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/04/13/AR2006041302177.html>

**April 15**

**School voucher program expanded amid doubts**

**Milwaukee program's success is debated**

[http://www.boston.com/news/nation/articles/2006/04/15/school\\_voucher\\_program\\_expanded\\_amid\\_doubts/](http://www.boston.com/news/nation/articles/2006/04/15/school_voucher_program_expanded_amid_doubts/)

**April 16**

**Do teacher rewards pay off for poor kids?**

[http://www.sptimes.com/2006/04/16/Hillsborough/Do\\_teacher\\_rewards\\_pay\\_off.html](http://www.sptimes.com/2006/04/16/Hillsborough/Do_teacher_rewards_pay_off.html)

**April 17**

**Madison schools make effort to close achievement gap**

<http://www.madison.com/wsj/mad/top/index.php?ntid=80372&ntpid=1>

**April 18**

**AP: States omit minorities' school scores**

[http://www.usatoday.com/news/education/2006-04-17-nclb-loophole\\_x.htm](http://www.usatoday.com/news/education/2006-04-17-nclb-loophole_x.htm)

**April 19**

**Campaign Seeks Buy-In for High School Reforms**

**'Stand Up' aims to rouse public support.**

<http://www.edweek.org/ew/articles/2006/04/19/32engage.h25.html>

**April 19**

**New York Offers Housing Subsidy as Teacher Lure**

<http://www.nytimes.com/2006/04/19/nyregion/19teach.html?ex=1146283200&en=e640b4781728ed00&ei=5070>

**April 20**

**Making the grade**

**As deadline looms, teachers scramble to document competency**

[http://www.boston.com/news/education/k\\_12/articles/2006/04/20/making\\_the\\_grade/](http://www.boston.com/news/education/k_12/articles/2006/04/20/making_the_grade/)

**April 21**

**Webcasts connect kids to science, nature**

**Two separate events on April 25 use technology to inform, inspire students**

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=6266>

**April 23**

**Vocational education: 'It's not your grandfather's trade school'**

[http://www.boston.com/news/education/k\\_12/articles/2006/04/23/vocational\\_education\\_its\\_not\\_your\\_grandfathers\\_trade\\_school/](http://www.boston.com/news/education/k_12/articles/2006/04/23/vocational_education_its_not_your_grandfathers_trade_school/)

**April 24**

**Bigger schools, fewer transfers**

<http://www.newsobserver.com/1213/story/432187.html>

**April 25**

**National Title Goes To Md. Teacher**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/04/24/AR2006042401667.html>

**April 26**

**Views Differ on Defining College Prep**

**How to gauge readiness sparks vexing questions.**

<http://www.edweek.org/ew/articles/2006/04/26/33college.h25.html>

**April 26**

**Gap in teacher quality falls on income lines**

[http://www.usatoday.com/news/education/2006-04-26-teachers-poor\\_x.htm](http://www.usatoday.com/news/education/2006-04-26-teachers-poor_x.htm)

**April 27**

**English-learner plan rejected**

<http://www.azcentral.com/arizonarepublic/news/articles/0427english-learners0427.html>

**April 27, 2006**

**Omaha schools: Divide and conquer?**

[http://seattletimes.nwsourc.com/html/education/2002955830\\_omaha27.html](http://seattletimes.nwsourc.com/html/education/2002955830_omaha27.html)

**About the Extended Learning Opportunities e-Newsletter**

*ELON*, the e-newsletter of the CCSSO's Extended Learning and Development Opportunities Project, is a free monthly newsletter focusing on providing

state education agency staff with timely information, research, and resources related to extended learning opportunities. ELON's purpose is 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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