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PUBLICATIONS/REPORTS

National Institute on Out-of-School Time. ***It's About Time: A Look at Out-of-School Time for Urban Teens*** - There are many factors that make afterschool programming for high school youth different from elementary and middle school youth. This report explores the opportunities available to high school age youth during the out-of-school hours.

After investigating twenty-one cities, researchers found that successful programs for high school age youth share common characteristics, which include:

- Providing opportunities for financial independence through earning a wage or receiving a stipend
- Engaging participants in decision-making
- Offering participants the chance to develop skills that prepare them for jobs and/or directly connect them to job training and employment
- Facilitating participant interaction with community and business leaders
- Engaging principals and the broader school community as active partners

Five of the twenty-one cities were chosen to further illustrate effective program characteristics and strategies for citywide collaboration. The report details the necessary steps for cities and organizations to meet the needs and interests of high school age youth. The publication is available at:

<http://www.niost.org/AOLTW.pdf>

National Center for Research on Evaluation, Standards, and Student Testing (CRESST). ***Keeping Kids in School: An LA's BEST Example. A Study Examining the Long-Term Impact of LA's BEST on Students' Dropout Rates*** - Created in 1988, the LA's BEST (Better Educated Students for Tomorrow) Afterschool Enrichment Program operates from the end of the school day to 6 p.m. The program offers homework assistance, library activities, and a variety of recreational and enrichment activities in a safe environment for children in kindergarten through fifth grade. The program is primarily based in low-achieving schools located in economically depressed communities. This report analyzes the drop out rate of participants to non-participants and reviews the past 16 years of research on the LA's BEST program. Researchers examined the dropout rates of students who participated in the program from 1 to 3 years or more and those who did not participate. Participants in the program for 3 or more years show significantly lower drop out rates than non-participants. In addition, previous research reveals participants having better school attendance seven years after exiting from the program, higher achievement scores in SAT-9 math and reading, opportunities to establish positive relationships with adults, and increased

parent/guardian involvement. These program elements provide support to the long-term effect of reducing the student drop out rate.

The report is available at:

http://www.cse.ucla.edu/products/newsletters/Keeping_Kids_In_School.doc

The Afterschool Alliance. ***Impossible Choices: How States are Addressing the Federal Failure to Fully Fund Afterschool Programs*** – In this study, researchers at the Afterschool Alliance identify the implications of decreased 21st Century Community Learning Century (CCLC) funding in Fiscal Year 2005. The study includes individual state reports detailing the total appropriation in FY 2005 received, identifying possible funding for new 21st CCLC programs, and estimating the total amount of children and youth served.

The report is available at:

http://www.afterschoolalliance.org/documents/Impossible_choices.pdf

American Youth Policy Forum. ***Helping Youth Succeed Through Out-of-School Time Programs*** - This report focuses on Out-of-School Time (OST) programs for high school aged students, and advocates for policy makers to consider OST programs as a vital component to high school reform. The report identifies common elements among leading OST programs currently operating across the nation. Those characteristics include:

- Engaging city leaders who advocate for funding OST programs
- Partnering with local intermediary organizations to help achieve OST program goals
- Ensuring program goals and initiatives are meaningful to students by reinforcing academics, connecting to college and career goals, focusing on community building, and developing leadership through holistic education

The report describes several high-quality programs including: YouthCares in San Francisco, the Baltimore Algebra Project, and the YMCA Youth Institute. In the day-to-day management of OST programs staffing, professional development, funding and evaluation are often serious challenges. This report provides recommendations for policymakers and practitioners who fund and administer OST programs.

The report is available at:

<http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

Coalition for Community Schools. ***Community-Based Learning: Engaging Students for Success and Citizenship*** - In order for students to meet high standards, they must fully engage in learning that connects them to the real world. This report details how community-based learning easily links academic standards and the larger world for all students. With an emphasis on community-problem solving, this report highlights six approaches to community-based learning: academically based community service, civic education, environment-based education, place-based learning, service learning, and work-based learning. All six methods exhibit a core set of five traits, which are:

- Meaningful Content

- Voice and Choice
- Personal and Public Purpose
- Assessment and Feedback
- Resources and Relationships

Brief descriptions of programs based in urban, rural, and suburban communities are included throughout the report to provide further, in-depth illustration of how these traits culminate the approach to community-based learning. Evaluations indicate that increases in student engagement and academic achievement; an increased interest in career planning; improved positive social interactions; and greater awareness of diversity and civic responsibility, were some of the outcomes attributed to community-based learning approaches.

The report is available at:

<http://www.communitieschools.org/CCSDocuments/CBLFinal.pdf>

Harvard Family Research Project. ***The Evaluation Exchange*** - This issue focuses on professional development in four areas: K-12 education, early childhood education, child welfare, and youth development. The discussion centers on research identifying links among training, service quality, worker performance, and child outcomes; as well using evaluations to promote individual professional development. Several contributors share frameworks, processes, and measures for assessing impact from professional development, including the use of formative and summative evaluations, facilitation of reverse planning, investment in support staff, and the use of clearly defined rubrics. The issue features articles focusing on out-of-school time programs including recommendations for effective program management, and expert commentary on the characteristics of the afterschool workforce. This issue is available at:

<http://www.gse.harvard.edu/hfrp/eval/issue32/index.html>

The Finance Project and Public/Private Ventures. ***The Cost of Out-of-School Time Programs: A Brief Review of the Literature*** - The Wallace Foundation is funding a study to be published in 2007 that will give policymakers, budget officials and providers a better understanding of the cost options that can be employed to support out-of-school time programs. This report reviews the existing knowledge base and provides a broad sense of the costs of running high quality out-of-school time learning programs. The review is available at:

<http://www.financeproject.org/documents/Revisedexecutivesummary.pdf>

The Forum for Youth Investment. ***Out-of-School Time Policy Commentary #11: People, Places and Possibilities: Integrating Mentoring and After-School*** - Strong supportive relationships among staff and youth have shown positive sustainable outcomes for high quality afterschool programs. This commentary offers some ideas on how policy leaders and practitioners can integrate mentoring into afterschool programming. It evaluates the current research and policy implications in both fields, and highlights examples of current state efforts, programs and partnerships. The report is available at:

<http://www.forumfyi.org/Files/ostpc11.pdf>

Education Development Center, Inc. ***Afterschool Time: Choices, Challenges, and New Directions*** – This issue of *MOSAIC* features a roundtable discussion among leaders in the afterschool movement. The panelists discuss a variety of topics, which include:

- Defining the role of afterschool programs in relation to schools
- Addressing the concerns of parents/guardians
- Demonstrating effective programming through research and evaluation

This issue is available at:

http://main.edc.org/mosaic/PDF/Mosaic_afterschool.pdf

TOOLS YOU CAN USE...

The National Center for Community Education and the Afterschool Alliance. ***Fact Sheets for Afterschool Funding***

Funded by the C.S. Mott Foundation, these fact sheets describe a full range of funding sources for afterschool programs. The funding sources listed are categorized into three main groups, which are:

- Entitlement programs
- Block and formula grant programs
- Discretionary programs

Available at: http://www.afterschoolalliance.org/training_fact_sheets.pdf

MENTOR: Afterschool Resources

This website contains resources on how to implement a mentoring component to a new and/or existing afterschool program. Resources include:

- Program Planning and Design
- Program Management
- Program Operation
- Program Evaluation
- Mentor Training

Available at: http://www.mentoring.org/program_staff/index.php?cid=61

MENTOR. ***How to Build a Successful Mentoring Program Using the Elements of Effective Practices***

This tool kit is made available in English and in Spanish. It contains materials and information needed to start or maintain a quality mentoring program.

Available at:

http://www.mentoring.org/program_staff/eeptoolkit/index.php

CONFERENCES AND EVENTS...

APRIL

The **Council's Extended Learning and Development Opportunities** project will hold our next audio conference for state administrators of the SES and 21st CCLC on **Thursday, April 6, 2006, from 1:00 – 2:30**. The conference will focus on monitoring and evaluating BOTH 21st CCLC and SES programs as follow-on from the

last call held September 2005. We are requiring that participants register for this audioconference in order to determine the number of phone lines that we will need for the call. If you have not done so, please RSVP to Morakot Masokas at morakotm@ccsso.org

*For more information contact Ayeola Fortune at ayeolaf@ccsso.org

MAY

The Afterschool 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 Afterschool Leadership Conference** in Palm Springs, CA on **May 4-6, 2006**. The conference will help afterschool 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 afterschool 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

The Afterschool Alliance will host its **5th Annual Afterschool for All Challenge** in Washington, D.C. on **May 23rd and 24th**. The Afterschool Alliance is partnering with the National League of Cities. This event will include networking sessions for afterschool advocates, youth and city leaders; the Breakfast of Champions where mayors will be honored for their commitment to afterschool; 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

JUNE

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...

Domestic Grant Making Program

The Mattel Children's Foundation is accepting applications for grants of \$5,000 to \$25,000 for organizations that serve children in need. Proposals that focus on the

following three areas will receive priority: supporting children's health and promoting active lifestyles; increasing access to education and promoting literacy; and promoting self esteem in girls through age 12. Applications are accepted now through June 30, 2006

*For information, visit:

www.mattel.com/About_Us/Philanthropy/ci_mcf_philanthropy_grantmaking.asp

The NEA Foundation Grants

Innovation Grants and Learning & Leadership Grants award \$2,000-\$5,000 for the purpose of engaging in high-quality professional development or implementing creative project-based learning that raises student achievement. Public school teachers, public school education support professionals, and faculty and staff in public higher education institutions are eligible. Deadline: June 1, 2006

*For more information, visit:

<http://www.neafoundation.org/grants.htm>

Learning in the Arts for Children and Youth

The National Endowment for the Arts "Learning in the Arts Grants" Program offers funding for school-based or community-based projects that help children and youth acquire appreciation, knowledge, and understanding of and skills in the arts.

Projects must provide participatory learning and engagement of students with skilled artists, teachers, and excellent art, and ensure the application of national, state, or local arts education standards. Awards range from \$5,000-\$150,000. Deadline: June 12, 2006.

*For more information, visit:

<http://www.arts.gov/grants/apply/GAP07/LearningintheArts.html>

IN THE NEWS...

3/01/06

Drug-Free Schools Grants Targeted by Bush. Program provides a case study of pros and cons of federal spending.

<http://www.edweek.org/ew/articles/2006/03/01/25bushsafe.h25.html>

3/03/06

Gap appear in state, federal, test scores

http://www.boston.com/news/education/k_12/articles/2006/03/03/gaps_appear_in_state_federal_test_scores/

3/03/06

Dropout rates high, but fixes under way

<http://www.csmonitor.com/2006/0303/p01s02-legn.html>

3/05/06

Education grant rules were broken. GAO: Exceptions made to award groups millions

http://www.boston.com/news/education/k_12/articles/2006/03/05/education_grant_rules_were_broken/

3/06/06

Thousands not getting free tutoring program

<http://www.kansascity.com/mld/kansascity/news/14026956.htm>

3/07/06

Small schools benefit under HISD proposal

<http://www.chron.com/disp/story.mpl/metropolitan/3705499.html>

3/08/06

Report on Tutoring Firms Cites Problems in New York

<http://www.nytimes.com/2006/03/08/nyregion/08tutor.html>

3/09/06

In Berkeley, Calif., lunch has become a learning experience

<http://www.csmonitor.com/2006/0309/p14s03-legn.html>

3/10/06

'Small' schools aim to improve students

http://www.boston.com/news/education/k_12/articles/2006/03/10/small_schools_aim_to_improve_students/

3/12/06

Why Is Your School On This List? More than 200 Washington-area schools failed to meet the standards set under the No Child Left Behind Act. So Outlook asked local for an explanation.

<http://www.washingtonpost.com/wp-dyn/content/article/2006/03/10/AR2006031002053.html>

3/12/06

**Vo-Tech as a Door to College
Evolving Programs Draw on Strong Backs, Strong Minds**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/03/11/AR2006031101158.html>

3/13/06

Exit exam changing state's classrooms

http://seattletimes.nwsourc.com/html/education/2002860021_wasltest12m.html

3/15/06

Some Questions From Samples Appear on Math Tests

<http://www.nytimes.com/2006/03/15/nyregion/15tests.html>

3/16/06

Exit exam changing state's classrooms

http://seattletimes.nwsourc.com/html/education/2002860021_wasltest12m.html

3/18/06

Testing Errors Prompt Calls for Oversight

http://www.nytimes.com/2006/03/18/politics/18testing.html?_r=2&oref=slogin&oref=slogin

3/19/06

States look to reduce dropout rates

http://www.boston.com/news/education/k_12/articles/2006/03/19/states_look_to_reduce_dropout_rates/

3/20/06

Chicago Schools Offer L.A. a Cautionary Tale

<http://www.latimes.com/news/education/la-me-chicago20mar20,1,203670.story?coll=la-news-learning&ctrack=1&cset=true>

3/21/06

Districts expecting one payout of \$136 per English-learner

<http://www.azcentral.com/arizonarepublic/news/articles/0318ellschools0318.html>

3/21/06

Mayor Gets Takeover Tutorial in New York

<http://www.latimes.com/news/education/la-me-nymayor21mar21,1,962563.story?coll=la-news-learning>

3/22/06

Economic Trends Fuel Push to Retool Schooling

<http://www.edweek.org/ew/articles/2006/03/22/28prepare.h25.html>

3/23/06

Mad Hot Classroom

<http://www.newsobserver.com/146/story/420553.html>

3/23/06

Are They Ready To Go? Some Experts Believe Starting School Late Can Give Kids An Edge

<http://www.southernillinoisan.com/articles/2006/03/16/life/doc441687574ba81571918947.txt>

3/24/06

Katrina Refugees Score Worse Than Texas Youngsters

<http://www.nola.com/newsflash/louisiana/index.ssf?/base/news-24/114315605938160.xml&storylist=louisiana>

3/24/06

Lawsuit: Failing Districts Flout Law

<http://www.mercurynews.com/mld/mercurynews/news/local/14176253.htm>

3/26/06

Schools Cut back Subjects to Push Reading and Math

<http://select.nytimes.com/gst/abstract.html?res=F30713FF3F540C758EDDAA0894DE404482>

3/28/06

Online tutoring pays off at home, abroad

http://www.boston.com/news/education/k_12/articles/2006/03/28/online_tutoring_pays_off_at_home_abroad/

3/29/06

States Have More Schools Falling behind

<http://www.washingtonpost.com/wp-dyn/content/article/2006/03/28/AR2006032801794.html>

3/30/06

Control of 11 Schools Seized

<http://www.washingtonpost.com/wp-dyn/content/article/2006/03/29/AR2006032900590.html>

3/31/06

Digital Divide Closing as Blacks Turn to Internet

http://www.nytimes.com/2006/03/31/us/31divide.html?_r=1&oref=slogin

3/31/06

Study to Examine Public Schools

<http://www.latimes.com/news/education/la-me-study31mar31,1,4570423.story?coll=la-news-learning>

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 which seeks to provide 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 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.

Council of Chief State School Officers
One Massachusetts Avenue, NW • Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 • fax: 202.408.8072
<http://www.ccsso.org/>