

## ELO Taskforce: Conference Call Summary

Date: June 15, 2005  
Time: 11:00am - 12:00pm EDT  
Participants: **Dr. Susan Zelman**, State Superintendent, Ohio  
Department of Education (Taskforce Chair)  
**Mitchell Chester**, Assistant Superintendent,  
Department of Policy and Accountability, Ohio  
Department of Education  
**Nancy Latini**, Assistant Superintendent, Office of  
Student Learning & Partnerships, Oregon  
Department of Education  
**Mary Ramirez**, Director, Bureau of Community and  
Student Services, Pennsylvania  
**Ayeola Fortune**, Project Director, CCSSO  
**Mary Kelly**, Project Associate, CCSSO

\* **Note:** ELO is used throughout this summary and refers to Extended Learning Opportunities

### **Summary:**

*Call participants began by sharing introducing themselves and sharing issues/concerns that they hoped the ELO Taskforce would address.*

*Specific ideas included:*

- Teasing out attribution (i.e. what can be said about the influence on extended learning opportunities on student academic achievement and other youth development outcomes – is it possible to separate the impact of these programs from other influences? – e.g. regular school day)
- Exploring further the connection between extended learning opportunities and community schools
- Connecting extended learning opportunities more explicitly to state/district/school reform and improvement efforts
- Integration – connecting afterschool programs to the regular school day and effectively integrating multiple funding streams/programs focused on ELO – state-based initiatives, SES, 21<sup>st</sup> CCLC, Mott statewide afterschool networks, etc.

What clearly emerged from this portion of the conversation is that ELO taskforce members need additional support in navigating through the extended learning landscape; particularly in understanding what the current research has to say about impact, as well as what implications this has for state level policy. The group agreed that one useful resource would be a synthesis of the current research on the impact of extended learning opportunities on student achievement and youth development outcomes. This synthesis would provide a synopsis of key findings, available resources and most importantly, an overview by CCSSO staff to help SEAs hone in on the most essential themes/resources as well as understand possible state policy implications.

*CCSSO staff provided a brief overview of the work the Council has done in the area of extended learning to date. As I shared with call participants, our efforts have been focused in several key areas:*

- **Research** – have looked high-quality extended learning opportunities located in high-poverty schools, communities – focus on distilling best practices but also ongoing challenges. Publications include: *Extended Learning Initiatives, Opportunities and Implementation Challenges: Profiles of Six Selected State Sponsored Initiatives, Extended Learning Opportunities in High-Poverty Schools: Selected School Profiles, Summer Learning Opportunities in High-Poverty Schools.*
- **Technical assistance support** – meetings, conference calls, listservs – all part of effort to build state capacity to implement 21<sup>st</sup> CCLC, SES and other extended learning initiatives, and increase importance of ELO as part of comprehensive approach to school reform and improvement. We have worked with USDOE and the C.S. Mott Foundation to convene state SES and 21<sup>st</sup> CCLC administrators over the past 4 years.
- **Support for statewide afterschool networks** – work with other national organizations as part of the Afterschool Technical Assistance Collaborative (ATAC) to provide technical assistance to the statewide afterschool network funded by the C.S. Mott Foundation. (ATAC organizations include: National Governors Association, National League of Cities, National Conference of State Legislatures, Afterschool Alliance, and the Finance Project. Also supported by Learning First Alliance and Collaborative Communications Group).

*The group then collectively discussed how the policy statement might be improved/revised. Suggestions included:*

- Include explicit discussion on the state's role in supporting ELO
- Articulate the potential for extended learning programs as a strategy for closing the achievement gap
- Link discussion on ELO as a strategy (see bullet above) to federal education policy as embodied in NCLB (e.g. SES, Title I, 21<sup>st</sup> CCLC)
- Articulate ELO as part of a comprehensive system of supports – to help students meet and exceed state standards
- Streamline series of questions that appear in document – we now know more, perhaps can be operationalized differently, a set of premises?
- Need to clearly state what the key message is – what is it that state policymakers in the SEA want to assert regarding the importance of ELO
- Community schools needs to be addressed within document
- In rationale that asserts the need/importance of extended learning opportunities (currently includes meeting needs of working parents, standards-based reform movement), link ELO to high school reform efforts, but also can be linked to holistic notion of PK – 16 (e.g. include other issue areas - early childhood education, workforce development, etc.)
- The high school linkage might be conceptualized as transitional opportunities to post-secondary education (e.g. blurring the boundary between HS and post-secondary) including early college programs, dual-degree options
- Parental involvement and engagement needs to be sufficiently addressed – ELO as an opportunity to deliver key supports and services to parents
- Include research about summer learning loss, make explicit part of ELO

- Need to make sure that policy statement reflects/is informed by prevailing research and other organizational stances on this issue
- General comment: policy statement just a part of this, the group needs to be able to articulate an action plan that includes what we can promote relative to ELO, what resources exist and what are the effective practices

### **Next Steps:**

- In response to articulated taskforce needs, Council staff working on the ELO project will put together a quick review/analysis of the existing literature on impact of ELO, including general policy implications - this will be sent to taskforce members (ideally) within the next two weeks
- Send CCSSO publications on ELO to all taskforce members including state profiles and profiles of school-based afterschool and summer programs – these publications will come in the same mailing as the analysis mentioned above
- Solicit feedback on revisions to the policy statement from Taskforce members including those not present on the call
- Include taskforce members in monthly mailings of ELON – project's electronic newsletter
- Revise Policy Statement (summer/fall 2005)