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The Mass Insight Education and Research Institute. ***Refining Remediation: Support Strategies for At-Risk High School Students in Three Urban Districts.*** As part of the *Keep the Promise* initiative, this report is the fifth

installment of a three-year research project which studied remediation efforts in Boston, Springfield and Worcester Public Schools; Massachusetts' three largest school districts. This report identifies the remediation strategies implemented to support student success using performance on state assessments to determine gains in achievement. The report includes profiles of each school system, and also identifies challenges and strategies related to *refining* and *redefining* remediation programs.

This report is available online at:

<http://www.massinsight.org/docs/RefiningRemediation.pdf>

Center for American Progress. ***More Than Just Moments in Time***. This report gives a brief overview of the importance of expanding learning time for students by reorganizing the school year and extending the instructional day. It calls for immediate action and a collaborative effort among state leaders and school officials to increase student achievement by augmenting learning time.

This report is available online at:

[http://www.americanprogress.org/atf/cf/{E9245FE4-9A2B-43C7-A521-5D6FF2E06E03}/MORE\\_THAN\\_MOMENTS.PDF](http://www.americanprogress.org/atf/cf/{E9245FE4-9A2B-43C7-A521-5D6FF2E06E03}/MORE_THAN_MOMENTS.PDF)

Public/Private Ventures. ***Launching Literacy in After-School Programs: Early Lessons from the CORAL Initiative***. The James Irvine Foundation launched Communities Organizing Resources to Advance Learning (CORAL) in 1999 for five cities in California to improve student achievement outside of the regular school day. This report focuses on the initiative's approach to "balanced literacy," a shift made in 2004 to engage students in more programming focused on acquisition of literacy skills and less on enrichment and homework help. The findings derive from nine months of data collection since the transition and identify positive outcomes in reading, especially for students reading below two or more grade levels. The report shares key effective practices to integrating literacy into existing after-school programs including: hiring effective staff early into the implementation process; and investing time, materials and training to support effective implementation of the adopted literacy model.

This report is available online at:

[http://www.ppv.org/ppv/publications/assets/192\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/192_publication.pdf)

American Association of School Administrators. ***The School Administrator***. This issue of *The School Administrator* focuses on after-school programs. It features articles on program evaluation, and provides various models and strategies for sustaining programs based on research funded by the C.S. Mott Foundation. Each article is a compilation of information and research gathered from organizations and actively engaged school systems providing such programs. Collectively, the articles highlight the major benefits of after school programs, but they also examine ongoing challenges to the field including: lack of monetary resources, variation in program quality, and the need for further research to document program impact.

This issue is available at:

<http://www.aasa.org/publications/saisuedetail.cfm?ItemNumber=2208&snItemNumber=950&tnItemNumber=951>

National Youth Development Information Center. ***Making a Difference in the Lives of Youth***. With support from the C.S. Mott Foundation, the National Collaboration for Youth researched ten programs currently operating to support students out of school. The report offers insight of the impact of the programs based on the personal perceptions of student, parents and other program stakeholders. This report is available: <http://www.nydic.org/nydic/programming/newideas/MakingADifferenceinthelivesofYouth.htm>

Harvard Family Research Project. ***Focus on Families! How to Build and Support Family-Centered Practices in After School***. Partnering with the United Way of Massachusetts Bay and Build the Out-of-School Time Network, the Harvard Family Research Project releases this guide that advocates for *complementary learning*. This approach to learning focuses on engaging families, after school programs, and community partners. This comprehensive guide presents current research and in-depth program examples describing strategies to engage families. Some effective strategies include:

- Empowering families by supporting them beyond offering the basic needs of adult education or parenting classes.
- Communicating positively and building relationships with families.
- Hiring staff with family engagement experience or with backgrounds and experiences similar to those of the parents'. Also, providing professional development to staff that incorporates strategies for fostering family engagement.
- Connecting with organizations and schools to build a strong network of support for families.

Additional resources, including information on evaluating family engagement efforts are also listed in the guide.

This guide is available online at:

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/families/index.html>

Public/Private Ventures. ***Getting it Right: Strategies for After-School Success***.

School-based after-school programs are primarily funded to produce policy-relevant outcomes (e.g. increases in student achievement). This report provides strategies for effectively implementing and operating school-based programs. Findings from the last 10 years of research provide in-depth information focused on effective recruitment strategies; incorporating activities that will engage students and encourage ongoing participation; and staffing considerations, all elements necessary for fostering program quality.

The report also examines the challenge of staying within the limits of the budget. The findings indicate that the “right” fiscal choices include investing in a full-time executive director and permanent staff, and considering the cost-per youth when identifying potential program activities.

This report is available online at:

[http://www.ppv.org/ppv/publications/assets/190\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/190_publication.pdf)

### **Tools You Can Use:**

National School Boards Association. ***American School Board Journal. The Big Gift: A new fundraising strategy for public schools.*** This article sets out initial guidelines and fundraising strategies for public schools experiencing budgetary restraints that want to provide students with additional learning opportunities. The article includes suggested readings focused on soliciting donations to support public schools and can be found at: <http://www.asbj.com/2006/02/0206asbjlevenson.pdf>

American Association of School Administrators. ***School Governance and Leadership.*** Designed to compliment *The School Administrator* issue on after-school programs, this issue provides a framework and general guidance on creating high quality programs. The issue utilizes original research from *The School Administrator* and information obtained from focus groups convened as part of the 2004 National Conference on Education to study ten school systems operating after-school programs for the purpose of identifying barriers that inhibit effectiveness. This issue identifies how school leaders may overcome barriers to after-school programming.

This issue is available at:

<http://aasa.files.cms-plus.com/PDFs/Publications/SchGovLdrshp/SGLAfterschool.pdf>

American Association of School Administrators. ***After School Programs: Bureaucratic Barriers and Strategies for Success.*** This resource includes the May 2005 issue of *The School Administrator*, the Fall 2005 publication of *School Governance and Leadership*, and a DVD of comments and advice from superintendents from rural, suburban, and urban school districts on sustaining high-quality after-school programs.

To obtain a toolkit contact, Rebecca Nelson at 703-875-0759 or email:

[rnelson@aasa.org](mailto:rnelson@aasa.org)

### **Conferences and Events:**

Save the Date: The Council’s Extended Learning and Development Opportunities project will hold our next audio conference for state administrators of the SES and 21<sup>st</sup> CCLC on Thursday, April 6, 2006, from 1:00 – 2:30. Please hold the date and time so that you are able to join us. As always, these audio conferences will be open to all state education agency

staff. Additional details regarding the audio conference will be sent via the listservs by Friday, March 10<sup>th</sup>.

For more information contact Ayeola Fortune at [ayeolaf@ccsso.org](mailto:ayeolaf@ccsso.org)

The Association for Supervision and Curriculum Development will host the Annual Conference and Exhibit Show: ***Constructing the Future, Challenging the Past: Excellence in Learning, Teaching and Leadership***, April 1-3, 2006 in Chicago, IL. The conference will offer professional development opportunities covering a wide array of topics including: identifying components necessary for building strong learning communities, school wide reform efforts, and reading and literacy.

For more information about the conference, visit:

<http://www.ascd.org/portal/site/ascd/menuitem.9f45bc8553f12b1abfb3ffdb62108a0c/>

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

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

#### **2/07/06 A Leaner Year is Proposed for Schools**

<http://www.nytimes.com/2006/02/07/politics/07educ.html?ex=1141275600&en=d0a4163df19e5c66&ei=5070>

#### **2/07/06 New Tutoring Schedules in Schools Lead to Confusion**

<http://www.nytimes.com/2006/02/07/nyregion/07schools.html?ex=1141275600&en=96f0029bbd585e03&ei=5070>

**2/08/06 Bush Proposes Math and Science Initiatives. Plan would train teachers to spread reach of AP courses.**

<http://www.edweek.org/ew/articles/2006/02/08/22bush.h25.html?levelId=1000&levelId=2200>

#### **2/12/06 Tutor Program Offered by Law is Going Unused**

<http://www.nytimes.com/2006/02/12/education/12tutor.html?ex=1140757200&en=5d987d0f8ce0695a&ei=5070>

#### **2/13/06 Bipartisan panel to study No Child Left Behind**

[http://www.usatoday.com/news/education/2006-02-13-education-panel\\_x.htm](http://www.usatoday.com/news/education/2006-02-13-education-panel_x.htm)

**2/16/06 States seek flexibility in No Child Left Behind**

[http://www.boston.com/news/education/k\\_12/articles/2006/02/16/states\\_seek\\_flexibility\\_in\\_no\\_child\\_left\\_behind/](http://www.boston.com/news/education/k_12/articles/2006/02/16/states_seek_flexibility_in_no_child_left_behind/)

**2/17/06 Proposed Grants for Improvement Highlight Key New Role for States**

<http://www.edweek.org/ew/articles/2006/02/17/24improve.h25.html?levelId=2200>

**2/18/06 Study hints AP classes overrated**

[http://www.boston.com/news/education/k\\_12/articles/2006/02/18/study\\_hints\\_ap\\_classes\\_overrated/](http://www.boston.com/news/education/k_12/articles/2006/02/18/study_hints_ap_classes_overrated/)

**2/20/06 State wants high school grads ready for next step. Too many need remedial work in college.**

<http://www.kentucky.com/mld/kentucky/news/13915444.htm>

**2/22/06 20 States Ask for Flexibility in School Law**

<http://www.nytimes.com/2006/02/22/education/22testing.html>

**2/27/06 D.C.'s School Voucher Program: Lessons Learned and Continued Questions**

<http://www.connectforkids.org/node/3953>

**2/27/06 Charter schools get royal treatment from krewe. Rex members help struggling educators.**

<http://www.nola.com/news/t-p/frontpage/index.ssf?/base/news-13/1141023943150940.xml>

### **About the Extended Learning Opportunities Network (ELON) 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 report, resource, or news item relevant to extended learning opportunities, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at [morakotm@ccsso.org](mailto:morakotm@ccsso.org). Current and back editions of *ELON* are available in PDF format at:

[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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