



**January 2007**

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.

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## Publications and Reports...

American Academy of Pediatrics. ***The Brookline Early Education Project: A 25-Year Follow-up Study of a Family-Centered Early Health and Development Intervention*** - This article is a follow-up study of the Brookline Early Education Project (BEEP), a project undertaken more than decades ago. Administered in the 1970s, the goal of BEEP was to ensure that children would enter kindergarten healthy and ready to learn. The community-based program provided health and developmental services for children and their families from 3 months before birth until entry into kindergarten. BEEP participants enrolled in the program from 1973 to 1978 were compared with their peers on the following indicators

- educational attainment
- income levels
- health behaviors
- mental health
- health efficacy

Findings indicate BEEP participants living in urban communities had advantages over their peers in all tested areas. Researchers conclude the long-term benefits of high-quality intervention programs extend beyond academic successes.

This article is available at:

<http://pediatrics.aappublications.org/cgi/reprint/116/1/144>

Harvard Family Research Project. ***The Evaluation Exchange – Complementary learning includes linkages of many different types and scopes among two or more institutions. These institutions purposefully link supports to improve learning and developmental outcomes for children and youth. This double issue of *The Evaluation Exchange* focuses on how out-of-school time programs build, evaluate, and support complementary learning. It presents examples; discusses recent research; features commentary from experts; and highlights promising evaluation approaches, new tools, and methods that support high-quality programming.***

The issue is available at:

<http://www.gse.harvard.edu/hfrp/eval/issue33/index.html>

National Center on Education and the Economy. ***Tough Choices or Tough Times*** – This report provides an in-depth analysis of the current American system of public education. It finds current reform efforts to create a system that will produce a globally competitive workforce as limited. Recommendations advance a vision for the implementation of a new system that includes

- creating a set of Board of Examinations offered by the states, the nation, and some international organizations
- making more efficient use of available resources
- recruiting and training a teaching force from the top third of high school students going to college

- developing standards, assessments, and curriculum that reflect the creativity and innovations of the 21<sup>st</sup> century
- restructuring the governance, organizations, and management of schools and districts
- providing universal high-quality early childhood education for 3- and 4-year olds
- giving stronger support to disadvantaged students
- enabling older members of the workforce to get new literacy skills
- creating personal Competitiveness Accounts to enable all members of the workforce to get the continuing education and training throughout their lives
- creating regional competitiveness “new bodies” to develop economic goals and strategies to encourage coordination of education and training institutions to develop successful workers

The Executive Summary is available at:

[http://skillscommission.org/pdf/exec\\_sum/ToughChoices\\_EXECSUM.pdf](http://skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf)

Collaborative for Academic, Social, and Emotional Learning (CASEL). ***The Impact of After-School Programs That Promote Personal and Social Skills*** – This report examines the types of outcomes expected from after-school programs focused on promoting the personal and social development of children and youth. It explores outcomes in three general areas: feelings and attitudes, indicators of behavioral adjustment, and school improvement. Findings indicate program participation promotes multiple benefits related to youths’ personal, social, and academic developments that include

- improved feelings of self-confidence and self-esteem
- positive attitudes towards school, social behaviors, school grades, and achievement test scores
- reduced problem behaviors such as aggression, non-compliance, and drug-use

Researchers concluded programs using evidenced-based skill training approaches consistently provided positive outcomes in all three areas.

The Executive Summary is available at:

<http://www.casel.org/downloads/ASP-Exec.pdf>

The full report is available at: <http://www.casel.org/downloads/ASP-Full.pdf>

National Dropout Prevention Center/Network and Communities In Schools. ***Essential Elements of Quality After-School Programs*** - This literature review focuses on quality afterschool programs. It presents findings on the core elements of programs proven to be effective through scientific studies. For this review, the resources available were limited. Research evidence was classified in three areas

- Level 1 – highest quality programs found through the review
- Level 2 – somewhat lower quality than Level 1 programs; and reported by sources as having mixed or inconclusive results
- Level 3 – includes programs less documented than those identified in Level 1 and 2

The core elements identified from the research available are grouped into the following categories

- infrastructure
- partnerships
- program/practice
- components specific to math and reading programs

The report is available at:

[http://www.cisnet.org/working\\_together/after-school.asp](http://www.cisnet.org/working_together/after-school.asp)

Council of Chief State School Officers. ***Recommendations to Reauthorize the Elementary and Secondary Education Act (ESEA)*** – These recommendations build upon the *ESEA Reauthorization Policy Statement* released last fall. They provide Congress with specific objectives and rationales about how to update, build upon, and strengthen the work and innovations by the states to ensure that all students are prepared for post secondary education, work, and citizenship in the 21<sup>st</sup> century. The statement asks policymakers to consider the following set of recommendations in the re-authorization of NCLB

- promote innovative models and reinvent peer review
- improve accountability determinations
- differentiate consequences
- improve assessment systems
- properly include students with disabilities
- properly include English language learners
- enhance teacher quality
- strengthen resources

The publication is available at:

[http://www.ccsso.org/content/pdfs/ESEA\\_rec\\_final.pdf](http://www.ccsso.org/content/pdfs/ESEA_rec_final.pdf)

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

#### **Pennsylvania Value-Added Assessment System (PVASS)**

The Pennsylvania Department of Education adopted a statewide approach to measure student progress and the value schools and districts add to students' educational experiences. Through this website, users may view an introductory DVD and obtain a complete list of resources and training materials.

For more information, please visit:

[http://www.pde.state.pa.us/a\\_and\\_t/cwp/view.asp?a=108&Q=108916&a\\_and\\_tNav=|6429|&a\\_and\\_tNav=|](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=108916&a_and_tNav=|6429|&a_and_tNav=|)

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

The components of this toolkit are based on the findings from the report, *Essential Elements of Quality After-School Programs* (see description in 'Publications and Reports'). Developed by the National Dropout Prevention

Center (NDPC) in collaboration with Communities In Schools, the toolkit contains checklists and resources following categories

- Helpful Tools for Developing or Enhancing a Quality After-School Program
- Resources to Support Sustainability of Quality After-School Programs
- Further Research Reports and Summaries
- Additional After-School Resources

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

The Association for Supervision and Curriculum Development (ASCD) will be hosting its 2007 Annual Conference and Exhibit Show, Valuing the Whole Child: Embracing a Global Vision March 17-19, 2007 in Anaheim, CA.

Participants will engage in sessions and workshops focusing on

- using policy and advocacy to support the whole child
- transforming the education profession
- enriching learning and teaching

\*For more information and registration details, please visit:

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

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

#### **Promoting Academic Success**

The Promoting Academic Success (PAS) Initiative of FPG Child Development Institute at the University of North Carolina at Chapel Hill will award five-year grants to public school districts in the U.S. to promote the academic success of boys of color between the ages of three and eight. The initiative works to mobilize and support partnerships among Head Start, public schools, families, and community agencies to focus on and improve the academic and social development of boys of color; and to identify, evaluate, and disseminate the most promising multi-systemic (family, school, community) interventions that increase learning and social adjustment of boys of color. Deadline: February 15, 2007.

\*For more information, email Crystal Smith at: [smith@mail.fpg.unc.edu](mailto:smith@mail.fpg.unc.edu) to request an application.

#### **2007 Best Buy Scholarship Program**

Best Buy will provide multiple scholarships up to \$10,000 to high school seniors based on their outstanding commitment to and involvement in community service, along with a solid academic performance. Students currently enrolled in an accredited U.S. school and have plans to enter a full-time undergraduate course of study at an accredited two or four-year college, university or vocation technical school in the U.S. no later than fall 2007 are eligible.

Deadline: February 15, 2007.

\*For more information, please visit:

<http://communications.bestbuy.com/communityrelations/scholarships.asp>

#### **Saucony Run For Good Program**

Saucony, Inc. will provide grants of varying amounts to communities and non-profit organizations that initiate and support running and fitness programs for kids.

Deadline: February 15, 2007.

\* For more information, please visit:

<http://www.sauconyrunforgood.com/application.pdf>

### **2007 Pew Partnership Civic Change Award**

Pew Partnership will provide \$2,500 awards to organizations or individuals that demonstrate long-term concern for their community's odds of success by implementing collaborations specifically aimed at reducing the high school dropout rate.

Deadline: March 31, 2007.

\*For more information, please visit:

<http://www.pew-partnership.org/whatsnew.html>

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

#### **January 2**

Can Less Equal More?

<http://www.baltimoresun.com/news/education/bal-te.md.math02jan02,0,2008773.story?coll=bal-education-features>

#### **January 3**

Louisiana high schools facing makeover

<http://www.theadvocate.com/news/5068551.html>

#### **January 4**

Progress Seen in Special Ed

<http://www.courant.com/news/local/hc-inclusion0104.artjan04%2C0%2C4839494.story?coll=hc-headlines-local>

#### **January 8**

How Bush education law has changed our schools

[http://www.usatoday.com/news/education/2007-01-07-no-child\\_x.htm](http://www.usatoday.com/news/education/2007-01-07-no-child_x.htm)

#### **January 9**

Teachers to decide when pupils should sit tests

<http://education.independent.co.uk/news/article2137666.ece>

#### **January 10**

More children learn more than one language

[http://www.usatoday.com/news/education/2007-01-09-language-children\\_x.htm](http://www.usatoday.com/news/education/2007-01-09-language-children_x.htm)

#### **January 14**

National education standards under review

<http://www.contracostatimes.com/mld/cctimes/news/nation/16459340.htm>

#### **January 17**

What's wrong with vocational school?

<http://www.opinionjournal.com/extra/?id=110009535>

### **January 18**

Oregon schools boost graduation requirements

[http://seattlepi.nwsourc.com/national/1110AP\\_Graduation\\_Requirements.html](http://seattlepi.nwsourc.com/national/1110AP_Graduation_Requirements.html)

### **January 21**

Five myths about U.S. kids outclassed by the rest of the world

<http://www.washingtonpost.com/wp-dyn/content/article/2007/01/19/AR2007011901360.html>

### **January 22**

Educators assail No Child Left Behind

[http://www.denverpost.com/ci\\_5064724](http://www.denverpost.com/ci_5064724)

### **January 23**

Bush reintroduces school voucher plan

[http://www.boston.com/news/education/k\\_12/articles/2007/01/23/bush\\_to\\_push\\_school\\_voucher\\_proposal/](http://www.boston.com/news/education/k_12/articles/2007/01/23/bush_to_push_school_voucher_proposal/)

### **January 25**

Remedial demand outstrips supply

[http://www.reviewjournal.com/lvrj\\_home/2007/Jan-25-Thu-2007/news/12159041.html](http://www.reviewjournal.com/lvrj_home/2007/Jan-25-Thu-2007/news/12159041.html)

### **January 28**

Stripped of religion, yoga enters public schools

<http://www.dallasnews.com/sharedcontent/dws/dn/religion/stories/012907dnlifeyoga.6971e3.html>

### **January 30**

More money for Pell grants and AIDS initiatives, less for base housing in House bill

[http://www.usatoday.com/news/washington/2007-01-30-congress-spending\\_x.htm](http://www.usatoday.com/news/washington/2007-01-30-congress-spending_x.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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