



**June 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.

**IN THIS ISSUE...**

**Publications/Reports**

Center on Educational Policy. ***State Implementation of Supplemental Educational Services under the No Child Left Behind***

Chicago Public Schools Office of Research, Evaluation, and Accountability; Office of Extended Learning Opportunities. ***SES Tutoring Programs: An evaluation of year 3 in the Chicago Public Schools***

The Forum for Youth Investment. ***Building Quality Improvement Systems: Lessons from Three Emerging Efforts in the Youth-Serving Sector***

Los Angeles Unified School District Program Evaluation and Research Branch Planning, Assessment and Research Division. ***The Impact of Supplemental Educational Services Participation on Student Achievement: 2005-06***

Public/Private Ventures. ***Quality Time After School What Instructors Can Do To Enhance Learning***

United States Government Accountability Office. ***Education Actions May Help Improve Implementation and Evaluation of Supplemental Educational Services***

**Tools You Can Use...**

**Conferences and Events...**

**Grants and Other Opportunities...**

**In the News...**

## Publications and Reports...

Center on Educational Policy. ***State Implementation of Supplemental Educational Services under the No Child Left Behind Act*** – This report is part of the series, *From the Capital to the Classroom: Year 5 of the No Child Left Behind Act* which examines state capacity related to implementation of NCLB. Researchers surveyed state education agency staff, a national sample of school districts, and conducted case study research for this report. Between forty-seven and forty-nine states responded to the survey. The report gives a comprehensive analysis of findings in how states are implementing the supplementation educational services provisions under NCLB.

Survey responses on how states are implementing supplemental educational services (SES) indicate

- ten states are able to monitor the quality and effectiveness of SES providers
- almost all states use the criteria required by NCLB and federal guidance to review and approve applications from potential providers
- twenty-nine states review new provider applications once a year; eleven states review twice a year; and six states review on a rolling basis
- reapplication procedures for state approved providers vary with thirteen states never requiring reapplication; twelve states requiring reapplication annually; nine states requiring reapplication every two years; and others establishing specific criteria to determine which providers need to reapply
- twenty-eight states update their provider list for school districts and parents annually, while others do it more frequently either twice a year, two per quarter, on a rolling basis or as needed

This report is available at:

<http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=184>

Chicago Public Schools Office of Research, Evaluation, and Accountability; Office of Extended Learning Opportunities. ***SES Tutoring Programs: An Evaluation of Year 3 in the Chicago Public Schools*** – This report evaluates the effectiveness of the supplemental education services (SES) tutoring program in the Chicago Public Schools for the 2005-06 school year. It examines the characteristics of participants in the SES program, the impact of participation on student achievement, and the characteristics of the SES providers in the district.

Not all students eligible for SES were able to receive tutoring services due to the limited available funding. As a result, the district prioritized eligible students according to its goals making services available first to all third grade and high school students scoring the lowest on reading and math state exams. Data available for the total 41,645 SES program participants in grades three through eight suggest

- the racial breakdown of participants reflected the district's general elementary school population
- all grade levels were represented but were most represented in elementary school
- younger students received the greatest benefit demonstrating the largest improvement on the Illinois Standards Achievement Test (ISAT) in reading and math

Forty-one programs including Chicago Public Schools tutored students. Of those providers, Chicago Public Schools provided SES to the most students and was the least expensive. The report also ranks SES providers based on student achievement scores gained on the ISAT

- EdSolutions, Inc., Unparalleled Solutions, Inc., and School Service Systems programs ranked highest in showing student improvements for reading
- Unparalleled Solutions, Inc., EdSolutions, Inc. and SCORE! Educational Centers, Inc. ranked highest in showing student improvements for math

This report is available at:

<http://www.cpsafterschool.org/SESreportyear3.pdf>

The Forum for Youth Investment. ***Building Quality Improvement Systems: Lessons from Three Emerging Efforts in the Youth-Serving Sector*** – This report presents three case studies to discuss the efforts around improving and assessing the quality of after-school programs. It examines these after-school networks of youth organizations:

- Girls Incorporated Quality Assurance Process
- YouthNet of Greater Kansas City Organizational Assessment and Improvement Project
- Michigan Department of Education After-School Quality System Demonstration

The case studies provide a framework or key questions to consider when developing afterschool programs. This includes exploring the similarities and differences in the following:

- the kinds of quality improvement processes being designed and implemented
- the design and choices that people are making to develop such systems
- the possible consequences and outcomes of different design choices

This report is available at:

[http://www.forumfyi.org/Files//Building\\_Quality\\_Improvement\\_Systems.pdf](http://www.forumfyi.org/Files//Building_Quality_Improvement_Systems.pdf)

Los Angeles Unified School District Program Evaluation and Research Branch Planning, Assessment and Research Division. ***The Impact of Supplemental Educational Services Participation on Student Achievement: 2005-06*** – This report discusses the findings regarding the impact of supplemental education services (SES) participation on student achievement for the 2005-06 year. It examines how many eligible students utilized SES and the impact of participation on California Standards Test (CST) in English language arts and math.

Compared to the 2004-05 year, SES program attendance in school year, 2005-06 was much lower. One explanation for the difference in is that, unlike school year, 2004-05 Los Angeles Unified School District was not a SES provider in school year, 2005-06. Findings on student participation include

- 216,192 students were eligible for SES
- 23,086 (11 percent) applied to a SES program
- one-third of those who applied did not attend the program

Findings suggest a small positive impact on student CST performance in both English language arts and math. Both elementary and high school students attending a program did perform slightly higher than those not attending a program.

This report is available at:

[http://www.edbizbuzz.com/attachments/2939586/BeyondTheBell\\_SES\\_Report\\_publication\\_v3.pdf](http://www.edbizbuzz.com/attachments/2939586/BeyondTheBell_SES_Report_publication_v3.pdf)

Public/Private Ventures. ***Quality Time After School What Instructors Can Do To Enhance Learning*** – This report provides instructors with lessons learned regarding the characteristics in after-school programs that foster youth engagement and learning. It examines youth experiences in five Philadelphia Beacon Centers to answer these questions:

- What conditions lead youth to want to attend the activity?
- What aspects of an after-school activity, such as the staff's behaviors and the activity's structure, lead youth to be highly engaged?
- What conditions lead youngsters to feel they have learned in an activity?

Philadelphia Beacon Centers are school-based community centers. They function as community resource centers for families and adults and provide academic enrichment for youth with after-school activities.

Findings indicate factors that contribute to promoting youth engagement, learning, enjoyment, and regular participation in after-school programs include:

- well-managed group activities that allow instructors to provide just enough structure to help activities run well and the flexibility to address challenges
- adult support that promotes positive interactions among all youth and between staff and youth

This report is available at:

[http://www.workingventures.org/ppv/publications/assets/213\\_publication.pdf](http://www.workingventures.org/ppv/publications/assets/213_publication.pdf)

United States Government Accountability Office. ***Education Actions May Help Improve Implementation and Evaluation of Supplemental Educational Services*** – This report summarizes testimony before House of Representatives Subcommittee on Early Childhood, Elementary and Secondary Education, Committee on Education and Labor. The testimony discusses early implementation of the supplemental education services (SES) provisions under NCLB including

- changes in SES participation
- how providers are working in districts to deliver services
- state activities related to monitoring and evaluating SES
- the U.S. Department of Education's efforts to monitor and support SES implementation

Findings indicate

- between school years 2003-04 and 2004-05 SES participation increased from twelve to nineteen percent
- greater involvement among providers, district and school officials to improve SES delivery of services that include efforts to align provider curriculum with district instruction
- increased on-site reviews and monitoring of activities conducted by state education agency staff
- the U.S. Department of Education provides support to the implementation of SES through written guidance, grants and technical assistance

Remaining challenges include

- providing timely and effective notification to parents
- attracting providers to serve certain areas and students, such as rural districts and students with disabilities
- contracting and coordinating service delivery among providers and district officials
- developing conclusive state evaluations of providers that will assess student achievement
- existing uneven implementation and compliance with SES provisions among states and districts

This report is available at:

<http://www.gao.gov/new.items/d07738t.pdf>

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

California Tomorrow's Ten Tips for Affirming Diversity and Supporting Equity in New After School Programs is designed to help new after school programs "build diversity and equity into their work from the beginning, and establish approaches for effectively serving all children and families." The ten tips discussed include

- establish a commitment to equity and inclusion
- know your community
- hire staff that reflect the community and that understand diversity issues
- provide staff orientation and training on issues related to equity
- create a program environment that is inclusive, multicultural, and reflects the communities served
- incorporate attention to diversity and equity into program design
- look for program materials that are up-to-date and non-stereotypical, and that reflect the backgrounds and experiences of participants and their families
- build cultural relevance into your plans for academic support and achievement
- develop inclusive outreach and application materials
- establish a Board or Advisory Committee whose membership reflects communities served

To access this resource, please visit:

<http://www.californiatomorrow.org/media/.pdf>

The fifth edition of the online tool, Resources On Afterschool, is a public database designed to support the afterschool field. It contains information on designing, implementing, evaluating and sustaining afterschool systems. The database is organized in the following categories

- research and evaluation
- promising practices
- professional development
- public awareness and communication
- policy
- financing

The website is created by Communications Collaborative and funded by the Charles S. Mott Foundation.

To access this resource, please visit: [www.afterschoolresources.org](http://www.afterschoolresources.org)

## Conferences and Events...

The Education Commission of the States (ECS) will be hosting the 2007 National Forum on Education Policy in Philadelphia, PA from July 10-13, 2007. The forum will provide participants the opportunity to meet the new ECS president, Roger Sampson, as well as reflect and discuss current practices and emerging promising strategies in education policy.

\*For more information, please visit:

[http://www.ecs.org/html/meetingsEvents/NF2007/NF2007\\_main.asp](http://www.ecs.org/html/meetingsEvents/NF2007/NF2007_main.asp)

The National Institute on Out-of-School Time will be hosting Summer Seminars in Boston, MA on these dates: July 9-10 and July 11-12, 2007, 8:30-4:30 p.m. The seminar consists of three workshops for afterschool professionals. Workshops on July 9-10, 2007 include

- *Summer A. Intensive Seminar for System Builders.* This workshop focuses on afterschool program infrastructure and quality. It is intended for Quality Advisors who provide technical assistance or are part of a regional organization supporting afterschool.
- *Summer B. Links to Learning for Middle School Programs.* This workshop focuses on strategies to link afterschool programs to the school day for those programs serving middle school youth.

The last workshop, Seminar C. Organizational Development Tools for Strategic Thinking and Planning will be held on July 11-12, 2007. This workshop will introduce afterschool directors or managers to new methods to effective management.

\*For more information, please visit: [www.niost.org](http://www.niost.org)

As part of the National Summer Learning Day celebration, the Center for Summer Learning at Johns Hopkins University will be hosting a policy forum on summer learning in Baltimore, MD on July 12, 2007 from 11:30-1:30 p.m. The forum will feature the latest research on the impact of summer learning and its implications for public policy; and highlight exemplary summer programs and pending federal legislation introduced by Senator Obama and Senator Mikulski that would create new grants for high-quality summer learning programs.

\*For more information, please visit:

<http://www.jhu.edu/teachbaltimore/summerlearningday/2007PolicyForumSaveDate.html>

The New Jersey School-Age Care Coalition (NJSACC) and Artist-In-Education (AIE) have partnered together to host the Annual Conference for After School, The Creative Spirit of After School in Princeton, NJ from November 2-3, 2007.

\*More information will be posted to this site:

<http://www.njsacc.org/news.html#conferences>

The National Guild of Community Schools of the Arts will be hosting the 2007 Conference for Community Arts Education in Los Angeles, CA from November 7-10, 2007. The conference will address the needs and interest of community arts education leaders. Participants will provide opportunities for networking and professional development.

\*For more information, please visit: <http://www.communityartsed.org/>

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

### **Community Education Grants**

US Airways Education Foundation will be providing award grants up to \$5,000 to educational programs focused on any of the following

- the special needs of disadvantaged or disabled individuals
- teaching or enhancing social responsibility
- facilitating parental and/or community involvement
- enhancing academic achievement

Deadline: August 1, 2007

<http://www.usairways.com/awa/content/aboutus/corporategiving/education.aspx>

### **Learning Grants Support Job Skills and Education**

The Staples Foundation for Learning will provide funding up to \$25,000 to programs that support or provide job skills and/or education for all people, with an emphasis on disadvantaged youth.

Deadline: August 3, 2007.

<http://www.staplesfoundation.org/foundapplication.html>

### **MetLife Foundation Community College Excellence Award**

Jobs for the Future is accepting applications for the 2008 MetLife Foundation Community College Excellence Award. The \$30,000 award is given to colleges that are effective in helping students from underserved population succeed in postsecondary learning.

Deadline: August 31, 2007

[http://www.jff.org/~jff/JFF\\_Pages.php?WhichLevel=3&lv1\\_id=3&lv2\\_id=32&lv3\\_id=39&ShowProject=2](http://www.jff.org/~jff/JFF_Pages.php?WhichLevel=3&lv1_id=3&lv2_id=32&lv3_id=39&ShowProject=2)

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

### **June 3**

#### **Analysis shows TAKS cheating rampant**

<http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/060307dnmetcheating.433e87c.html>

### **June 4**

#### **States study competitive class skills**

[http://www.boston.com/news/education/k\\_12/articles/2007/06/04/states\\_study\\_competitive\\_class\\_skills/](http://www.boston.com/news/education/k_12/articles/2007/06/04/states_study_competitive_class_skills/)

### **June 5**

#### **Despite NCLB controversy, educators embrace opportunity to improve**

<http://www.eschoolnews.com/resources/partners/showrelease.cfm?ReleaseID=2386>

### **June 9**

#### **A Plan to Pay for Top Scores on Some Tests Gains Ground**

[http://www.nytimes.com/2007/06/09/nyregion/09schools.html?\\_r=1&oref=slogin](http://www.nytimes.com/2007/06/09/nyregion/09schools.html?_r=1&oref=slogin)

### **June 10**

#### **State school chief wants school day, year extended**

[http://www.news-star.com/stories/061007/new\\_49040.shtml](http://www.news-star.com/stories/061007/new_49040.shtml)

**June 12**

**HOW TRENDY TEACHING 'GIVES PUPILS HUGE GAPS IN KNOWLEDGE'**

<http://www.thisislondon.co.uk/news/article-23400194-details/How+trendy+teaching+%27gives+pupils+huge+gaps+in+knowledge%27/article.do>

**June 14**

**One Last Assignment: Give Your Teacher an A+**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/06/13/AR2007061301950.html>

**June 16**

**Something to Celebrate in DC Schools**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/06/15/AR2007061501855.html>

**June 18**

**Agent of change steers teens toward college**

<http://www.signonsandiego.com/news/education/20070618-9999-1n18yanov.html>

**June 19**

**With tears, cheers, Johnson leaves Memphis  
School chief hailed for heart, grit**

[http://www.boston.com/news/education/k\\_12/articles/2007/06/19/with\\_tears\\_cheers\\_johnson\\_leaves\\_memphis/](http://www.boston.com/news/education/k_12/articles/2007/06/19/with_tears_cheers_johnson_leaves_memphis/)

**June 20**

**Texas education chief resigns**

**Neeley says she wasn't told why the governor lost confidence in her**

<http://www.chron.com/disp/story.mpl/metropolitan/4907456.html>

**June 22**

**No Slack for Slackers**

<http://www.latimes.com/news/education/la-me-revoke22jun22,1,4151941.story?coll=la-news-learning&ctrack=1&cset=true>

**June 23**

**Schools – take over contract awarded before bill OK'd**

<http://www.washingtontimes.com/apps/pbcs.dll/article?AID=/20070623/METRO/106230040/1004>

**June 24**

**Schools Pinched in Hiring**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/06/23/AR2007062301394.html>

**June 27**

**Program helps students become AVID fans of school**

<http://www.signonsandiego.com/news/northcounty/20070627-9999-lz1mi27avid.html>

## **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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