



June 2006

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Publications and Reports...

The Finance Project and Public/Private Ventures. ***The Costs of Out-of-School-Time Programs: A review of the Available Evidence*** – This report presents a literature review on the costs of high quality out-of-school-time programs. Examining several studies, the authors find that the costs per child per year of out-of-school-time programs range from \$449 to \$7,160. The cost of labor and facility usage is consistently the largest expense for programs. Other findings strongly suggest a need for more research and the development of a standard methodology for collecting information in cost studies of out-of-school-time programs. The authors discuss several methodologies that have been used in early childhood education programs to provide insight of lessons learned that will inform

future cost studies in out-of-school-time programs. The report provides guidance on measuring the full costs of programs, examining the relationship between cost and quality of programs, and developing tools to estimate these costs.

This report is available at:

<http://www.financeproject.org/publications/litreview.pdf>

Southwest Educational Development Laboratory (SEDL). ***SEDL Letter: Time for Achievement Afterschool and Out-of-School Time*** – This issue of the *SEDL Letter* focuses on afterschool programs. It contains articles that highlight the work of the National Partnership for Quality and Afterschool Learning. It introduces the Partnership; discusses its newest online resource, the Afterschool Learning Toolkit; and summarizes preliminary findings of its 5-year project that will identify promising practices for 21st Century Community Learning Centers (CCLC). The study addresses challenges for afterschool programs involving the use high-quality, research-based academic content, and maintaining and attracting regular student engagement. Researchers used a comprehensive selection process to select eighteen programs for the study that they believe are among the best in the nation. Each program in the study serves 100 or more students, has been in operation for at least 3 years, and provides math or reading instruction to students at least three times per week

Other articles featured in this issue describe successful, high- quality programs that cultivate student learning in areas ranging from science to the arts. This issue also includes an interview with Robert Stonehill, the Deputy Director for Academic Improvement and Teacher Quality Programs for the U.S. Department of Education's Offices of Elementary and Secondary Education, who provides an overview of 21st CCLC program and offers insights into the future of this program.

This issue of the *SEDL Letter* is available at:

http://www.sedl.org/pubs/sedl-letter/v18n01/SEDLLetter_v18n01.pdf

The Afterschool Learning Toolkit is available at:

<http://www.sedl.org/afterschool/toolkits/>

National Association of Elementary School Principals (NAESP). ***Leading After-School Learning Communities: What Principals Should Know and Be Able to Do*** – This guide for principals and their communities addresses learning that occurs during out-of-school time. It documents research, provides questions for reflection, describes examples of effective practices, includes ready to use tools, and lists strategies to assist principals and their communities in connecting in-school and after-school learning. The guide identifies the following six standards that inform principals of what they should know and be able to do without taking on additional managerial responsibilities:

- Expand the vision of learning to include high-quality experiences during out-of-school time.
- Act as a catalyst in the community to develop quality after-school programs.
- Collaborate with after-school site directors to manage resources that support the full learning day.

- Support linkages, connections, and relationships between the school day and after-school learning that ensure program content meets community, school, and student needs.
- Work with after-school directors to evaluate after-school programs to ensure they achieve defined outcomes.
- Promote access to high quality after-school programs for all children.

The executive summary is available at:

http://www.publicengagement.com/practices/publications/documents/LASLC_ES.pdf

These books may be purchased individually or as a set at:

<http://web.naesp.org/nprc/description.php?UID=2006062614453065.202.217.254&II=45>

Harvard Family Research Project. ***Exploring Quality Standards for Middle School After School Programs: What We Know and What We Need To Know*** – The Harvard Family Research Project (HFRP) and the National Institute on Out-of-School Time co-hosted a summit on quality in middle school afterschool programs. This report provides a summary of the participants' work, activities, and discussions in the areas that impact programming. Those areas are:

- Human relationships
- Positive youth development
- Staffing
- Family, school, and community partnerships
- Programming, activities, and opportunities

This report highlights the trends found in the HFRP's scan of 42 documents on after school quality standards and assessments from national, state, local, program, and youth development agencies. The scan identified approximately 3,000 standards. Two major findings of this scan are that few assessment tools used in these programs are age appropriate and that there is a great degree of variation in categories used to create standards for these programs.

The summit report is available at:

<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/conference/summit-2005-summary.pdf>

Additional resources from summit breakout discussions are available at:

www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html#middleschool

Public Agenda. ***Reality Check 2006: Is Support for Standards and Testing Fading?*** – This report presents findings from public opinion surveys of parents, students, teachers, principals, and superintendents on educational issues. It provides data on issues related to NCLB, which include high school reform, graduation requirements, standards, and testing. Findings indicate general support for standards and testing among all groups surveyed. However, there is greater support for adequate funding for schools to create smaller class sizes. Among Superintendents and principals over 50 percent agree that NCLB requirements help show progress on tests and provide supplemental services to English Language Learners.

This report is available at:

<http://www.publicagenda.org/research/pdfs/rc0603.pdf>

Boys and Girls Club of America. **Youth Report to America** – This report provides data representing the opinions and attitudes of more than 46,000 teens (ages 13-18). It summarizes their opinions and attitudes in the areas of relationships, future aspirations, community and national issues. Key findings include:

- 74 percent of teens believe college is necessary to meet career goals.
- 50 percent of teens feel violence is appropriate when defending oneself.
- 73 percent of teens maintain positive peer relationships.
- Teens believe that crime and peer pressure are the biggest problems in communities.

This report is available at:

<http://www.bgca.org/youth/images/YouthReportToAmerica.pdf>

Tools You Can Use...

Daniel's Fund. This website provides **information on how to build strong school-business relations**. It contains links to seven strategies to effective partnerships, best practices, potential barriers, and successful tips in areas of program development, partnership, communication, and evaluation. Samples of operational action, communication, and volunteer screening plans are also available.

<http://www.danielsfund.org/sevenstrategies/Strategies/>

Southwest Educational Development Laboratory (SEDL). This toolkit, ***Beyond the Building: A Facilitation Guide for School, Family, and Community Connections*** enables educators and community organizers to learn and understand how to facilitate family and community involvement. Materials include activities, handouts, and research resources for workshops. The toolkit can be purchased at:

www.sedl.org/pubs/catalog/items/fam40.html

The Center for Summer Learning at Johns Hopkins University. This website provides the **planning tools and materials** necessary for communities and/or organizations to coordinate Summer Learning Day, July 13, 2006. The planning kit provides materials that will encourage parents, community members, kids and others to take part in and value summer learning.

This toolkit is available at:

<http://www.summerlearning.org/summerlearningday/plan.html>

Conferences and Events...

July

The Education Commission of the States will hold the **National Forum on Education Policy** in Minneapolis on **July 11-14**. The forum will feature over 40 sessions on a variety of education topics and an exhibit hall for education vendors and corporations to display products and services.

*For more information and registration details, visit:

http://www.ecs.org/html/meetingsEvents/NF2006/NF2006_main.asp

The Center for Summer Learning at Johns Hopkins University will be assisting communities to coordinate activities for **Summer Learning Day, July 13, 2006**. This event will bring awareness to the critical role summer learning programs has to students and the communities.

*For more information, visit:

<http://www.summerlearning.org/summerlearningday/plan.html>

The National Institute on Out-of-School Time will conducting **Summer Seminars 2006** for afterschool program professionals in Boston on **July 17-20**. Seminar topics will include: links to learning, quality advisor training, professional development, and leadership.

*For more information and registration details, visit:

<http://www.niost.org/training/sumsem06.html>

Grants and Other Opportunities...

The Angel Soft Angels in Action Awards Program

The Angel Soft Angels in Action Awards Program will award up to \$15,000 to youth, ages 8 to 18 years old, helping to improve their communities. Nominations must be submitted by teachers, parents, guardians, and community members.

Deadline: October 1, 2006

<http://news.publiceducation.org/t/4842/222252/102/0/>

Starbucks Foundation Literacy Grants

The Starbucks Foundation will award \$5,000-\$20,000 to organizations that serve disadvantaged youth in literacy and encourage development through tutoring or mentoring.

Letters of inquiry will be reviewed August 1-September 1

*For more information, visit:

<http://www.starbucks.com/aboutus/grantinfo.asp?cookie%5Ftest=1&fav%5Ftest=1>

Barnes and Noble Sponsorships and Donations

Barnes & Noble will consider requests for local and regional support with nonprofit organizations that focus on literacy, the arts, or K-12 education. Organizations interested must submit a promotion plan that includes Barnes and Noble and must be willing to work with a local store.

There is no deadline.

*For more information, visit:

http://www.barnesandnobleinc.com/our_company/sponsorship/sponsorship_local/donations_local.html

The Big Read Program

The National Endowment for the Arts, the Institute of Museum and Library Services, and the Arts Midwest will award \$10,000 to \$20,000 to libraries, community, and school partners that encourage citizens to read for pleasure. This award is open to organizations or divisions of state, local, or tribal

governments that will be able to demonstrate capacity to plan and implement a well-attended, community wide event.

Deadline of phase one: September 12, 2006; phase two: February 01, 2007

*For more information, visit:

http://www.neabigread.org/application_process.php

In the News...

June 1

For Many, Education Is Another Storm Victim

http://www.nytimes.com/2006/06/01/us/nationalspecial/01truancy.html?_r=2&oref=slogin&oref=slogin

June 2

New Jersey 13-year-old wins national spelling bee, first girl since 1999

http://www.usatoday.com/news/nation/2006-06-01-spelling-bee_x.htm

June 3

Public school students take up a tougher course

At Beacon Academy, hopes for academic success tested

http://www.boston.com/news/education/k_12/articles/2006/06/03/public_school_students_take_up_a_tougher_course/

June 4

Tutoring for homework offered from world away

<http://www.azcentral.com/arizonarepublic/news/articles/0604tutor0604.html>

June 5

Virtual classroom comes into home

Satellite school program offers flexibility

http://www.dailynews.com/santaclarita/ci_3899608

June 6

Technology aids health education

Schools use videos, internet to engage students and drive home the need for healthy choices

<http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6344>

June 7

Dual Orleans Systems Grow in Storm's Wake

Complex 'overlapping circles' of governance, prevalence of charter schools mark landscape.

<http://www.edweek.org/ew/articles/2006/06/07/39orleans.h25.html>

June 8

School age may be reset

Kindergartners should turn 5 by Aug. 31, some lawmakers and educators recommend

<http://www.newsobserver.com/146/story/448381.html>

June 9

Audit bashes school transfers

<http://www.theglobeandmail.com/servlet/story/LAC.20060609.CADROPUT09/TPStory/Education>

June 10

NYC takeover of schools gets mixed reviews

http://www.boston.com/news/education/k_12/articles/2006/06/10/nyc_takeover_of_schools_gets_mixed_reviews/

June 11

There Goes the Enrollment

High rents are changing the face of crowded L.A. neighborhoods. Schools are feeling the effects.

<http://www.latimes.com/news/education/la-me-enroll11jun11,1,481921.story?coll=la-news-learning>

June 12

Incentive pay enters classroom

<http://www.dallasnews.com/sharedcontent/dws/dn/education/stories/061206dnmetpayplan.dabdea3.html>

June 13

U.S. Gives Charter Schools a Big Push in New Orleans

http://www.nytimes.com/2006/06/13/us/13charter.html?_r=1&oref=slogin

June 14

Award-winning teacher richly rewarded

http://www.rockymountainnews.com/drmn/education/article/0,1299,DRMN_957_4772844,00.html

June 15

SEDL Studies Teacher Pay, Experience, and Education in Three States

http://www.educationnews.org/Commentaries/SEDL_Studies_Teacher_Pay.htm

June 16

Too many special education students?

http://www.timesdispatch.com/servlet/Satellite?pagename=RTD/MGArticle/RTD_BasicArticle&c=MGArticle&cid=1149188497720

June 17

Campaign launched to curb truancy

<http://www.signonsandiego.com/news/education/20060617-9999-7m17truancy.html>

June 18

Teach for America surging in popularity

http://www.boston.com/news/education/k_12/articles/2006/06/17/teach_for_america_surging_in_popularity/

June 19

**Race is still part of equation for equal education
Districts found unique solutions. But will high court uphold them?**
<http://www.usatoday.com/printedition/news/20060619/edit19.art.htm>

June 20

New York asks curbs to shocks at school
http://www.boston.com/news/education/k_12/articles/2006/06/20/new_york_asks_curbs_to_shocks_at_school/

June 21

Phila. graduates 55.5% of freshmen
<http://www.philly.com/mld/inquirer/living/education/14864153.htm>

June 22

Performance Gap on Tests Uneven for Black Students
<http://www.washingtonpost.com/wp-dyn/content/article/2006/06/21/AR2006062101829.html>

June 23

**Asset management failure costs schools
Average school system reportedly loses nearly \$250,000 a year in assets**
<http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6359>

June 24

Audit finds Ohio charters lack oversight
<http://www.dispatch.com/news/news.php?story=dispatch/2006/06/23/20060623-A1-03.html>

June 25

370 Uncertified Teachers Will Be Fired; 450 at Risk
<http://www.washingtonpost.com/wp-dyn/content/article/2006/06/24/AR2006062400782.html>

June 26

Study Casts Doubt On the 'Boy Crisis'
<http://www.washingtonpost.com/wp-dyn/content/article/2006/06/25/AR2006062501047.html>

June 27

Maths to become 'cool' for children in £4m campaign
<http://education.independent.co.uk/news/article1099181.ece>

June 28

**PROJECT GRAD
'Worthwhile to be here'
Budget cuts hit summer programs that help teens from poor areas experience college**
<http://www.chron.com/disp/story.mpl/metropolitan/4008101.html>

June 29

**With Success of Tests, Schools Raise Goals
Focus Shifts to Top Level of Performance**

<http://www.washingtonpost.com/wp-dyn/content/article/2006/06/28/AR2006062800604.html>

June 30

Graduation Rate Improving, Schools Chancellor Says

http://www.nytimes.com/2006/06/30/nyregion/30graduation.html?_r=1&oref=slogin

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 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 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/>