



May 2007

Special Edition: Extended Learning Opportunities for High School Students

Earlier this month CCSSO hosted an audioconference on extended learning opportunities for high school students. This edition of ELON follows that audioconference as part of our efforts to provide support in considering how to best serve high school students during out-of-school time. To access materials, audio recording and transcript of the May 9th audioconference, please visit:

http://www.ccsso.org/projects/Extended_Learning_Opportunities/ELO_Audioconferences/10002.cfm

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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American Educational Research Journal. ***High School Community Service as a Predictor of Adult Voting and Volunteering*** – This report uses the National Educational Longitudinal Study to examine the influences of high school community service participation, extracurricular involvement and civic knowledge on voting and volunteering in early adulthood. Findings suggest both voluntary and school-required community service, as well as, involvement in high school extracurricular activities are strong predictors of adult voting and volunteering. In contrast, civic knowledge only relates to voting.

This report is available at:

<http://aer.sagepub.com/cgi/reprint/44/1/197>

American Youth Policy Forum. ***Helping Youth Succeed Through Out-of-School Time Programs*** - This report focuses on Out-of-School Time (OST) programs for older students, middle and high school aged students. It also advocates for policy makers to consider OST programs as a vital component to high school reform. The report identifies common elements among leading OST programs currently operating across the nation that include

- city leaders involved in making the funding and advocating for OST programs a top priority

- local intermediary organizations partnerships helping to achieve OST program goals
- meaningful program goals and initiatives that reinforce academics and supplement the school day, connect to college and develop employable skills, focus on the arts and community, strengthen families and communities, blend the development of leadership and service to others, and use a holistic approach that includes educational, recreational, health and social services to youth development and preparing for life

A number of quality programs are described such as, YouthCares in San Francisco, the Baltimore Algebra Project, and the YMCA Youth Institute. In the day-to-day management of OST programs, staffing, professional development, funding and evaluation are serious challenges. However, recommendations are provided for policymakers and practitioners aimed to help guide and support OST programs.

This report is available at:

<http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

Association for Supervision and Curriculum Development (ASCD). **High School Reform: It's About Time** – This *Infobrief* issue discusses the promising strategies outlined in ASCD's High School Reform Proposal. It advocates for implementing and funding for these strategies at the national level

- multiple measures of assessment
- personalized learning strategies
- flexible use of time and structure
- new professional development models for teachers and school leadership
- business and community engagement

The brief includes a case study from Hamilton County, Tennessee where education leaders in the state have begun creating a new model for high school. Using planning and implementation grants from the Carnegie Foundation, Hamilton County has worked to

- prepare all students to graduate with a single-path diploma
- create schools reflecting the diverse needs of the county that include K-12, 6-12 and 9-12 formats
- foster a learning community among faculty and enhance professional development
- develop career academies in health and teach through strong support from the community

This report is available at:

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.c30040c1b9063eeeb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=b0892b0b1f0c0110VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Center for American Progress. **Expanding Learning Time In High Schools** – This report focuses on extending the learning day on the high school level. It profiles high schools implementing an extended learning day as part of the required educational program. The paper also explores issues related to expanding time and

offers principles and best practices that should guide the expansion of learning time within the secondary school context.

Principles that policymakers and practitioners should consider when designing and implementing an extended learning day at the high school level include

- fostering an approach that balances both academic progress and youth development
- cultivating a school culture that communicates the purpose for expanding time
- engaging students by keeping in mind their multiple interests and obligations outside of school
- building relationships and structures that provide support across transitions—from middle school to high school and from high school to beyond
- creating opportunities for students to gain exposure to the expectations outside of school
- utilizing other academic opportunities for students to take advantage of outside the normal school day
- blending funds and partnering with institutions of higher education, community organizations, and employers to alleviate costs
- ensuring school level accountability for a developmentally appropriate and seamless experience for students

Recommendations of how state governments can support implementing an extended learning day at the high school level include

- creating an initiative that supports extending the learning day
- encouraging the development of charter schools and new schools focused on extended learning time
- adopting a weighted student funding formula which would provide extra resources for students with the greatest need
- developing the expertise to support extending the school day or year as a standard part of state interventions
- encouraging the use of technology

Recommendations of how the federal government can support schools include

- allowing the blending of federal funding streams to support extending learning initiatives
- permitting schools with comprehensive plans focused on using extended learning time to support student achievement to apply on a competitive basis for access to Supplemental Educational Service funds pending state approval
- funding the implementation of a multi-state pilot to expand the school day
- encouraging the use of technology, particularly to supplement curriculum instruction in high poverty schools

This report is available at:

http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf

Chapin Hall Center for Children at the University of Chicago. ***After-School Programs and Academic Impact: A Study of Chicago's After School Matters*** – This issue brief reports on the initial findings on the impact study of Chicago's After School Matters (ASM) program. Chicago's ASM program offers high school students the opportunity to learn work skills by providing paid internships in the arts, technology, sports and communications. Students are required to attend

school on any day they plan to participate in the program. This report examines how the program affected participants' school attendance and performance. The findings compared students participating in the program to those who did not.

Students participating in the program

- missed two fewer days of school out of a possible thirty days
- had fewer course failures
- had higher graduation rates and lower drop out rates

An interesting finding shows that positive outcomes diminish two semesters after students leave the program such that school attendance rates and the academic performance of participants gradually approximates those of students who never participated in the program.

The authors of the report point to remaining questions and the need to further understand

- the motivation factors for students to sign up for the program
- the factors contributing to engaging and retaining students already enrolled in the program

This report is available at:

http://www.chapinhall.org/article_abstract.aspx?ar=1444

Education Development Center, ITest Resource Center. ***Teens discover Careers in Science, Technology, Engineering, and Mathematics*** - This article highlights the ITest Learning Resource Center. Across the country more than 30 interactive projects are underway, introducing middle school science teachers and students to the wide range of careers available in science, technology, engineering, and mathematics (STEM). Known collectively as the ITest projects, they deliver hands-on, career-oriented projects to teens in after-school settings and teachers in summer institutes.

This article is available at: <http://main.edc.org/newsroom/features/itest.asp>

Educational Testing Service. ***One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*** - As the title suggests about one third of students do not graduate after four years of high school. This policy report examines the myths associated with dropout statistics and explores successful student retention efforts and "second chance" programs to help dropouts attain further education, training or employment.

The full report can be found at <http://www.ets.org/research/pic/onethird.pdf>

National Center on Education Statistics. ***A Profile of the American High School Senior in 2004: A First Look*** - This report takes an in depth look at the American High School senior in their spring semester of 2004—with particular focus on their goals and aspirations and achievement levels. The good news is that according to the report 79% of these high school students expected to go directly on to a post secondary education opportunity, over two-thirds planned to complete a bachelor's degree, and 35 percent planned to get a graduate or professional degree. The bad news is that despite their aims, almost two-thirds had not mastered intermediate math skills, and nearly one-third were incapable of basic problem solving. The analyses presented in the report are based on about 13,420 high school seniors and the data is disaggregated by a variety of characteristics including gender, age, race,

socio-economic status, parental education levels, geography, courses taken, and type of school.

The report is available at: <http://nces.ed.gov/pubs2006/2006348.pdf>

National Dropout Prevention Center/Network and Communities In Schools.

Essential Elements of Quality After-School Programs - This literature review focuses on quality after-school 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

National Institute on Out-of-School Time. **It's About Time: A Look at Out-of-School Time for Urban Teens** - There are many key factors that make after school programming for high school youth different from elementary and middle school youth. This paper explores the opportunities available to high school age youth during the out-of-school hours, 3-6PM.

After investigating twenty-one cities, researchers found successful programs for high school age youth

- provide a sense of independence as part of participation, mostly through earning a wage or receiving a stipend
- involve participants in decision-making
- offer skills that prepare youth for or are directly connected to job training and employment
- promote participant interaction with community and business leaders
- engage schools and principals as active partners

Five of the twenty-one cities were chosen to further illustrate effective program characteristics and strategies for citywide collaboration. The paper details the necessary steps for cities and organizations to build their capacity to meet the needs and interests of high school age youth.

This paper is available at:

<http://www.niost.org/AOLTW.pdf>

The Forum for Youth Investment. **Policy Commentary #2: High School After-School: What Is It? What Might It Be? Why Is It Important?** – This commentary focuses on after school programming for high school students. It

examines what high school students do after school and concludes there are competing demands on time with 60-80 percent of teens leaving the school building to go work, participate in school sponsored extracurricular activities and/or do community service. With one-third to one-half of students reported being actually engaged in these activities, the authors share ideas of what after school programs should look like that are effective and will attract and engage this age group. The commentary includes discussions with Kathy Lewis, deputy superintendent for Child, Youth, and Family Services in the California Department of Education, who identifies challenges for policy makers such as complicated funding requirements for programs; and Milbrey McLaughlin of Stanford University, who discusses the research and explores future possibilities for high school after school.

This report is available at: <http://www.forumfyi.org/Files/ostpc2.pdf>

The Forum for Youth Investment. ***Policy Commentary #10: Rethinking the High School Experience What's After-School Got to Do with it?*** - This policy commentary describes how in the current era of high school reform, high school students need opportunities for quality out-of-school time programs that help them succeed in school, develop leadership skills, think about future career possibilities, and connect to people and places beyond their immediate neighborhoods. According to a recent study, teens reported wanting opportunities to make a difference, to connect with peers and adults, and choose activities that interest them. The commentary discusses how more intentional, collaborative planning between schools and communities is needed to make these needs a reality for many high school students. Available at: <http://www.forumfyi.org/Files/ostpc10.pdf>

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, identifying challenges and strategies focused on *refining* and *redefining* remediation programs.

This report is available at:
<http://www.massinsight.org/docs/RefiningRemediation.pdf>

The National High School Alliance. ***A Call to Action: Transforming High School for All Youth*** - This report provides a framework of principles and strategies for preparing all of our nation's youth for college, careers, and active civic participation. *The Call to Action* represents the collective knowledge of the National High School Alliance's forty-three partner organizations. The six core principles, cited as "inter-related and non-negotiable," are as follows: (1) personalized learning environments; (2) academic engagement of all students; (3) empowered educators; (4) accountable leaders; (5) engaged community & youth; and (6) integrated systems of high standards, curriculum, instruction, assessments and academic supports beyond the school day.

This report is available at:
<http://www.hsalliance.org/downloads/home/Call%20To%20Action%202005/CalltoAction2005.pdf>

WestEd. ***ASSETs Interim Report: California's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program –Interim Evaluation*** - This statewide effort began in 2002. The program awards five on-year grants to programs that provide opportunities to underachieving high school-aged youth in the state. This report evaluates the program's initial years of implementation. It highlights evident of programs using positive strategies to

- strengthen youths' sense of connection to the school community, adults and peers
- connect the school day's academic program to after school activities
- promote increasing participation and positive youth development

The report is available at:

<http://www.wested.org/cs/we/view/rs/821>

Tools You Can Use...

The Finance Project and The Forum for Youth Investment have developed the Clearinghouse on Expanding and Sustaining Youth Programs and Policies. It is intended to provide information and resources for supporting and sustaining youth programs and initiatives that will improve the lives of children, families and communities. This searchable clearinghouse allows users to search over 400 resources including data, tools, policies, practices, financing strategies, coordination efforts and technical assistance resources.

To access these resources, please visit:

<http://www.financeproject.org/irc/youth/index.asp>

Selecting Educational Software for Teenagers in After-school Settings: A Toolkit from the America Connects Consortium is designed to help locate and evaluate software that is both appropriate for high school students and suited to community technology center settings. It provides a process for assessing both the needs of learners and instructors and the educational value of different software programs. The toolkit also features a review of the most common types of educational software available today. Finally, it includes a list of resources for locating and evaluating additional education materials.

To access this resource, please visit:

http://www.americconnects.net/research/ACC_Software_Toolkit.pdf

Conferences and Events...

The American Youth Policy Forum is currently collecting research studies, reports, and, evaluations of effective and innovative afterschool and other out-of-school time (OST) programs that predominantly serve older (middle through high school) youth who are underserved by the education system. These studies will be used in a compendium that will showcase effective programs and provide policy recommendations for enhancing afterschool programming quality. Submission deadline is June 22, 2007.

*For more information, please visit:

<http://www.aypf.org/documents/CallforOSTEvalsforMottCompendium.pdf>

The Association for Supervision and Curriculum Development Summer Conference on Differentiating Instruction will be held June 30 through July 2 in Salt Lake City, Utah. The conference will provide participants the opportunity to explore the

benefits of differentiating instruction and the best methods for implementing curriculum differentiation strategies.

*For more information, please visit:

<http://www.ascd.org/portal/site/ascd/menuitem.094e328178c0162abfb3ffdb62108a0c/>

The Southern Regional Education Board (SREB) will be host its 21st Annual High School That Work Staff Development Conference July 11-14 in New Orleans, Louisiana. Workshops and discussions will be centered on Goals of the 21st Century: Increase Success, Decrease Failure.

*For more information, please visit:

<http://www.sreb.org/programs/hstw/professionalDev/SummerConference/2007Conferenceindex.asp>

Grants and Other Opportunities...

Youthful Offender Grants

The U.S. Department of Labor is offering approximately \$20 million for Youthful Offender Grants for three categories of projects: registered apprenticeships, educational achievement, and efforts to expand effective programs.

<http://www.doleta.gov/sga/>

High School Physics Teacher Grant

The American Association of Physics Teachers will be award grant funds of \$1,000 to encourage educators to experiment and improve teaching practices.

Deadline: November 1, 2007

For additional information call the AAPT office at 301-209-3344 or email at programs@aapt.org

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>

Service-Learning

The National Service-Learning Partnership at the Academy for Educational Development, a State Farm partner, will provide State Farm funded grant awards of \$2,500 to a school or a community-based organization working with a school to support the implementation of service-learning activities designed to promote academic learning and financial literacy, with a strong emphasis on understanding credit and credit cards.

Deadline: July 1, 2007.

http://www.service-learningpartnership.org/site/PageServer?pagename=SI_financial_literacy&JServSessionIdr009=32gej2h5y3.app8a

In the News...

May 1

**21st-century school represents 'the will to change'
How one district turned an ordinary building into an extraordinary opportunity for students**

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=7032>

May 3

Napolitano gets bill on scholarships for early HS graduates

<http://www.azstarnet.com/metro/181262>

May 5

Parents have higher educational aspirations for their daughters

<http://education.independent.co.uk/news/article2514271.ece>

May 6

Governor puts spotlight on career technical education

<http://www.signonsandiego.com/news/education/20070506-9999-1n6tech.html>

May 7

Teachers Take a Crash Course As County Strives for More AP

<http://www.washingtonpost.com/wp-dyn/content/article/2007/05/06/AR2007050601090.html>

May 8

CALIFORNIA

'Huge' drop in graduations

Officials challenge researcher's study on exit exam's effects

<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/05/08/BAGO4PMQPA1.DTL>

May 9

MTV TACKLES AMERICA'S HIGH SCHOOL DROPOUT CRISIS

<http://www.ednews.org/articles/11195/1/MTV-TACKLES-AMERICAS-HIGH-SCHOOL-DROPOUT-CRISIS/Page1.html>

May 10

New Figures Show High Dropout Rate

Federal Officials Say Problem Is Worst For Urban Schools, Minority Males

<http://www.washingtonpost.com/wp-dyn/content/article/2007/05/09/AR2007050902411.html>

May 15

\$50 million -- for what?

TUTORS | Law calls for after-school help, but CPS study shows students gain little

<http://www.suntimes.com/news/education/385515,CST-NWS-tutor15.article>

May 16

Study Finds College-Prep Courses in High School Leave Many Students Lagging

http://www.nytimes.com/2007/05/16/education/16report.html?_r=2&ref=education&oref=slogin&oref=slogin

May 17

Governors Promote High School Redesign During National Dropout Summit

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnnextoid=03c696166a692110VgnVCM1000001a01010aRCRD>

May 18

Missouri will sponsor charter school for dropouts in city

<http://www.stltoday.com/stltoday/news/stories.nsf/illinoisnews/story/2E59DA0377CEDDB1862572DF00122B2B?OpenDocument>

May 20

Student pioneers anxious to get started at Tech Valley High

http://www.troyrecord.com/site/news.cfm?newsid=18364832&BRD=1170&PAG=461&dept_id=7021&rfi=6

May 22

Why AP and IB Schools Soar

<http://www.washingtonpost.com/wp-dyn/content/article/2007/05/21/AR2007052100975.html?hpid=sec-education>

May 24

Where Education Is a Matter of Prestige

http://www.educationsector.org/analysis/analysis_show.htm?doc_id=484263

May 25

Faculty at 2 more campuses discuss breakaway idea

<http://www.latimes.com/news/education/la-me-charter25may25,1,5240784.story?coll=la-news-learning>

May 27

Minorities in urban schools more likely to drop out

<http://www.statesman.com/news/content/news/stories/local/05/27/27mindropouts.html>

May 28

Colleges try to get high schoolers to take classes

<http://www.cleveland.com/news/plaindealer/index.ssf?/base/cuyahoga/118034111788080.xml&coll=2>

May 28

The Index: Why They Are the Best

Developing a Unique Method for Ranking America's Top Schools

<http://www.washingtonpost.com/wp-dyn/content/article/2007/05/20/AR2007052001102.html?hpid=topnews>

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 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.

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