



ELON News

Electronic Newsletter of the Extended Learning Opportunities Project

May 2006

IN THIS ISSUE...

Publications/Reports

Education Policy Analysis Archives. ***Gathering Evidence on an After-School Supplemental Instruction Program: Design Challenges and Early Findings in Light of NCLB***

Harvard Family Research Project(HFRP). ***Out-of-School Time Evaluation Snapshot: Learning From Small-Scale Experimental Evaluations of After School Program***

The Brookings Institute. ***Policy Brief #153, The Effects of Investing in Early Education on Economic Growth***

Public Education Network. ***Open to the Public: The Public Speaks Out on No Child Left Behind. A Summary of Nine Hearings***

The Woodrow Wilson School of Public and International Affairs at Princeton University and The Brookings Institute. ***The Future of Children, Childhood Obesity (vol. 16, no. 1, Spring 2006)***

The Brookings Institute. ***Summer Opportunity Scholarships (SOS): A Proposal to Narrow the Skills Gap***

The Council of Chief State School Officers. ***Policy Statement on Extended Learning***

Tools You Can Use...

Conferences and Events...

Grants and Other Opportunities...

In the News...

Publications and Reports...

Education Policy Analysis Archives. ***Gathering Evidence on an After-School Supplemental Instruction Program: Design Challenges and Early Findings in Light of NCLB*** – This paper compares the federal recommended use of randomized control trials (RCTs) to the extended term mixed method (ETMM) for monitoring effects of after-school supplemental programs. The RCT approach targets multiple sites to obtain the necessary sample size for evaluation. The ETMM approach involves research design

incorporating the program's theory of action and mixed research methods including: ongoing observations, interviews, or surveys. For this study, researchers utilized the ETMM approach and measured program performance collecting data from an after school program housed in a public elementary school in Harlem, New York identified as low performing. The study consisted of two phases. First, a 14-week phase focusing on program delivery and providing feedback to developers, program personnel, and school staff. The second, 16-week phase consists of gathering data through observations and surveys.

Findings suggest the ETMM approach provides more detailed documentation on program development challenges, is more cost effective, and allows for greater participation among researchers, program developers, and school staff. The evidence indicates positive outcomes for using the ETMM approach, but it demands high commitments from all stakeholders and many resources to implement evaluation. Researchers indicate that more evidence is needed before the ETMM approach to program evaluation can be fully recommended as an alternative to RCTs.

The report is available at:

<http://epaa.asu.edu/epaa/v14n12/v14n12.pdf>

Harvard Family Research Project (HFRP). ***Out-of-School Time Evaluation Snapshot: Learning From Small-Scale Experimental Evaluations of After School Programs*** – This is the eighth publication of an ongoing series that highlights programs included in the Harvard Family Research Project Out-of-School Time Program Evaluation Database. The database contains profiles of high quality evaluations of out-of-school programs. This publication reviews seven small scale experimental evaluations of programs operating at the local level and/or at a small number of sites. It provides strategies on improving small-scale experimental evaluations, addressing challenges such as the reliability of small sample sizes and the employment of ethical methodologies for randomization of control groups. The publication also describes patterns that emerge from the seven evaluations related to outcomes in four domains: academics, family, prevention, and youth development.

The publication is available at:

<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/snapshot8.pdf>

HFRP Out-of-School Program Evaluation Database available at:

www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html

The Brookings Institute. ***Policy Brief #153, The Effects of Investing in Early Education on Economic Growth*** – This policy brief analyzes the impact of high-quality universal preschool policy on economic growth. It uses results from small scale studies of the Perry Preschool Program, a high quality program that served disadvantaged children during the 1960s. These studies followed the participants from preschool to age 40. This brief projects the impact of implementing similar preschool programs on a national level. The following assumptions are made:

- Children who are not enrolled in preschool would enroll and receive 100 percent of benefits.
- Programs would increase in quality and those students already attending public preschool would receive 50 percent of program benefits.
- Children attending private preschool would not be affected.

Based on these assumptions, results indicate that there would be a reduced supply of labor by 2025 resulting from participants matriculating to college rather than entering the labor force immediately at age 18. Yet, by 2038, participants would begin to enter the work force and be more productive as a result of their educational attainment. This increased productivity would result in about 20 percent of total increase in GDP or \$400 billion. The estimated cost of high quality universal preschool is projected at \$59 billion leaving a net surplus of \$341 billion in 2080.

Executive Summary available at:

<http://www.brookings.edu/comm/policybriefs/pb153.pdf>

This full report available at:

<http://www.brookings.edu/views/papers/200604dickenssawhill.pdf>

Public Education Network (PEN). ***Open to the Public: The Public Speaks Out on No Child Left Behind. A Summary of Nine Hearings*** – This report summarizes public opinion on NCLB using an online survey administered in all fifty states and the testimonies of students, parents, and community members in New York, Massachusetts, Illinois, Texas, Ohio, Pennsylvania, Michigan, Florida, and California. The testimonies reveal public support of the law's goals and concerns surrounding implementation. Public concerns include accountability, teacher qualifications, schools identified for improvement, and parent involvement provisions.

Public opinion and recommendations on supplemental educational services (SES) include:

- SES is a much more favorable option than school choice. School transfers increase the problem of mobility and move students away from their parent network. Students are more likely to engage in remediation after school activities at neighborhood schools.
- Tutoring SES ranks the fourth highest provision of NCLB essential in closing the achievement gap, following the need for adequate funding and resources, strong parental involvement, and highly qualified teachers.
- Parental notification and information on SES providers needs improvement. Parents are not receiving notification early enough to enroll students. Information on SES providers is inaccurate, not available, not clearly stated, and/or not translated into home languages.

This publication is available at:

http://www.publiceducation.org/2006_NCLB/main/2006_NCLB_National_Report.pdf

The Woodrow Wilson School of Public and International Affairs at Princeton University and The Brookings Institute. ***The Future of Children,***

Childhood Obesity (vol. 16, no. 1, Spring 2006) – This issue of *The Future of Children* focuses on the rising rates of obesity in children. It identifies the trends and their impact on individuals, society, and the economy. Contributors to this issue recommend practices and policies needed to promote healthy lifestyles and reduce obesity rates. These recommendations include:

- Implementing age-appropriate preventions in after-school programs to promote positive healthy eating and physical activity behaviors to children and families.
- Using the federal school lunch program and/or the Child and Adult Care Food Program to provide funds for healthy snacks to after-school programs.
- Targeting 21st Century Community Learning Centers (21st CCLC) as sites to implement obesity prevention programs and using it to create other programs.

Other solutions include: building more sidewalks, ensuring the sale of healthy foods in schools, providing easy access to recreational facilities, and working directly with parents to support healthy eating.

Executive Summary available at:

http://www.futureofchildren.org/usr_doc/Obesity_Summ.pdf

This publication available at:

http://www.futureofchildren.org/usr_doc/Obesity_Volume_16,_Number_1_Spring_2006.pdf

The Brookings Institute. ***Summer Opportunity Scholarships (SOS): A Proposal to Narrow the Skills Gap*** – As part of The Hamilton Project, this paper proposes Summer Opportunity Scholarships (SOS) designed for children of families that are economically disadvantaged. SOS would enable children to attend six week summer programs or camps. The paper outlines scholarship components, outlines student and provider eligibility requirements, and estimates participation rates. It also describes procedures for evaluation, regulation, and budgets.

This paper is available at:

http://www.brookings.edu/views/papers/200604hamilton_3.pdf

The Council of Chief State School Officers. ***Policy Statement on Extended Learning*** - This policy statement is the result of the work of the Chief's Taskforce on Extended Learning Opportunities and reflects a shared understanding of extended learning opportunities as diverse strategies and initiatives designed to extend and expand the time that our nation's children and youth spend engaged in enriching learning experiences. The policy statement advances the notion that high-quality ELOs are a vehicle for rethinking the time and learning continuum; a necessary element in ensuring that all students have sufficient time to develop the 21st century skills and competencies essential for lifelong success.

The publication also affirms the critical role that SEAs play in implementing, sustaining, and ensuring student access to high-quality extended learning opportunities and includes a diverse range of policy recommendations that

are intended to advance state-level discussions focused on increasing and improving student access to high-quality extended learning opportunities outside of the regular school day.

Executive Summary available at:

<http://www.ccsso.org/publications/details.cfm?PublicationID=335>

This publication is available at:

<http://www.ccsso.org/publications/details.cfm?PublicationID=333>

Tools You Can Use...

Center for Collaborative Solutions. This guide, *Developing Exemplary Practices in Nutrition and Physical Activity in Afterschool Programs*, is for after school practitioners and it focuses on how to incorporate nutrition and physical activity in programs. It lists exemplary practices and provides self-evaluation rubrics to indicate and rate progress of program development. Available at:

<http://www.ccscenter.org/images/library/File/afterschool/Exemplary%20Practices.pdf>

The Iowa Association of School Boards. This website contains **tools, checklists, and tip sheets for school board members** on methods to improving community relations. Topics include:

- Involving parents in meaningful ways
- Helping parents understand school improvement
- Building community understanding on assessment and professional development
- Building meaningful partnerships
- How to make school board meeting a powerful community relations tool
- Building collaborative partnerships
- School improvement and student achievement strategies

Available at:

<http://www.ia-sb.org/communityrelations/commrelations.asp>

National Service-Learning Clearinghouse. This website contains **service learning starter toolkits** for community-based organizations and K-12 schools. The community-based starter kit is on a cd-rom, is available for \$5.00, and can be ordered online. The K-12 starter kit is free, is available to download, and lists additional resources to help build service learning projects.

Available at:

http://www.servicelearning.org/resources/starter_kits/index.php

Conferences and Events...

Save the Date: The Council's Extended Learning and Development Opportunities project will hold its fourth audioconference for state administrators of SES and 21st CCLC on **Thursday**, July 6 from 2:00-3:30 PM (EST). This audioconference will focus on NCLB/21st CCLC reauthorization. Please hold the date and time so that you are able to join us. As always, these audioconferences are open to state education agency staff. Additional

details will be sent via listservs in June. We are requiring that participants register for this audioconference to determine the number of phone lines that we will need for the call. If you have not done so, please RSVP to Morakot Masokas at morakotm@ccsso.org.

*For more information contact Ayeola Fortune at ayeolaf@ccsso.org

June

The Mid-continent Research for Education and Learning (McREL) and the National Partnership for Quality Afterschool Learning is sponsoring, **The PEAK Afterschool Conference** in Copper Mountain, CO on **June 14-16**. This conference will provide a forum for practitioners, program directors, community partners, and leaders in the field of out-of-school time to network and learn methods, strategies, and successful models of afterschool programs.

*For more information and registration details, visit:

<http://www.ascentmeetings.com/mcrel.htm>

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

The American Youth Policy Forum will be hosting a forum, **Middle Grades Reform: Breaking Ranks in the Middle and Schools to Watch** with John Nori, Director, School Leadership Services, National Association of Secondary School Principals, Irv Howard, Director, California Schools to Watch, and Lind Hopping, Co-chair, Georgia Lighthouse Schools to Watch **June 23** at Capitol Hill, room TBA.

*For more information about the forum, visit:

<http://www.aypf.org/events/future.htm>

July

The National Institute on Out-of-School Time will conduct **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>

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

Grants and Other Opportunities...

The U.S. Department of Health and Human Services Mentoring Children of Prisoners (MCP) program

The Family and Youth Services Bureau will award \$185,000 per budget period to 50-55 applicants to support the MCP program. The MCP program is designed to be a community-based mentoring program of children and youth, ages four to 18, of incarcerated parents.

Deadline: June 12, 2006

*For more information, visit:

<http://www.acf.hhs.gov/grants/open/HHS-2006-ACF-ACYF-CV-0029.html>

Starbucks Foundation Literacy Grants

The Starbucks Foundation 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>

In the News...

May 1

Teachers in paradise?

They come from across the country to enjoy our climate and lifestyle. So how come many don't stay for long?

http://www.orlandosentinel.com/orl-newteacher0106may01_0_7568636.story

May 2

Intel to promote computer usage in poor nations

<http://www.philly.com/mld/inquirer/business/14476435.htm>

May 3

Eligibility Criteria Announced for New College Aid Program

http://www.nytimes.com/2006/05/03/education/03grants.html?_r=2&adxnnl=1&oref=slogin&adxnnlx=1146664878-6TQDICWDWBfWpoupiuQjOw&oref=slogin

May 4

Property taxes help school budgets

County schools will get \$8 million more to reduce class size and train teachers, thanks to Initiative-728.

http://www.heraldnet.com/stories/06/05/04/100loc_b2schools001.cfm

May 5

Report: States lag in school data use

2006 'Technology Counts' survey looks at states' use of data to improve instruction

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=6299>

May 6

Conference promotes meditation in school

http://www.boston.com/news/education/k_12/articles/2006/05/06/conference_promotes_meditation_in_school/

May 7

Exam proves what teachers know

Affluent districts, ready kindergartners

<http://www.cleveland.com/education/plaindealer/index.ssf?/base/news/1146991045239750.xml&coll=2>

May 8

What Makes a High School Great?

<http://www.msnbc.msn.com/id/12532668/site/newsweek/>

May 9

First online high school in state planned for fall

http://seattletimes.nwsourc.com/html/education/2002981361_insight09m.html

May 10

Program will help teens with college admissions

http://www.baltimoresun.com/news/local/baltimore_county/baltimore.co.college10may10,0,7742803.story?coll=bal-local-headlines

May 11

Pioneered in Phila., a reading program may help redefine how America views aging

http://www.philly.com/mld/inquirer/business/special_packages/retirement_guide/14548507.htm

May 12

Less time for learning

Parents angry over plans to cut back kindergarten in E. Islip from 6 to 3 hours a day

<http://www.newsday.com/news/local/longisland/ny-likekind0512,0,7420687.story?coll=ny-top-headlines>

May 13

States fail to meet teacher-quality goal

http://seattletimes.nwsourc.com/html/education/2002991178_teacher13.html

May 14

Beat the bullies with shorter lunch hours

<http://www.smh.com.au/news/national/beat-the-bullies-with-shorter-lunch-hours/2006/05/13/1146940775203.html#>

May 15

The news for multimedia babies is good, and bad

http://www.usatoday.com/tech/news/2006-05-15-babies-multimedia_x.htm

May 16

City judge orders school-cost detail

'Corrective actions' required by state at issue

<http://www.baltimoresun.com/news/education/bal-md.schools16may16,0,4663640.story?coll=bal-education-top>

May 17

School Puts Healthy Eating Lesson on the Menu

<http://www.latimes.com/news/local/la-me-food17may17,0,24091.story?coll=la-home-headlines>

May 18

Governors push access to preschool

<http://nieer.org/news/index.php?NewsID=1261>

May 19

Later start sinking in for schools

Districts sigh, but some parents happy with late August rule for '07

<http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/051906dntexschoolstart.22152915.html>

May 20

Extra pay might fill teaching jobs

<http://www.newsobserver.com/102/story/441669.html>

May 21

Seeing college in the future

At fair, focus is on special ed

http://www.boston.com/news/education/k_12/articles/2006/05/21/seeing_college_in_the_future/

May 22

Girls are much better than boys at timing tasks, reports Margaret Cook.

<http://www.theage.com.au/news/education-news/please-sir-the-dog-ate-my-watch/2006/05/19/1147545527387.html#>

May 23

DPS grad rate falters

Many students simply transferred out of the district

http://insidedenver.com/drmn/education/article/0,1299,DRMN_957_4719728,00.html

May 24

Choice, SES Would Flip Under Plan

U.S. officials to expand pilot on NCLB sanctions

<http://www.edweek.org/ew/articles/2006/05/24/38tutor.h25.html>

May 25

Test Shows Drop in Science Achievement for 12th Graders

http://www.nytimes.com/2006/05/25/education/25exam.html?_r=2&oref=slogin&oref=slogin

May 26

No Child Left Behind: Giving the States a Break

<http://www.time.com/time/nation/article/0,8599,1196969,00.html>

May 27

Minority gifted kids left behind

http://www.mysanantonio.com/news/metro/stories/MYSA052706.01A.gt_minority.3550208.html

May 28

Rich, poor get equal dropout funds

http://www.mysanantonio.com/news/metro/stories/MYSA052806.01B.high_school_allotment.80f948b.html

May 29

Older Students Who Need Basics Pose Challenge

<http://www.washingtonpost.com/wp-dyn/content/article/2006/05/28/AR2006052801012.html>

May 30

Can't Complete High School? Go Right to College

<http://www.nytimes.com/2006/05/30/education/30dropouts.html?ex=1149134400&en=fc16e895c9913e2c&ei=5087%0A>

May 31

What Do They Do With \$2.8 Million?

Affluent New Trier High Can't Decide How to Spend Windfall From Painting's Sale

<http://www.washingtonpost.com/wp-dyn/content/article/2006/05/30/AR2006053001248.html>

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.

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