



**April 2008**

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 (chief state school officers, state education agency staff) 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...

Center for American Progress. ***Additional Learning Opportunities in Rural Areas: Needs, Successes, and Challenges*** – This report focuses on expanded learning time (ELT) opportunities in rural areas. It lists criteria, both primary and secondary, to consider using in identifying rural settings. It also describes examples of successful programs, reviews available limited funding sources, and provides recommendations to improve those funding sources.

Primary rural characteristics include

- size of community
- proximity to metro area
- population density
- local job availability

Secondary rural characteristics include

- proximity to Interstate highway system
- availability of cell phone service
- availability of DSL Internet service
- level of parental education
- ethnicity

Recommendations to improve funding sources in rural areas include

- encouraging state education agencies to assign competitive priority points for 21<sup>st</sup> Century Community Learning Center grant applicants who plan to serve areas with at least two of the primary and secondary rural characteristics listed above
- modifying Title I funding guidelines that permit the use of funds for transportation in regards to the choice option and allowing those funds to be used for the funding of parent selected after-school, intersession, weekend, and summer programs
- modifying supplemental educational services guidelines for rural districts that do not have in-person service providers locally available and allowing the amount of funds used to support ELT programs to be viewed as an offset in meeting the Title I twenty percent set-aside requirement

This report is available at:

[http://www.americanprogress.org/issues/2008/04/pdf/rural\\_education.pdf](http://www.americanprogress.org/issues/2008/04/pdf/rural_education.pdf)

Harvard Family Research Project. ***After School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It*** – This article in the February edition of *Issues and Opportunities in Out-of-School Time Evaluation* research brief provides a review of a subset of research and evaluation studies that examine the impact of afterschool program participation and the conditions needed for achieving positive results.

The article synthesizes the impact of program participation in the following areas

- academic performance
- social/emotional development
- crime, drug, and sex prevention
- health and wellness

According to the article, conditions necessary to achieve positive results include

- access to and sustained participation in programs
- quality programming, specifically related to having
  - appropriate supervision and structure
  - well-prepared staff
  - intentional programming
- partnerships with families, other community organizations, and schools

The full brief, executive summary, and research companion containing comprehensive, in-depth information of the evaluation studies cited in the brief are available at:

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief10/>

RAND Corporation. ***Current-Generation Youth Programs: What Works, What Doesn't, and at What Cost?*** – This report reviews the costs and benefits of out-of-school time programs that primarily target at-risk youth. Programs in this review include

- before- and after-school
- enrichment
- summer learning
- intervention programming such as, preventing drop out and other teen problems
- specialized after-school programming such as, mentoring and tutoring

Findings suggest programs providing specialized services such as, having a case manager, matching intervention groups to specific volunteer mentors, partnerships with schools, law enforcement, social service, and/or health agencies show positive outcomes for at-risk youth. The costs for these programs are higher than those providing less intensive services and resources.

Researchers found costs associated with the 21<sup>st</sup> Century Community Learning Center programs are low and also create short-term negative outcomes, particularly for boys and children with behavioral problems. Those outcomes include suspensions and other disciplinary problems in schools. Researchers suggest more research is needed in examining lower-cost programs and assessing methods in reducing the negative short-term effects of them.

The summary of this report is available at:

[http://www.rand.org/pubs/occasional\\_papers/2008/RAND\\_OP215.sum.pdf](http://www.rand.org/pubs/occasional_papers/2008/RAND_OP215.sum.pdf)

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Society for Research in Child Development. ***Social Policy Report: After-School Programs and Academics: Implications for Policy, Practice, and Research*** – This article by Robert Granger suggests the uneven nature of program effectiveness in the after-school field. The author examines program-evaluation literature, observational studies, commentaries, statements of program standards by practitioners and advocates to conclude that many programs may show a variety of positive impacts but fall short in positively impacting student academic achievement. He considers a variety of possible positive outcomes of after-school programs but

asserts that many programs do not make any greater impact in academic, behavioral, or social outcomes than other services available in community programs. Drawing from the research, the author points to promising practices for after-school programs

- being intentional about what is being achieved through program goals
- engaging youth
- being explicit in programming when wanting to achieve an academic program goal
- committing to on-site staff development that supports continuous improvement

Granger also poses many unanswered questions related to research and programming for the after-school field and concludes that answers should be explored as a means to improving program effectiveness. Those questions include

- What type of funder accountability and monitoring supports continuous improvement?
- How much of the ongoing staff development needs to be delivered on-site, while staff are working with youth?
- What training do coaches need, and how prescriptive should the coaching model be?
- Should programs integrate all learning within larger projects or does specific time need to be devoted to certain skills?
- Should programs specialize in particular content to attract and motivate youth or can such motivation be built into more generic programs?
- How can programs capitalize on the heterogeneity of the student participants?
- How much should programs explicitly include mentoring? Tutoring?

This article is available at:

<http://www.srcd.org/documents/publications/spr/spr22-2.pdf>

U.S. Department of Education. ***State and Local Implementation of the No Child Left Behind Act, Volume IV – Title I School Choice and Supplemental Educational Services: Interim Report*** – This report presents the findings on the implementation of the Title I parental choice options in the 2003-04 and 2004-05 school years. It uses data from state-level interviews, surveys of parents in eight school districts, surveys of supplemental educational service providers in sixteen districts, and student-level demographic and achievement data in nine districts to examine how states, districts, and providers worked to implement Title I public school choice and supplemental educational services (SES). Related to SES, findings indicate

- districts spent an average of \$875 per student
- more services were made available to students at the elementary level
- the average amount of tutoring services provided to students was fifty-seven hours per year
- most services occurred in group settings
- seventy-eight percent of the students participating in SES attended regularly

Based on the research, the report offers the following conclusions

- SES participation rates are higher than public school choice
- improvements in parent notification of available providers and monitoring and evaluating SES providers is needed

The executive summary is available at:

<http://www.ed.gov/rschstat/eval/choice/nclb-choice-ses/highlights.pdf>

The full report is available at: <http://www.ed.gov/rschstat/eval/choice/nclb-choice-ses/nclb-choice-ses.pdf>

U.S. Department of Education. ***Title I – Improving the Academic Achievement of the Disadvantaged*** – These proposed regulations provide recommendations that include

- establishing a uniform formula for calculating high school graduation and drop out rates
- establishing criteria for incorporating individual student growth when determining AYP
- requiring states to report and publish student performance on the National Assessment of Educational Progress (NAEP) on state report cards
- clarifying that states may use multiple assessments to determine student achievement for accountability purposes and that single assessment should also include measures that assess high order thinking skills and content knowledge
- requiring schools in restructuring to implement more rigorous and comprehensive interventions
- requiring states to ensure the minimum number of students are included in a subgroup
- forming a National Technical Advisory Council to advise the Department on technical issues related to state standards, assessments, and accountability

Recommendations related to supplemental educational services (SES) and public school choice include

- requiring school districts to provide timely notifications to parents about public school choice and SES
- posting information about SES providers and public schools available for choice on websites
- requiring state education agencies to report on how they monitor districts implementing SES, criteria for approving SES providers, and criteria when considering measures of program effectiveness for renewing or withdrawing approved providers
- allowing school districts to count costs associated with parent outreach towards the Title I twenty percent set aside for SES and public school choice
- requiring districts to report on demonstrated efforts related to SES and public school choice before allowing reallocation of unused funds for other purposes

These proposed regulations are available at:

<http://www.ed.gov/policy/elsec/reg/proposal/index.html>

### Spotlight on State-Level Work...

#### 21<sup>st</sup> Century Afterschool Science Project (21<sup>st</sup> CASP)

The 21<sup>st</sup> CASP is a federally funded project supported by the New Jersey Department of Education for out-of-school time programs in New Jersey. Through collaboration among the state education agency, Liberty Science Center, and the New Jersey School-Age Care Coalition (NJSACC), this website contains resources assisting OST practitioners to embed

- hands-on science curriculum that integrates the practice of language arts and math skills
- guide-inquiry approach that fosters student problem solving and facilitation of science learning
- training and capacity-building of OST staff
- strategies for parent engagement

To access this resource, please visit:

<http://www.state.nj.us/education/21cclc/casp/>

*If you have state specific resources and news to share on extended learning opportunities and other initiatives designed to support student achievement and educational attainment, please send them to [morakotm@ccsso.org](mailto:morakotm@ccsso.org)*

### Tools You Can Use...

Excerpts from Building the Out-of-School Time Network and Children's Investment Fund's newest resource, *Developing Spaces by and for Teens in Out-of-School Time Programs* are available online. The guide lessons learned in a ten year project that focused on creating and renovating space for older youth in Boston. The complete guide is available for purchase for ten dollars.

To access this resource, please visit:

<http://www.bostnet.org/matriarch/documents/BOSTnetTeenSpacesGuidePressandExcerpt.pdf>

### Conferences and Events...

The **Alliance for a Healthier Generation** will be hosting a webinar, Before and After the Bell: Integrating Healthy Snacks and Physical Activity Opportunities at 4:00 P.M. (EST) on May 8, 2008. Discussion will focus on creating healthier opportunities for students in before and afterschool programs.

\*For more information, please visit:

[http://www.healthiergeneration.org/schools.aspx?id=1142&ekmense1=1ef02451\\_1084\\_btnlink](http://www.healthiergeneration.org/schools.aspx?id=1142&ekmense1=1ef02451_1084_btnlink)

The **National League of Cities** and the **Afterschool Alliance** will be hosting the National City Afterschool Summit/Afterschool for All Challenge in Washington, D.C. May 13-14, 2008. The event will provide city officials, superintendents, school board members, and afterschool providers a venue to share ideas and strategies for developing and supporting high-quality after school programs.

\*For more information, please visit:

[http://www.afterschoolalliance.org/A4A\\_Challenge.cfm](http://www.afterschoolalliance.org/A4A_Challenge.cfm)

The **American Youth Policy Forum** will be hosting a forum, The Role of Community Schools in Expanding and Improving Out-of-School time Programs in Washington, D.C. May 14, 2008. Discussants from the Coalition for Community Schools, Communities in Schools, Children's Aid Society, and the University of Pennsylvania Center for Community Partnerships will introduce and examine the community schools model as part of out-of-school programming.

\*For more information, please visit: <http://www.aypf.org/bulletins/eb0408.pdf>

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

### **Afterschool and Summer Meal Programs**

The Great American Bake Sale Grants program, sponsored by Domino Sugar and C&H Sugar will be offering \$1,000 – 10,000 grants to organizations that participate in USDA-reimbursed afterschool and/or summer meal programs.

**Deadline to submit: May 30**

[http://gabs.strength.org/site/PageServer?pagename=GABS\\_grants](http://gabs.strength.org/site/PageServer?pagename=GABS_grants)

### **Community Giving**

The 3M Foundation will be providing support to strengthen youth development community initiatives in the areas of K-12 Education, Higher Education, Health and Human Services, Arts and Culture, and the Environment.

**Deadline to submit: Rolling**

[http://solutions.3m.com/wps/portal/3M/en\\_US/CommunityAffairs/CommunityGiving/US/Apply/](http://solutions.3m.com/wps/portal/3M/en_US/CommunityAffairs/CommunityGiving/US/Apply/)

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

**April 1**

**Elite Colleges Reporting Record in Admission**

[http://www.nytimes.com/2008/04/01/education/01admission.html?\\_r=1&oref=slogi\\_n](http://www.nytimes.com/2008/04/01/education/01admission.html?_r=1&oref=slogi_n)

**April 2**

**Best Practices: A Marriage Made in Math Class**

[http://www.teachermagazine.org/tm/articles/2008/04/02/27tln\\_wasserman\\_web.h19.html](http://www.teachermagazine.org/tm/articles/2008/04/02/27tln_wasserman_web.h19.html)

**April 3**

**State antes up to train students for jobs in trades**

[http://seattletimes.nwsourc.com/html/education/2004324073\\_careers03e.html](http://seattletimes.nwsourc.com/html/education/2004324073_careers03e.html)

**April 4**

**AP Language, Computer Courses Cut**

**In Significant Overhaul, 4 Under enrolled Classes Won't Be Offered After 2008-09**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/03/AR2008040303925.html?hpid=sec-education>

**April 5**

**Teacher test results may be appeal able**

**State considers licensing change**

[http://www.boston.com/news/local/articles/2008/04/05/teacher\\_test\\_results\\_may\\_be\\_appealable/](http://www.boston.com/news/local/articles/2008/04/05/teacher_test_results_may_be_appealable/)

**April 6**

**A scientific way to spend the day**

<http://www.baltimoresun.com/news/local/bal-md.science06apr06,0,7371131.story>

**April 7**

**Catholic Teachers' Strike to Continue**

[http://www.nytimes.com/2008/04/07/nyregion/07catholic.html?\\_r=2&ex=1365307200&en=ba8bf6d912539566&ei=5088&partner=rssnyt&emc=rss&oref=slogin&oref=slogin](http://www.nytimes.com/2008/04/07/nyregion/07catholic.html?_r=2&ex=1365307200&en=ba8bf6d912539566&ei=5088&partner=rssnyt&emc=rss&oref=slogin&oref=slogin)

**April 9**

**Equal-access bill passes**

**Within three years, schools must allow disabled to compete**

<http://www.baltimoresun.com/news/local/politics/bal-sp.disabled09apr09%2C0%2C6049210.story>

**April 10**

**Thousands of students march in Paris & tear gas wafts**

<http://www.iht.com/articles/2008/04/10/europe/france.php>

**April 11**

**Running L8 But CU Soon, Luv Mom**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/10/AR2008041003784.html?wpisrc=newsletter&wpisrc=newsletter>

**April 12**

**Concessions Program Helps Put Young People Back in the Game**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/11/AR2008041103933.html>

**April 14**

**Texas legislators looking at revamping school ratings**

<http://www.chron.com/disp/story.mpl/metropolitan/5698138.html>

**April 15**

**The Key to Keeping Teens in School**

**Service learning teaches high dropout rates and civic disengagement**

<http://www.csmonitor.com/2008/0415/p09s01-coop.html>

**April 16**

**Hoosier Court: It's OK for gym teacher to slap student**

<http://www.suntimes.com/news/metro/897746,slap041608.article>

**April 17**

**Hylton Teacher is Honored for Helping Students Envision History**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/16/AR2008041600115.html>

**April 18**

**An Elementary Lesson in Classical Music**

**Schools Bring 8,000 Fourth-Graders to See Symphony Orchestra**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/17/AR2008041703807.html>

**April 19**

**Students will get high school diplomas only if they pass state tests, says board**

<http://www.oregonlive.com/education/oregonian/index.ssf?/base/news/120857550722610.xml&coll=7>

**April 20**

**Demonstrators criticize governor**

<http://www.signonsandiego.com/news/metro/20080420-9999-1m20protest.html>

**April 21**

**18-year-old SC student accuses of plotting to bomb school**

[http://ap.google.com/article/ALeqM5iP1RA\\_f-7NiyXmA ZJHLAXpdHL83AD9064G2G0](http://ap.google.com/article/ALeqM5iP1RA_f-7NiyXmA ZJHLAXpdHL83AD9064G2G0)

**April 22**

**The National Teachers Hall of Fame**

<http://www.kvoe.com/NTHF%20special%20report.htm>

**April 23**

**A school for kids living in poverty**

**A question posed: What do you call homework if you have no home?**

[http://seattlepi.nwsourc.com/local/360299\\_firstplace24.html](http://seattlepi.nwsourc.com/local/360299_firstplace24.html)

**April 24**

**Grand Prairie ISD seeks holidays for those passing TAKS**

<http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/042508dnmetaksoff.12b615a.html>

**April 25**

**23 states face budget gaps in '09**

<http://www.stateline.org/live/details/story?contentId=304139>

**April 28**

**Where the Pell Falls Short**

<http://insidehighered.com/news/2008/04/28/pell>

**April 29**

**Study Shows Brain Power Can Be Bolstered--Maybe**

<http://www.sciam.com/article.cfm?id=study-shows-brain-power-can-be-bolstered>

**April 30**

**Citizenship Lesson From the Top**

**Chief of Federal Office Reaches Out to Immigrant Teens**

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/29/AR2008042902623.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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