



NOTE: Morakot Masokas will be on maternity leave. In the meantime, the production of ELON will be temporarily suspended. If you have any questions and/or news to share on future editions, please contact Ayeola Fortune at ayeolaf@ccsso.org.

May 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...

American Federation of Teachers. ***Sizing Up State Standards 2008*** – This report provides a review of each state's and Washington, D.C.'s academic standards. It only examines state content standards publicly available on websites as of October, 2007. Based on this analysis, the authors conclude

- Virginia has met all criteria for strong standards in all grade levels and core subject areas
- states are developing stronger math and science standards in comparison to English and social studies standards
- the quality of standards varies by grade level – middle level standards appeared strongest while high school level standards were the weakest
- weak standards are those that have repetitive or vague language or are missing content

Recommendations to states include

- develop grade-by-grade standards that are explicit
- include specific U.S. and world history content in early elementary standards
- describe what high school students should know and be able to do by course
- provide instructional guidance and teacher resources to help teachers bring the standards into the classroom

This report is available at:

<http://www.aft.org/pubs-reports/downloads/teachers/standards2008.pdf>

Educational Testing Service. ***Windows on Achievement and Inequality*** – This report examines data and information about the status of educational achievement and the gaps in achievement among students in the United States. It examines

- child development and how it is affected by parent-child interactions during the child's earliest years of life
- proficiency in kindergarten
- achievement growth in schools, (i.e. how much students learn during the school year rather than how well students score on assessments at the end of the school year)
- changes in demographic characteristics of student populations over several decades and how it has affected national test scores
- U.S. standings related to student achievement compared to other industrialized nations

Findings reveal

- child language and literacy development are affected by the quantity and quality of parent-child interactions
- an persistent achievement gap among students in kindergarten by race
- a need for more standard measures to gauge progress of achievement growth in student achievement
- on average, Black and Hispanic students have lower achievement scores than White and Asian American students
- existing achievement gaps in the U.S. puts the nation at risk of losing its competitive edge among other countries

This report is available at:

<http://www.ets.org/Media/Research/pdf/PICWINDOWS.pdf>

Education Week. ***Closing the Gap in 3rd Grade Reading Levels: Lessons from Three Inner City Elementary Schools*** – This article uses examples from three urban elementary schools in Philadelphia to offer suggestions for helping all students read at grade level by the third grade. Suggestions include

- establishing a quality instructional program
- taking advantage of students' affinity for technology
- using data as a strategy to drive instruction instead of only as a recording keeping tool
- providing extra support to teachers and caregivers of disadvantaged youth
- engaging the entire community such as, using neighborhood churches and community centers to sponsor on-going tutoring or providing one-on-one reading with students throughout the year
- starting early including providing quality preschool or housing on-site day care
- making school-based reading activities engaging and fun including sponsoring in- and out-of-school reading activities

This article is available at:

http://wwwFOUNDATIONSINC.org/about/publications/Closing_the_Gap.pdf

Harvard Family Research Project. ***The Evaluation Exchange***– This latest issue of *The Evaluation Exchange* focuses on family involvement, one of the central components of complementary learning. Complementary learning includes purposefully linking various types of institutions to integrate school and non school supports in an aligned and systemic way to improve learning and development outcomes for children and youth. This issue discusses family involvement within the context of complementary learning and beyond individual programming. It features recent research, interviews with experts, promising practices, and new evaluation approaches and findings.

This report is available at:

<http://www.gse.harvard.edu/hfrp/content/eval/issue35/spring2008.pdf>

RAND Corporation. ***What Does Economics Tell Us About Early Childhood Policy*** – This research brief uses two economic concepts: the human capital theory and monetary payoffs to present ideas for developing a unifying framework for early childhood policy. The human capital theory related to early childhood programs implies improving individual outcomes and obtaining the greatest payoff is gained when investments are made early in individuals' lives. Monetary payoffs takes a cost-benefits approach and looks at cost savings to government entities as a result of providing early learning supports. Researchers examined nine early childhood programs or groups of programs to create an analysis of child outcomes and benefits to society that may be affected by early childhood programs and associated with the monetary savings (or costs) to government. Further analysis indicate the following findings

- early childhood programs may create benefits that offset the program costs but not all programs do so
- variations in benefit-cost ratios are due to the differences in program evaluations and range of outcomes measured
- a variety of programs such as: small-scale, model, and larger-scale programs implemented for several years; expensive and intensive programs; less

expensive programs; early childhood programs, i.e. preschool; and home visiting programs generate payoffs

- returns from early childhood programs decline under certain conditions related to budgeting

Considering the payoffs and the availability of resources for early childhood programs, researchers suggest these decision making rules to policymakers

- need based – implement policies that specifically address an issue in the community
- outcome based – prioritize outcomes based on the values of the constituents and implement a program that best meets those needs rather than using comparative rankings of communities
- effectiveness based – select a program that provides the greatest impact on outcomes for the number of children that can be served with the funds available
- cost-saving based – select a program that will produce enough savings to pay for itself in the long run
- marginal net benefit based - implement multiple programs only to a point that serve all community members equally

This research brief is available at:

http://www.rand.org/pubs/research_briefs/RB9352/index1.html

The full report is available at:

http://www.rand.org/pubs/occasional_papers/2008/RAND_OP227.pdf

What Kids Can Do, Inc. ***Pass It On: Youth interviews mentors that matter*** – Sponsored by the MetLife Foundation, the Mentors that Matter Initiative honored adults who are significant in the lives of teenagers beyond the classroom and home in four cities: Chicago, Providence, San Francisco, and Tampa. High school students identified, interviewed, and photographed these “Mentors That Matter” to create a series of narratives that describes how these adults reached out to the youth and why.

These narratives are available at:

http://www.whatkidscando.org/featurestories/2007/09_pass_it_on/index.html

Tools You Can Use...

This website from the Centers for Disease Control and Prevention offers free resources from the National Center for Chronic Disease Prevention and Healthy Promotion related to the health for adolescents and teens. It presents a summary chart and access to the available adolescent and school health tools.

To access this resource, please visit:

<http://www.cdc.gov/healthyouth/SchoolHealth/tools.htm>

This interactive website, Body and Mind (BaM!) from the Centers for Disease Control and Prevention provides students with activities and information on diseases, food and nutrition, physical activity, safety, peer relationships, and personal wellness.

To access this resource, please visit:

http://www.bam.gov/sub_yourbody/index.html

Conferences and Events...

The National Forum for Early Childhood Investment: The Annual Conference for the **Partnership for America's Economic Success** will be held in Washington, D.C. July 9-10, 2008. The conference will feature workshops topics that include

- Working with local affiliates of national business organizations
- Effective communication strategies to use the economic message
- Supporting governors to use the economic data to champion investments in children
- Collaborating with the health care industry
- Innovative financing methods to fund early childhood programs

The Partnership for America's Economic Success will also release new data on the economic returns of proven investments in young children and showcase business leadership in making children an economic priority.

*For more information, please visit:

<http://www.partnershipforsuccess.org/index.php?id=33&MenuSect=5>

The **National Institute on Out-of-School Time** will be hosting its Annual Summer Seminars for Afterschool Program Professionals in Boston, MA July 14-17.

Seminars being offered include

- Advancing School, Afterschool, and Community Partnerships
- Quality Advisor Training
- Seminar for System Builders
- Afterschool Program Assessment System (APAS)

*For more information, please visit: <http://www.niost.org/sumsem08.html>

Grants and Other Opportunities...

2009 Global Youth Service Day Lead Agency

Global Youth Service Day (GYSD) is accepting applications from organizations to be a lead agency in planning and developing city, regional, or statewide service-learning projects. Lead Agencies will receive a \$2,000 planning grant sponsored by State Farm Companies Foundation and direct assistance and support from Youth Service America.

Deadline: July 11

For more information, please contact Andraea LaVant, GYSD Manager at

alavant@ysa.org

In the News...

May 1

Chicago school beefs up language programs

http://www.examiner.com/a-1369342~Chicago_school_beefs_up_language_programs.html

May 2

Study: Creativity is important but neglected

Educators, employers agree on the importance of creativity among students...but their actions don't always match their beliefs

<http://www.eschoolnews.com/news/top-news/?i=53690>

May 3

Will raising age limit lower dropout rates?

<http://www.startribune.com/politics/state/18537499.html>

May 4

An Initiative on Reading Is Rated Ineffective

<http://www.nytimes.com/2008/05/02/education/02reading.html>

May 5

State's top educator Susan Tave Zelman is finalist for college dean post

<http://www.cleveland.com/education/plaindealer/index.ssf?/base/isedu/1209976223135100.xml&coll=2>

May 6

It's Never Too Late to Appreciate...

<http://www.washingtonpost.com/wp-dyn/content/article/2008/05/05/AR2008050502125.html>

May 7

To Save Money, Some Schools In Region Plan Bigger Classes

<http://www.washingtonpost.com/wp-dyn/content/article/2008/05/06/AR2008050603100.html?hpid=topnews>

May 8

Despite known benefits, fewer gym classes being offered

http://www.columbusdispatch.com/live/content/local_news/stories/2008/05/08/physed.ART_ART_05-08-08_A1_U8A53AV.html?sid=101

May 9

Scholarship guru teaches kids the ropes

UW student stresses life experience in applying for aid

http://seattlepi.nwsource.com/local/362369_scholarshipman09.html

May 10

Former W. Va. Governor calls for school reforms

http://www.timeswv.com/local/local_story_131153319.html

May 11

Flight over evolution looms in Maine school district

http://www.boston.com/news/education/k_12/articles/2008/05/11/fight_over_evolution_looms_in_maine_school_district/

May 12

Program aims to put laptops in hands of state's low-income children

<http://www.greenvilleonline.com/apps/pbcs.dll/article?AID=/20080512/NEWS04/80512065>

May 13

Advanced Placement diplomas considered

6 courses could bring recognition

<http://www.floridatoday.com/apps/pbcs.dll/article?AID=/20080513/NEWS01/805130319/1006/news01>

May 14

Teach For America sees big growth

http://www.boston.com/news/education/k_12/articles/2008/05/14/teach_for_america_sees_big_growth/

May 15

Hawaii kicking cookies out of schools

New wellness guidelines at DOE promote better eating habits, more physical activity

<http://www.honoluluadvertiser.com/apps/pbcs.dll/article?AID=/20080515/NEWS07/805150357/1001>

May 16

Plan rescinded for special school

<http://www.masslive.com/republican/stories/index.ssf?/base/news-14/121092422944180.xml&coll=1>

May 17

AZ teacher shortage: Volunteers sought

<http://www.azcentral.com/news/articles/2008/05/17/20080517adjunct0514.html>

May 18

30 years in kindergarten, and she loves it

<http://www.newsobserver.com/news/story/1076836.html>

May 19

State notifies parents before releasing awful test scores

In social studies CRCT, less than 30 percent pass; In math, 40 percent

http://www.ajc.com/metro/content/metro/stories/2008/05/19/georgia_failing_crct_scores.html

May 20

Assembly backs moving school votes to November

Bills also cap district administrative costs

<http://www.nj.com/news/ledger/jersey/index.ssf?/base/news-10/1211258156145710.xml&coll=1>

May 21

From Sichuan to Oregon: Schools at Risk

<http://dotearth.blogs.nytimes.com/2008/05/21/from-sichuan-to-oregon-schools-at-risk/>

May 22

Courses give some a college try

High schoolers taking dual-credit classes get taste of higher ed, but how prepared are they?

<http://www.chron.com/disp/story.mpl/headline/metro/5797657.html>

May 23

Schools spelling out new strategies to boost word skills

http://www.usatoday.com/news/education/2008-05-23-spelling-schools_N.htm

May 24

Busy Students Get a New Required Course: Lunch

http://www.nytimes.com/2008/05/24/nyregion/24lunch.html?_r=2&ref=education&oref=slogin&oref=slogin

May 25

State doesn't track students who fail CRCT

http://www.ajc.com/metro/content/metro/stories/2008/05/24/crct_0525.html

May 27

More South Florida parents choosing bilingual education for their children

<http://www.sun-sentinel.com/news/local/florida/sfl-flrnbilingual0527sbmay27,0,1580122.story>

May 28

'No Child,' No Problem: School In Ocean City Nails Its Target

<http://www.washingtonpost.com/wp-dyn/content/article/2008/05/27/AR2008052703151.html>

May 29

Ohio school overseer Zelman quits

Governor had termed her an academician who lacks vision

<http://news.cincinnati.com/apps/pbcs.dll/article?AID=2008805290345>

May 30

A class for all traditions

The Chicago Jewish Day School, which is marking its 5th year, offers 'equal ground for everybody'

http://www.chicagotribune.com/business/content/education/chi-relig_jewishschoolmay30,0,4322415.story

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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