



January 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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Association for Supervision and Curriculum Development. ***Supporting High-Quality Math Learning – After School*** – This article focuses on high-quality mathematics exercises conducted after-school to increase student achievement and improve attitudes toward learning math. It highlights six practices and identifies nine principles that should guide practitioners in their planning and designing of after-school math programs.

High-quality after-school mathematics practices include

- *finding math* – using problem solving activities that allows students to use real world experiences to make their own discoveries meaningful, enhance their understanding of math, and build their enthusiasm for learning
- *math centers* – using small groups that require students to work together on activities that include puzzles, brainteasers, or solving problems using manipulatives
- *math games* – offering students a range of activities that encourages active participation, requires higher order thinking, and the usage of multiple problem-solving strategies
- *math tools* – using materials to measure, count, sort, or evaluate a mathematical problem, such as manipulatives, measuring devices, pictures, symbols, and technology to help students approach solving problems with creativity and less anxiety
- *math tutoring* – having parents, peers, or community volunteers supporting students' learning in an interactive, purposeful, and systemic way in small groups or in one-on-one sessions geared to work with each student's strength and needs
- *family connections* – designing family connection activities that involve parents, caretakers, and community members to support student learning in and out of school

According to the article high-quality after-school math programs

- are intentional and aligned to standards
- promote student engagement
- integrate learning from a variety of relevant contexts
- are student-driven and incorporate student choice
- are informed by ongoing assessment of student needs and progress
- foster an environment conducive to learning, including equal access and high expectation for all students
- include appropriately challenging math content
- provide hands-on, interactive opportunities to “do” mathematics
- are supported by high quality professional development

Practitioners should consider these principles when developing math curricula for afterschool programs.

The article is available at:

<http://www.ascd.org/portal/site/ascd/menuitem.beab42d78ce93287572011d3e3108a0c/template.ascdexpressarticle?articleMgmtId=6943de47fbb65110VgnVCM1000003d01a8cORCRD>

Child Trends. ***Process Evaluations: A Guide for Out-of-School Time***

Practitioners – This brief describes process evaluations, which are also known as formative or implementation evaluations. It describes steps and strategies in conducting process evaluations and lists additional resources that may be helpful to practitioners. Covenant House Washington's (CHW) Prevention Services Program is included as an example to illustrate how process evaluations can be used.

Process evaluations are used to examine whether programs and activities are operating as planned, enabling practitioners to

- investigate how the program is delivered
- examine how the program is administered and determine whether the program is implemented as planned
- determine if goals being achieved, i.e. reaching the target population, determining if the number and frequency of activities are adequate
- assess the reason for successful or unsuccessful performance and provide information for potential replication of successful programs

This brief is available at: http://www.childtrends.org/Files//Child_Trends-2008_01_07_%20ProcessEvaluations.pdf

Child Trends. ***Outcome Evaluation: A Guide for Out-of-School Time***

Practitioners – Outcome evaluations allow practitioners to investigate whether programs and activities affect outcomes for program and activity participants. This brief presents basic information, guidelines, strategies, and techniques of outcome evaluations. It also highlights how one program used the tool and provides a list of additional resources to practitioners. Positive outcomes that may be examined in out-of-school time programs include

- homework completion rates
- increases in conflict resolution
- increases in youth employment
- declines in sexual activity
- increases in civic leadership
- declines in drug use and other risk-taking behaviors

Conducting outcome evaluations enables practitioners to

- describe and understand the characteristics of the participants
- strengthen program services and identify training needs for staff and volunteers
- help understand program success and identify effective services
- develop long-range plans
- bring programmatic issues to the attention of board members
- attract funding

This brief is available at: http://www.childtrends.org/Files//Child_Trends-2008_01_07_OutcomeEvaluation.pdf

National Association of Extension 4-H Agents. ***Engaging Youth Ages 8 to 12 as***

Volunteers: An Opportunity for Youth Development? – This report found in the fall, 2007 issue of the *Journal of Youth Development: Bridging Research and Practice* examines the outcomes of the engagement of youth as volunteers. Researchers interviewed seventy-three Boys and Girls Club participants and seven Club Executive Directors to explore

- volunteer experiences from both the perspectives of the volunteers, youth ages eight and twelve, and the leaders facilitating those experiences
- whether and in what ways being a volunteer can contribute to youth development

Overall, findings suggest volunteering provided opportunities for participants to connect with the community and to experience personal development. Participants interviewed indicated youth volunteers gained

- a sense of pride and responsibility to participate in serving the community
- knowledge about various non-profit organizations
- support and feelings of being valued members of the community

This report is available at:

http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=bb657256-a8a0-4d89-b722-3a70e21545df

National Association of Extension 4-H Agents. ***Rural After-School Programs: Meeting the Needs of At-Risk Youth and Their Families*** – This report found in the fall 2007 issue of the *Journal of Youth Development: Bridging Research and Practice* examines how rural after-school programs encourage youth to develop life skills, make positive and healthy choices, improve parent-child relationships, and feel connected in their school community. Researchers collected data and information from three sources: youth (ages six to sixteen), parents, and teachers using pre- and post-test surveys and/or interviews. Findings suggest after-school programs in rural communities promote positive outcomes for youth especially, those programs emphasizing life skills that include decision making, peer relationships, and pro social behaviors. Other findings show

- teachers are more likely to focus on negative behaviors exhibited by male participants while ignoring internalizing behaviors. i.e. shyness and anxiety by female participants
- parents and primary caregivers feel less stressed and do not have to focus on homework help or behavior problems

This report is available at:

http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=d1d28728-d2aa-40d8-86e6-1958040f181b

New America Foundation. ***10 New Ideas for Early Education in the NCLB Reauthorization*** – This brief examines NCLB programs that affect or have the potential to affect early education. It provides the following recommendations for improving early education in NCLB

- allow Reading First funds to be used for pre-K language and literacy activities
- tap supplemental educational services and public school choice set aside funds for high-quality pre-K
- improve accountability for early education programs
- restructure elementary schools identified for reconstitution as PK-3 Early Education Academies
- strengthen the ability to charter schools to deliver high-quality pre-K
- combine NCLB's Title V block grant program with Head Start's newly authorized state early childhood coordination initiative to create a single "2020 Early Education" state grant program

- require pre-K programs in public schools or with Title I funds to employ “highly qualified early educators” as lead teachers
- create a “Pathways to Pre-kindergarten Teaching” alternative certification demonstration program
- provide targeted professional development to individual teachers
- expand the representation of English Language Learners in pre-K programs

This brief is available at:

<http://www.newamerica.net/files/10%20New%20Ideas%20Issue%20for%20Early%20Ed%20in%20the%20NCLB%20Reauthorization.pdf>

Spotlight on State-Level Work...

Working Together: School-Family-Community Partnerships, A Toolkit for New Mexico Communities

The New Mexico Public Education Department provides this resource to its educators and education partners. This toolkit, developed by New Mexico Highlands University’s Center for the Education and Study of Diverse Populations, is designed to support the development of school, family, and community partnerships. It contains free downloads of teacher, family, and professional development tools. For more information, please visit:

http://www.ped.state.nm.us/div/rural_ed/toolkit/index.html

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

Tools You Can Use...

The Great Science for Girls: Extension Services for Gender Equity in Science Through After-School Programs (GSG) website contains resources that assist afterschool centers and intermediaries to deliver evidence-based programming focused on broadening and sustaining girls’ interest in STEM (Science, Technology, Engineering, and Mathematics). Resources include

- talking points and research
- webcasts
- professionally evaluated evidence-based programs

To access this resource, please visit: <http://gsg.afterschool.org/public/>

This comprehensive guide, *Taking a Closer Look: A Guide to Online Resources on Family Involvement* from the Harvard Family Research Project, includes web links to research, information, and tools about family involvement in early childhood education, elementary, middle school, and high school/

To access this resource, please visit:

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/guide/index.html>

Conferences and Events...

The Mid-continental Research for Education and Learning (McREL) and the National Partnership for Quality Afterschool Learning will be hosting the 4th Annual PEAK (Practices that Engage and Attract Kids) Afterschool Event. The event will provide two-day professional development workshops in two areas: 1) Mathematics and Science; and 2) Arts and Literacy. Arts and Literacy workshops will be held in Kansas City, MO on February 28-29, 2008. Mathematics and Science workshops will be held in Denver, CO on May 1-2, 2008.

*For more information, please visit: www.mcrel.org/peak.

The 17th Annual National Conference on Family Literacy will be held March 30 – April 1, 2008 in Louisville, KY. Conference participants will be provided with the latest information on legislation, research, technology, and practical strategies in family literacy. The conference will also provide participants access to a regional and national network of educational leaders, professional associations, and organizations.

*For more information, please visit:

http://www.familit.org/site/c.gtJWJdMQIsE/b.1574477/k.A99/National_Conference_on_Family_Literacy.htm

Grants and Other Opportunities...

Innovation Generation Grants

The Motorola Foundation will award \$4 million in Innovation Generation Grants to organizations that engage K-12 students and teachers in innovation, science, technology, engineering, and math. Priority for funding will be given to programs that

- engage students and teachers in innovative, hands-on ways
- promote innovation and creative problem-solving skills
- focus on girls and underrepresented minorities
- engage Motorola employees as volunteers
- take place in communities where Motorola has an employee presence in Arizona, California, Florida, Illinois, Massachusetts, New York, Pennsylvania and Texas
- demonstrate measurable outcomes
- are less than two years old

Deadline: March 1, 2008

<http://www.motorola.com/content.jsp?globalObjectId=8153>

In the News...

January 1

No Child Left Behind: GOP senators want it to be history

<http://www.startribune.com/politics/state/12963721.html>

January 2

Popular Children's Author Named Reading Ambassador

<http://www.washingtonpost.com/wp-dyn/content/article/2008/01/02/AR2008010202236.html>

January 3

**Opinion: Empower teachers, principals
A smarter idea gets left behind in NCLB act**

<http://www.freep.com/apps/pbcs.dll/article?AID=/20080103/OPINION02/801030352/1068/OPINION>

January 4

Teaching good habits to last a lifetime

<http://news.bbc.co.uk/2/hi/health/7171485.stm>

January 5

Ethics 101

<http://www.baltimoresun.com/news/opinion/editorial/bal-ed.ethics05jan05,0,1830765.story>

January 6

Charters struggle with special education

They lack teachers, administrative expertise, access to paperwork

<http://www.nola.com/education/t-p/index.ssf?/base/news-4/1199601062212120.xml&coll=1>

January 7

Congress Is Urged to Enhance 'No Child' Law

Bush Promises to Veto Any Bill That Weakens 'Accountability' of Education System

<http://www.washingtonpost.com/wp-dyn/content/article/2008/01/07/AR2008010701823.html?hpid=moreheadlines>

January 8

MISSOURI LAWMAKERS CONSIDER HARASSMENT LAW AFTER TEEN'S INTERNET SUICIDE

<http://www.foxnews.com/story/0,2933,321183,00.html>

January 9

Report: Md. and Va. Schools Rank Among Nation's Best; D.C.'s Are the Worst

<http://www.washingtonpost.com/wp-dyn/content/article/2008/01/09/AR2008010901058.html?hpid=topnews>

January 10

Gym turned on its head

Some schools now offer latest, greatest; others, hardly anything

http://www.boston.com/news/education/k_12/articles/2008/01/10/gym_turned_on_its_head/

January 11

Education: Parents, teachers outraged at proposed \$5 billion cut

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/01/12/MN7PUDRKN.DTL>

January 12

Bergeson to seek 4th term in schools post

http://seattletimes.nwsourc.com/html/politics/2004121704_bergeson12e.html

January 13

Phys-ed classes changing course

http://seattletimes.nwsourc.com/html/southeastkingcountynews/2004121281_outdoor13s0.html

January 14

Parents 'buy essays' for students

http://news.bbc.co.uk/2/hi/uk_news/education/7187936.stm

January 15

Kindergarten tuition gets support

Despite questions about fairness, lawmakers are reluctant to stop all-day classes

<http://www.oregonlive.com/news/oregonian/index.ssf?/base/news/120037110730280.xml&coll=7>

January 16

U.S. Dominance in Science at Risk, Report Says

http://www.nytimes.com/2008/01/16/science/15cnd-nsf.html?_r=1&ref=education&oref=slogin

January 17

Urban Schools Aiming Higher than Diploma

http://www.nytimes.com/2008/01/17/education/17college.html?_r=1&oref=slogin

January 18

Parents back school money lessons

<http://news.bbc.co.uk/2/hi/business/7195713.stm>

January 19

Weekend Test Prep Is Planned for D.C. Schools

<http://www.washingtonpost.com/wp-dyn/content/article/2008/01/18/AR2008011802152.html?hpid=moreheadlines>

January 21

Family pushes back – in court

<http://news.nky.com/apps/pbcs.dll/article?AID=/AB/20080121/NEWS0103/801210354>

January 23

City Parents Boycotting Added Tests at 2 Schools

http://www.nytimes.com/2008/01/23/nyregion/23boycott.html?_r=2&ref=education&oref=slogin&oref=slogin

January 24

Nationwide 'Teach-In' Planned to Address Climate Change

<http://www.csmonitor.com/2008/0124/p13s01-legn.html>

January 25

State could pick up tab for student debt

<http://newsminer.com/2008/01/25/11090/>

January 26

Alabama pre-k program could face challenge

<http://www.al.com/news/press-register/index.ssf?/base/news/120134253742400.xml&coll=3>

January 27

**School chief's Boston debut followed by Tenn. Probe
Jonhnsion's former system is target for investigations**

http://www.boston.com/news/education/k_12/articles/2008/01/27/school_chiefs_boston_debut_followed_by_tenn_probe/

January 28

Battery of tests precedes FCAT

<http://www.orlandosentinel.com/community/news/deltona/orl-nonstoptests2808jan28,0,5455990.story>

January 29

Grants Would Finance Private Schooling

http://www.nytimes.com/2008/01/29/washington/29educ.html?_r=1&oref=slogin

January 30

Weird Science: Lessons on hold to prep for FCAT

http://www.palmbeachpost.com/localnews/content/local_news/epaper/2008/01/30/s1b_skscience_0130.html?imw=Y

January 31

School chief lays out ambitious plan

http://www.boston.com/news/local/articles/2008/01/31/school_chief_lays_out_ambitious_plan/

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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