



July 2007

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 Sociological Review. **Lasting Consequences of the Summer Learning Gap** – This report examines the long-term educational consequences of summer learning differences by family socioeconomic level.

The project began in the fall of 1982. Researchers collected a comprehensive set of testing data, which included

- data from the Baltimore-based Beginning School Study (BSS) youth panel to monitor the educational progress of a random sample of children from first grade to age twenty-two
- testing data from the Baltimore City Public Schools system to track learning patterns, school records, and student reports to identify students' high school curriculum placement
- student interview data from age 22/23 Young Adult Survey to determine high school completion and college attendance
- parent questionnaire data combined with school record data to determine family socioeconomic status upon students' entrance to elementary school

Some findings comparing the group of students with low-socioeconomic status (SES) and with high SES include

- students showing disparities in achievement score averages entering the first grade, thus implicating differences in experiences and family resources between the groups
- large disparities in achievement at year nine were attributed to unequal summer learning experiences during elementary school
- one third of the low SES group and three percent of the high SES group at age twenty-two were considered "permanent dropouts" lacking a high school certificate of any type
- seven percent of the low SES group and sixty percent of the high SES group attended a four-year college by age twenty-two

Findings suggest the gap in learning occurs early in elementary school. Researchers recommend

- establishing corrective interventions as a high priority and occurring early in the form of proven effective preschool/pre-kindergarten models
- creating year-round, supplemental programming targeting disadvantaged students and focused on making good use of learning time
- considering a school accountability system under NCLB that monitors progress from fall to spring, relative to an expected summer gain baseline to gauge a school's effectiveness

This report is available at:

<http://www.nayre.org/Summer%20Learning%20Gap.pdf>

Corporate Voices for Working Families. **Business Leadership: Supporting Youth Development and the Talent Pipeline** – Workforce readiness is a growing concern for the business community. This report describes innovative strategies used by companies to support youth's positive development in workforce skills such as professionalism, teamwork, and oral communication. It profiles programs representing a range of approaches mostly supported by the human resources and philanthropy division of companies.

Programs operated by the human resources departments focus on employee recruitment and retention in a number of ways that include

- focusing on skill building and/or introducing youth to a career
- supporting employees parenting? their older youth
- encouraging and enabling employees to give back to the youth in their community

Corporate philanthropic departments support youth development programs by

- employing different grant-making strategies
- funding one or more direct service organizations
- partnering with an organization
- investing in capacity building, research and advocacy efforts, and building infrastructure to increase the effectiveness, scale, and sustainability of existing programs

Corporation's senior executives, public relations, and government relations departments support other programs and efforts highlighted in the report.

This report is available at:

http://www.uwmb.org/businessmeetscommunity/docs/Business_Leadership.pdf

Education Policy Research Unit at Arizona State University and Education and the Public Interest Center at the University of Colorado. ***Supplemental Educational Services under NCLB: Emerging Evidence and Policy Issues*** – This policy brief presents data and analysis relating to the implementation and effects of NCLB's Title I supplemental educational service (SES) in the areas of

- student eligibility and participation
- services provided by SES firms
- state and district implementation
- impact of student achievement

The author discusses challenges to SES implementation including low participation rates; limited services available for English Language Learners and special education students; and state and district capacity to implement the law and monitor the program quality.

Recommendations to policy makers include

- consider changes to the provision to address the lack of fiscal resources and expertise to administer SES
- commission federally-funded, comprehensive evaluation to determine: 1) to what degree SES may affect student achievement and 2) to what extent at-risk student populations have access to services
- investigate the feasibility and desirability of reallocating Title I funds from SES programs to existing state and local reform initiatives
- examine and reconsider the NCLB standard of high stakes accountability intended to monitor school effectiveness and the limited measures for holding SES providers accountable for student achievement

This policy brief is available at:

<http://epsl.asu.edu/epru/documents/EPsl-0705-232-EPRU.pdf>

The Finance Project. ***A Guide to Successful Public-Private Partnerships for Youth Programs*** - As part of a new series focusing on the tools, strategies, and resources to support and sustain effective youth programs and policies, this guide provides information on public-private partnerships. This guide explains the characteristics shared among all effective public-private partnerships despite differences in program goals, structure, and organization. It explores why partnerships are created and what they can do; identifies challenges; and uses lessons learned from successful national, state and local models to share effective strategies for establishing and sustaining partnerships. Embedded throughout the guide are a myriad of national, state, and local public-partnership examples offering guidance for strengthening existing and establishing future partnerships.

Effective public-private partnerships share these four characteristics

- representatives from the public and private sectors unite around shared goals
- the partners contribute time, money, expertise, or other resources to the partnership
- the partners work together toward common goals or objectives
- the partners share decision-making and management responsibilities

These principles provide a useful framework for establishing public-private partnerships

- engage in a thoughtful process to define a vision or mission and clear short- and long-term goals
- use indicators and performance measures to establish accountability and show effective use of resources
- involve youth and families in planning and evaluating programs and services
- involve diverse stakeholders such as parent, school districts, senior citizens, law enforcement agencies, youth-serving organizations, businesses and chambers of commerce, leaders of the faith community, or health and mental health providers
- rely on effective champions by using their venues to promote consensus on partnership goals and to build political will for supporting or expanding successful partnership efforts
- institute clear governance structures by building on existing, respected entities to avoid duplication or create a new decision-making body with defined roles and responsibilities of each partner
- adapt to changing conditions and resources by having an entrepreneurial mindset, leveraging new resources or specific guidelines that are important to policy makers
- enable all partners to benefit from participating in the partnership
- work to maintain momentum and sustain efforts by celebrating small successes and generating media attention whenever possible
- support like-minded community partners by introducing them to other organizations working to improve supports, services, and opportunities for youth

The guide is available at:

http://financeproject.org/publications/PublicPrivate_PM.pdf

The Finance Project. ***Using TANF to Finance Out-of-School Time Initiatives*** – This strategy brief discusses the use of Temporary Assistance for Needy Families (TANF) funds to finance out-of-school time initiatives. It provides general considerations for using TANF and presents an overview to these funding streams:

TANF, the Child Care and Development Fund (CCDF), and the 21st Century Community Learning Centers Program (21st CCLC). The brief explores three strategies for using TANF funding by highlighting innovative state approaches and providing considerations for each strategy.

General considerations provided include

- *The purposes of TANF*
 - provide assistance to needy families so children can be cared for in their home or in homes of relatives
 - end the dependence of needy parents by promoting job preparation, work, and marriage
 - prevent and reduce out-of-wedlock pregnancies
 - encourage the formation and maintenance of two-parent families
- *TANF requirements* - Recipients of TANF-funded programs and services are subject to federal requirements concerning work participation, time-limited benefits, and child support cooperation. These implications affect out-of-school time programs and state agencies related to data tracking and reporting. The federal requirements are only applicable to recipients receiving "assistance" under the TANF definitions.
- *Eligibility levels* – Each state establishes different income and resource standards for services. States may establish definitions of eligibility for services in order to finance out-of-school time care for children using TANF funds.

Strategies for using TANF funds for out-of-school programming include

- funding programs under the purpose to end the dependence of needy parents by promoting job preparation, work, and marriage
- funding programs under the purpose to prevent and reduce out-of-wedlock pregnancies
- transferring TANF funds to CCDF

This strategy brief is available at:

<http://www.financeproject.org/publications/TANFtoFinanceOST.pdf>

U.S. Department of Education. ***State and Local Implementation of the No Child Left Behind Act, Volume I – Title I School Choice, Supplemental Educational Services, and Student Achievement*** –

This report examines the characteristics of students participating in the Title I school choice and supplemental educational services (SES) and the related impact on student achievement. Nine, large urban school districts provided data for this study.

Findings related to SES include

- twenty-four to twenty-eight percent of eligible students in grades two through five participated
- fewer than five percent of eligible students in high school participated
- African-American students had the highest rate of participation
- Hispanic students had a higher participation rate than white students
- prior to enrollment in SES, students had lower achievement levels than those students who were also eligible but did not participate
- students participating for multiple years experienced larger achievement gains in reading and math

This report is available at:

Spotlight on State-Level Work

Massachusetts Department of Education increases the number of Expanding Learning Time (ELT) schools

Funded by \$13 million in the state's FY 08 budget, up from \$6.5 million in the FY07 budget, the Massachusetts Expanding Learning Time (ELT) initiative provides the resources districts need to redesign their school day and/or school year to offer students more time in class and teachers more time for professional development. Qualifying districts proposed a plan to expand the hours and/or days of operation in their schools by at least 25 percent or 300 hours for all students.

In the second year of offering the grant, the state has awarded ten new schools the ELT grant, expanding the number of redesigned schools to nineteen. The participating schools that will be offering longer school days during the 2007-2008 school year include seven elementary schools, six middle schools, five K-8 schools and one high school. Eight of the nine participating districts are urban districts.

For more information, please visit:

<http://www.doe.mass.edu/news/news.asp?id=3564>

<http://news.bostonherald.com/localRegional/view.bg?articleid=1012313>

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 Afterschoolnow.org website is a project of the Afterschool Alliance. It provides visitors with resources related to afterschool that include

- general information on afterschool
- resources for parents
- best practices for starting and running programs
- financing programs

To access these resources, please visit:

http://www.afterschoolnow.org/add_resources.cfm

The Youth Programs Resource Center website from The Finance Project offers information and resources related to supporting and sustaining youth programs, initiatives, and policies. It provides data, tools, policies, promising practices, financing strategies, coordination efforts, and technical assistance resources.

To access this resource, please visit:

<http://www.financeproject.org/irc/yp.asp>

This website from the George Lucas Educational Foundation contains articles, documentaries, and audio recordings innovative school programs and community efforts on initiatives that include: extended day school schedules, after school, and summer learning. It also contains blog entries and poll questions reflecting on the

progress be made about rethinking the time used for student learning as discussed in the report, *A New Day for Learning*.

To access this resource, please visit:

<http://www.edutopia.org/new-day-for-learning>

Conferences and Events...

The New Jersey School-Age Care Coalition (NJSACC) and Artist-In-Education (AIE) have partnered together to host the Annual Conference for After School, The Creative Spirit of After School in Princeton, NJ from November 2-3, 2007.

*More information will be posted to this site:

<http://www.njsacc.org/news.html#conferences>

The National Guild of Community Schools of the Arts will be hosting the 2007 Conference for Community Arts Education in Los Angeles, CA from November 7-10, 2007. The conference will address the needs and interest of community arts education leaders. Participants will provide opportunities for networking and professional development.

*For more information, please visit: <http://www.communityartsed.org/>

Grants and Other Opportunities...

The City-School Youth Planning Initiative

The National League of Cities' Institute for Youth, Education, and Families (YEF Institute) with support from the MetLife Foundation will be selecting four to six communities to participate in a one-year technical assistance initiative. This initiative, the City-School Youth Planning Initiative will assist municipal leaders in implementing recently completed, comprehensive children and youth plans.

Deadline to submit RFPs: August 10, 2007

<http://www.nlc.org/ARTICLES/articledetail.aspx?ThreadKey=%7BA2D29967-E12F-4496-8D2A-9781DDFD6F05%7D>

School Improvement Projects

In recognition of the importance of parent involvement, Lowe's Toolbox for Education grant program will fund up to \$5,000 in school improvement projects initiated by parents.

Deadline: October 12, 2007.

<http://toolboxforeducation.com>

YouthPower Grants

The Office of Juvenile Justice and Delinquency Prevention and the Youth Service America will be awarding grants up to \$1,000 to support youth-led service projects as part of Global Youth Service Day, April 25-27, 2008. The projects can address themes such as the environment, disaster relief, public health and awareness, community education, hunger, literacy, or any issue that youth identify as a community need.

Deadline: October 1, 2007

<http://ysa.org/AwardsGrants/tabid/58/Default.aspx>

In the News...

July 2

City produces video to lure prospective students

<http://www.eschoolnews.com/news/showclips.cfm?clipid=2448>

July 3

Hundreds more local students can now enroll in pre-K classes

<http://www.houmatoday.com/apps/pbcs.dll/article?AID=/20070704/NEWS/707040319/1026>

July 10

StudySmart announces expansion: Opening of new tutoring and test preparation offices in metro Atlanta, Dallas, and Detroit

Leader in personalized, in-home tutoring and test prep services delivers innovative one-on-one approach to new cities

<http://www.eschoolnews.com/resources/partners/showrelease.cfm?ReleaseID=2566>

July 11

KIPP charter school closure is certain

http://www.baltimoresun.com/news/education/bal-kipp0711_0,1022108.story?coll=bal-education-k12

July 12

Sixth-graders get to know new home at Lee High

<http://www.chron.com/disp/story.mpl/metropolitan/4961490.html>

July 15

School Diversity Based on Income Segregates Some

http://www.nytimes.com/2007/07/15/education/15integrate.html?_r=1&oref=slogin

July 16

Special-needs voucher programs: Disability advocates say evidence scant that they really help

http://www.sltrib.com/ci_6385303

July 17

Teacher drain: Differential pay, mentoring are suggested antidotes

http://www.sltrib.com/ci_6393440

July 18

Year-round schools get going

<http://www.courier-journal.com/apps/pbcs.dll/article?AID=/20070718/NEWS01/707181140>

July 19

Lancaster parents blast 4-day school week plan

<http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/072007dnlan-caster4day.3757859.html>

July 20

Panel: Pre-K should be separate

Kaine urged to unite early education pieces into one department

<http://www.timesdispatch.com/cva/ric/news.apx.-content-articles-RTD-2007-07-19-0107.html>

July 22

Online classes take sting out of summer school

http://www.boston.com/news/education/k_12/articles/2007/07/22/online_classes_take_sting_out_of_summer_school/

July 24

Maverick Leads Charge for Charter Schools

<http://www.nytimes.com/2007/07/24/education/24charter.html?ref=education>

July 25

Educators reveal secrets to reform

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=7263>

July 26

Want to be good at science? Math is Key

<http://sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/07/26/national/w111044D35.DTL>

July 27

As China's global presence grows, more Metro districts add Mandarin to curriculum

<http://www.detnews.com/apps/pbcs.dll/article?AID=/20070727/SCHOOLS/707270359/1026>

July 29

Certain Degrees Now Cost More at Public Universities

http://www.nytimes.com/2007/07/29/education/29tuition.html?_r=2&adxnnl=1&oref=slogin&ref=education&adxnnlx=1185836818-ngufvKa9ujNU/tG5q8Gxtw

July 30

Education age of 18 'risky move'

http://news.bbc.co.uk/2/hi/uk_news/education/6922722.stm

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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