



**October 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.

**IN THIS ISSUE...**

**Publications/Reports...**

Chapin Hall Center for Children at the University of Chicago.

***Implementation Study of the Comprehensive Services Program of Palm Beach County, Florida***

Collaborative for Building After-School Systems. ***Shaping the Future of After-School: The essential role of intermediaries in bringing quality after-school systems to scale***

Jack Kent Cooke Foundation and Civic Enterprises. ***Achievement Trap: the Success and Struggle of America's High-Achieving Students from Lower-Income Families***

The After School Corporation (TASC). ***Meeting the High School Challenge: Making After-School Work for Older Youth***

UCLA Center for Mental Health in Schools Report. ***New Directions for Student Support: Current State of the Art***

U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. ***Supplemental educational services and implementation challenges in the Northwest Region states***

**Spotlight on State-Level Work...**

**Tools You Can Use...**

**Conferences and Events...**

**Grants and Other Opportunities...**

**In the News...**

## Publications and Reports...

Chapin Hall Center for Children at the University of Chicago. ***Implementation Study of the Comprehensive Services Program of Palm Beach County, Florida*** - This report presents the findings of a three-year implementation study of the Comprehensive Services program of Palm Beach County, Florida. The program is designed to improve the school readiness of low-income children through early identification and intervention services. Elements in the program design included

- early identification, screening, and assessment
- case management of referrals to treatment services
- family support and counseling
- technical assistance to child care providers on behavior and health/safety issues

Program design also included two distinct service delivery models to child care centers: an intensive "team" model and a non-intensive "rover" model. The team model offered a wide range of services to a limited number of child care centers. Members of the team model consisted of a family development coordinator, a family advocate, and a registered nurse. The rover model offered limited services to a greater number of child care centers.

Findings suggest the Comprehensive Services program made progress towards increasing participation of child care directors and teachers, community partners, and children and their families in its services. Children enrolled in subsidized child care centers in the first two years of operation showed limited improvement in their school readiness.

The report is available at:

[http://www.chapinhall.org/article\\_abstract.aspx?ar=1461](http://www.chapinhall.org/article_abstract.aspx?ar=1461)

Collaborative for Building After-School Systems. ***Shaping the Future of After-School: The essential role of intermediaries in bringing quality after-school systems to scale*** – This report discusses how intermediaries add value to the out-of-school time field. It introduces and describes each partner in the Collaborative for Building After-School Systems (CBASS), a national partnership formed by six local intermediaries committed to promoting and expanding out-of-school time systems across the county. Core functions of intermediaries include

- brokering relationships
- convening local organizations
- rationalizing and expanding services
- increasing program quality
- strengthening and supporting the after-school workforce
- conducting research and evaluation
- promoting sustainability

This report is available at:

<http://www.afterschoolsystems.org/>

Jack Kent Cooke Foundation and Civic Enterprises. ***Achievement Trap: the Success and Struggle of America's High-Achieving Students from Lower-Income Families*** – This report uses data from three federal longitudinal studies to track the experiences of high-achieving lower-income students in urban, suburban,

and rural communities during elementary school, high school, college, and graduate school. The report compares data of high-achieving students from low- and high-income families. Findings indicate patterns of declining educational attainment for high-achieving lower-income students that is similar to the experiences of underachieving students from lower-income families.

The report is available at:

[http://www.jackkentcookefoundation.org/jkcf\\_web/Documents/Achievement%20Trajectory.pdf](http://www.jackkentcookefoundation.org/jkcf_web/Documents/Achievement%20Trajectory.pdf)

The After School Corporation (TASC). ***Meeting the High School Challenge: Making After-School Work for Older Youth*** – This report describes three programmatic approaches developed by TASC aimed at providing appealing and appropriate enrichments for older students after school, and during weekends and summers. Main goals for all programs to meet are

- to support students' transition from middle to high school, and/or from high school to college or work
- to increase the likelihood of their timely graduation from high school
- to help students acquire skills for responsible citizenship and success in the workplace

Program models described are

- Comprehensive School-Based Programs – These programs offer a mix of academic, arts, sports and recreational activities that align with the students' school day. These programs allow for socializing and self-directed activities. Enrollment is open to all students.
- Targeted Programs – These are smaller scale initiatives within programs that have a specific focus and serve particular groups of students with common needs and interests. Sometimes, these programs are school-based but often include off-site activities.
- Stand-Alone Programs – These programs build on students' interest in college, work, leadership, and independence. They serve geographic areas and occur during the weekend or summer to accommodate students who work after school. Activities are mostly off-site.

In addition, the report provides examples and identifies the strengths and weaknesses of each program model.

This report is available at:

<http://tascorp.org/content/document/detail/1487/>

UCLA Center for Mental Health in Schools Report. ***New Directions for Student Support: Current State of the Art*** – This policy report emphasizes the need to enhance school improvement efforts. It states the core problem with school improvement efforts is that school policy, planning, and practices do not fully address the barriers to learning and teaching. Recommendations include

- expand school improvement planning guides to focus on the development of a comprehensive, multifaceted, and cohesive system for addressing barriers to learning and teaching that is fully integrated with plans for improving instruction
- at the district level, designate a dedicated position of leadership to develop and implement the comprehensive system

- include in the guidelines for school improvement planning an emphasis on redefining and reframing roles and functions for school-site leadership to ensure effective leadership and establish resource mechanisms
- specify in the guidelines for school improvement planning ways to build school and community resources into a cohesive and integrated continuum of interventions over time

This policy report is available at:

<http://smhp.psych.ucla.edu/pdfdocs/policyissues/Current%20State%20of%20the%20Art.pdf>

U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. ***Supplemental educational services and implementation challenges in the Northwest Region states*** – This report presents findings of initial efforts and current status of implementing the supplemental educational services (SES) program in the Northwest Region states. It presents considerations for changes in policies and practices for the U.S. Department of Education, state education agencies, districts, schools, and providers. Northwest Region states include Alaska, Idaho, Montana, Oregon, and Washington. Researchers examined two questions

- What are the SES usage rates in the Northwest Region states, and how do these rates compare with usage rates nationally and regionally?
- What are some of the challenges for state education agencies in providing SES with respect to participation, access to providers, monitoring and evaluation, and communication?

Findings related to SES usage rates indicate

- Student participation in all Northwest Region states, except Oregon, were below the regional and national averages
- among all Northwest Region states, in school year, 2004-05, Oregon had the highest and Montana had the lowest rates in student participation

Common challenges for state education agencies in implementing SES include

- increasing participation rates in heavily rural areas
- developing the capacity in terms of resources and expertise to adequately evaluate providers
- creating policies and procedures for providers that will meet the needs of schools, students, parents, and providers
- providing timely communication to states, districts, schools, providers, parents, and students
- improving data systems

Recommendations for changes in policies and practices to state education agencies include

- devoting more personnel and resources to SES
- making AYP school determinations as defined under *NCLB* before the start of the school year
- making the approved provider list available before the start of the school year
- providing ongoing training and technical assistance to district staff
- digitizing all reporting and tracking forms and provide clear instructions
- contracting for evaluation of providers, if evaluation internal expertise is not available or staff do not have the time

- seeking input from district on ways to improve services
- supporting innovative approaches in SES implementation, such as summer programs

The report suggests the next step for state education agencies is to obtain and track accurate data in a timely manner, which would involve

- converting paper-based systems to electronic systems
- ensuring data is being collected
- clarifying issues such as attendance and compliance
- developing effective provider evaluation protocols

This report is available at:

[http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL\\_2007006.pdf](http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007006.pdf)

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

#### **Texas School Ready!**

Early childhood education programs focused on increasing children's school readiness can now apply for state certification as Texas School Ready! Criteria for certification is based on the Texas Early Education Model, TEEM School Readiness, an evidenced-based classroom program focused on increasing children's school readiness through research-based curriculum, technology-driven progress monitoring, and teacher professional development with mentoring. For more information, please visit this website from the University of Texas Health Science Center's Children's Learning Institute:

<http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-school-ready/default.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](mailto:morakotm@ccsso.org)*

### **Tools You Can Use...**

This website from the Finance Project's Youth Programs Resource Center presents monthly funding tips focused on helping programs finance and sustain their work. Accessing past monthly funding strategies is also available.

To access this resource, please visit:

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

This new website from YouthNetwork.org is dedicated to helping people find youth programs and services in their communities. Visitors to the website can search, add, or edit programs. The goal is to provide information about every community resource for youth in the country.

To access this resource, please visit: <http://www.youthnetwork.org/Index.aspx>

This website from the Center for Youth Development and Policy Research at the Academy for Educational Development features audio recordings of the Promising

Practices in Afterschool's Fall 2007 Speaker Series. Information on upcoming discussions (webinars) is also available.

To access this resource, please visit: <http://cydpr.aed.org/ppas/site.htm#ia>

### **Conferences and Events...**

The 2007 Healthy Communities-Healthy Youth Conference will be held November 8-10 in Rochester, NY. The conference will focus on theme, "Transforming Relationships: For the Common Good." Participants will learn with and from each other, make connections that will prove beneficial in their work and lives, and renew their commitment to asset building.

\*For more information, please visit: <http://www.search-institute.org/hchy/>

The University of California at Los Angeles and Berkeley, along with the Commission on Health and Safety and Workers Compensation are sponsoring two three day all-expense-paid Young Worker Leadership Academies will be held January 24-26, 2008 (Berkeley) and February 21-23, 2008 (Los Angeles). These Academies will offer a unique opportunity for young adults to become leaders and advocates for teen labor rights and health and safety. Application deadline: November 9, 2008.

\*For more information, please visit:

[http://socrates.berkeley.edu/~safejobs/downloads/pdf/YWLA\\_Package\\_2008.pdf](http://socrates.berkeley.edu/~safejobs/downloads/pdf/YWLA_Package_2008.pdf) or contact Diane Bush at (510) 643-2424 or [dbush@berkeley.edu](mailto:dbush@berkeley.edu)

WestEd is offering four professional development workshops around promoting resilience and youth development in school communities. The workshops are designed to help participants

- create more supportive and asset-rich environments
- connect youth to their school communities
- engage youth in learning
- reduce youth involvement in substance use, violence, and other risk-taking behaviors

\*For more information, please visit: <http://www.wested.org/cs/we/view/serv/95>

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

#### **International Education**

The Goldman Sachs Foundation Prizes for Excellence in International Education will provide awards up to \$25,000 to any public or private elementary, middle, or high school that have a focus on raising American awareness of the world and bridging the international knowledge gap.

Deadline: December 3, 2007.

<http://www.internationaleled.org/prizes/>

#### **Education and Job Skills**

The Staples Foundation for Learning will award grants from \$5,000 to \$25,000 to programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youth. Applicant organizations must have a nonprofit status and align with the Staples Foundation for Learning's mission and focus on job skills and education.

Deadline: December 7, 2007.

<http://www.staplesfoundation.org/foundapplication.html>

## **Early Childhood Care and Education**

The Rosie's For All Kids Foundation will award grants to nonprofit organizations dedicated to helping disadvantaged children and low-income families through early childhood care and education and other essential programs.

<http://www.forallkids.org/site.php?module=article&pageid=48&identifier=Overview>

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

**October 1**

**Superintendents Suggest Fixes For 'No Child'  
Some Support National Testing Standards**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/09/30/AR2007093001503.html>

**October 3**

**How kids can get over the 'motivation brick wall'**

[http://www.usatoday.com/news/education/2007-10-03-lavoie-motivation\\_N.htm](http://www.usatoday.com/news/education/2007-10-03-lavoie-motivation_N.htm)

**October 4**

**Hands-on classes make a comeback**

[http://www.oregonlive.com/metrowest/oregonian/index.ssf?/base/metro\\_west\\_news/119110290990260.xml&coll=7](http://www.oregonlive.com/metrowest/oregonian/index.ssf?/base/metro_west_news/119110290990260.xml&coll=7)

**October 6**

**A High School Test Candidates Are Failing**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/10/05/AR2007100501670.html>

**October 7**

**Ohio looks to make its students globally competitive**

<http://www.cleveland.com/education/plaindealer/index.ssf?/base/isedu/1191758130323630.xml&coll=2>

**October 8**

**Mentor kids about money, experts say**

[http://www.elpasotimes.com/business/ci\\_7113969](http://www.elpasotimes.com/business/ci_7113969)

**October 9**

**Expert: Schools need 'readiness' standards**

<http://www.nwarktimes.com/adg/News/203872/>

**October 9**

**Database Will Track Fates of Students**

**Monitoring From Pre-K to College Will Help System Determine Its Effectiveness**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/10/08/AR2007100801469.html>

**October 10**

**Bush pushes Congress on 'No Child' law**

[http://www.boston.com/news/education/k\\_12/articles/2007/10/10/bush\\_pushes\\_congress\\_on\\_no\\_child\\_law/](http://www.boston.com/news/education/k_12/articles/2007/10/10/bush_pushes_congress_on_no_child_law/)

**October 11**

**Shooting rips Cleveland tech school**

**Five people injured before suspended student kills himself**

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=7432>

**October 13**

**D.C. Schools Chief Wants Power to Fire Ineffective Teachers**

<http://www.washingtonpost.com/wp->

[dyn/content/article/2007/10/12/AR2007101202350.html?hpid=moreheadlines](http://www.washingtonpost.com/wp-dyn/content/article/2007/10/12/AR2007101202350.html?hpid=moreheadlines)

**October 14**

**Panel considers proposal to lengthen teaching time**

<http://newsok.com/article/3147196/?print=1>

**October 15**

**Voters urge teaching of 21st-century skills**

**Poll suggests 'back-to-basics' approach to education is not enough for nation's citizens**

<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=7434>

**October 16**

**Failing Schools Strain to Meet U.S. Standard**

[http://www.nytimes.com/2007/10/16/education/16child.html?\\_r=1&oref=slogin](http://www.nytimes.com/2007/10/16/education/16child.html?_r=1&oref=slogin)

**October 17**

**Georgia kids fail simple fitness test**

**New study reveals 44 percent don't exercise enough**

[http://www.ajc.com/search/content/health/stories/2007/10/17/notfit\\_1017.html](http://www.ajc.com/search/content/health/stories/2007/10/17/notfit_1017.html)

**October 18**

**Teachers Agree to Bonus Pay Tied to Scores**

[http://www.nytimes.com/2007/10/18/education/18schools.html?\\_r=1&oref=slogin](http://www.nytimes.com/2007/10/18/education/18schools.html?_r=1&oref=slogin)

**October 19**

**Substitute teacher fired for showing "The Simpsons Movie"**

[http://www.boston.com/news/education/k\\_12/articles/2007/10/19/substitute\\_teacher\\_fired\\_for\\_showing\\_the\\_simpsons\\_movie/](http://www.boston.com/news/education/k_12/articles/2007/10/19/substitute_teacher_fired_for_showing_the_simpsons_movie/)

**October 20**

**Plan requires high schoolers to apply to college to get diploma**

[http://www.boston.com/news/education/higher/articles/2007/10/20/plan\\_requires\\_high\\_schoolers\\_to\\_apply\\_to\\_college\\_to\\_get\\_diploma/](http://www.boston.com/news/education/higher/articles/2007/10/20/plan_requires_high_schoolers_to_apply_to_college_to_get_diploma/)

**October 22**

**Knowing State Tests' 'Cut' Scores**

<http://www.washingtonpost.com/wp->

[dyn/content/article/2007/10/21/AR2007102101378.html](http://www.washingtonpost.com/wp-dyn/content/article/2007/10/21/AR2007102101378.html)

**October 23**

**College Costs Outpace Inflation Rate**

[http://www.nytimes.com/2007/10/23/education/23tuition.html?\\_r=2&ref=education&oref=slogin&oref=slogin](http://www.nytimes.com/2007/10/23/education/23tuition.html?_r=2&ref=education&oref=slogin&oref=slogin)

**October 24**

**A High School Under the Hood**

<http://www.nytimes.com/2007/10/24/automobiles/autospecial/24school.html>

**October 25**

**New grant intended to increase after-school programs**

<http://www.kentucky.com/181/story/212242.html>

**October 26**

**High school dropouts' price is high**

**Dropouts from a single year cost taxpayers \$169 million**

<http://www.newsobserver.com/news/education/story/748683.html>

**October 27**

**Teen Challenges Silence Law**

<http://www.time.com/time/nation/article/0,8599,1677066,00.html>

**October 28**

**By the Mississippi Delta, A Whole School Left Behind**

[http://www.washingtonpost.com/wp-dyn/content/article/2007/10/27/AR2007102701040.html?nav=rss\\_education](http://www.washingtonpost.com/wp-dyn/content/article/2007/10/27/AR2007102701040.html?nav=rss_education)

**October 29**

**Mentoring, alternative high schools on rise to reduce dropouts**

<http://news.bostonherald.com/news/regional/general/view.bg?articleid=1041248>

**October 30**

**1 in 10 Schools Are 'Dropout Factories'**

<http://abcnews.go.com/US/wireStory?id=3790483>

**October 31**

**Classroom of the Future Is Virtually Anywhere**

[http://www.nytimes.com/2007/10/31/education/31education.html?\\_r=1&ref=todayspaper&oref=slogin](http://www.nytimes.com/2007/10/31/education/31education.html?_r=1&ref=todayspaper&oref=slogin)

**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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