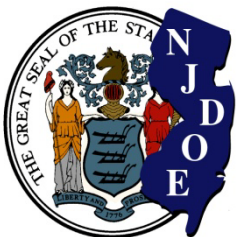


ELO/Summer Learning Symposium

Susan Martz, Director
Office of Student Support Services
April 24, 2013

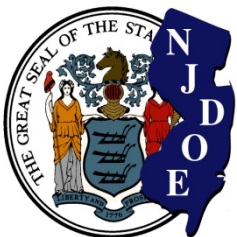
What we want for our youth

- ▶ Prepared for college and the career of their choice
 - Prerequisite content knowledge
 - Learning skills
- ▶ Healthy and social adults and citizens
 - Personal attributes
 - Social competencies
 - Health physical and nutritional habits



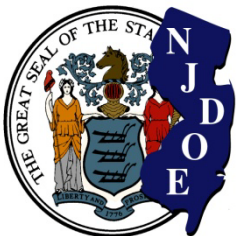
Increasing learning expectations

- ▶ **Common Core State Standards**
 - Perform at high levels independently and on demand
 - Understand and explain
 - Cross-content application of skills
 - Skills and dispositions that work with the standards
- ▶ **PARRC Assessments**
 - End of course assessments
 - Measure more rich, robust standards



What we know about learning

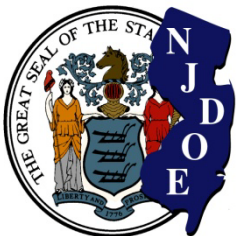
- ▶ The learner is not a “receptacle” of knowledge
- ▶ Every student can learn—and does learn all the time—with us or despite us
- ▶ Direct individual experiences decisively shape individual understandings
- ▶ Learning occurs best in a cultural and interpersonal context that supplies a great deal of enjoyable interaction and considerable levels of individual personal support



Ewell, Peter T. (1997) Organizing for Learning: A Point of Entry

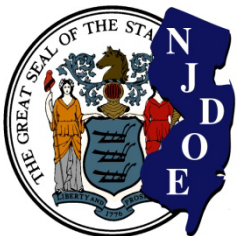
Expanded learning opportunities

- ▶ Strategy for rethinking the time and learning continuum for students
- ▶ Provide students with additional opportunities for enrichment, personal growth, and engagement outside of the traditional school day
- ▶ Include extended day & year, before- and after-school, Saturday, weekend, and summer programs; distance learning; and early childhood education initiatives



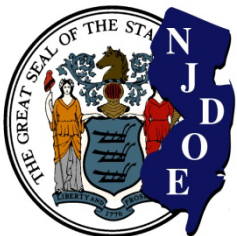
ELOs

- ▶ School–run programs
- ▶ Youth serving organization, CBO, and FBO programs
- ▶ Business and college partnerships
- ▶ Others
 - museums, science centers, libraries, nature centers



21st CCLC Vision

- ▶ Supplement the education of youth attending low performing schools and living in high poverty areas so that they are successful in college and their careers.
- ▶ Equalize opportunities
- ▶ Close the achievement gap



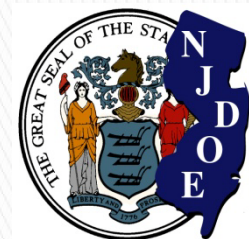
21st CCLC – Federal requirements

PROGRAM

- ▶ Serve students in high-poverty and low-performing schools
- ▶ Provide academic enrichment
- ▶ Provide support services to adult family members of participating students
- ▶ **Only before school, afterschool or summer**
- ▶ Nonpublic participation

ADMINISTRATIVE

- ▶ Minimum award amount \$50,000
- ▶ Length of grant must be 3–5 years
- ▶ Collaboration between school and community agency
- ▶ Implement evaluation based on the principles of effectiveness



21st CCLC – NJ Design

PROGRAM

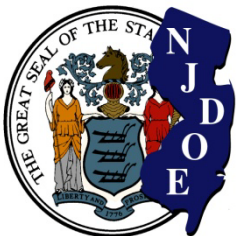
- ▶ 3 hours/day; 5 days/week
- ▶ 4 week summer minimum
- ▶ Grades 4 – 12
- ▶ Intentional planning with school day
- ▶ Themes (STEM, Civic engagement, Career awareness/exploration, Visual/Performing arts)
- ▶ Inquiry-based activities
- ▶ Afterschool and Summer programs required; before school allowed
- ▶ Action Research

ADMINISTRATIVE

- ▶ Range of awards
\$250,000 – \$550,000
- ▶ 5 year grant cycle
- ▶ Full-time project director, site coordinator and PARS21 data entry
- ▶ Advisory board/student council
- ▶ Professional development
- ▶ External evaluation
- ▶ Partnerships/
collaborations

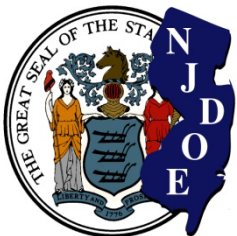
NJ 21st CCLC Key components

- ▶ Academic remediation and enrichment
- ▶ Positive youth development and character education
- ▶ Cultural and artistic experiences
- ▶ Health, nutrition and physical activities
- ▶ Parental involvement and family literacy opportunities



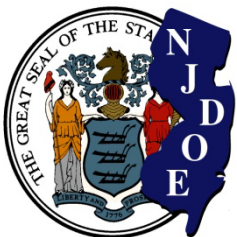
21st CCLC –Research into Practice

- ▶ Maximize student engagement and attendance
 - Summer programs, transportation
 - Themes, guided inquiry, varied youth-centered activities, student councils
- ▶ Intentional planning with school day
- ▶ Recruit and retain caring skilled adults
 - Professional development
- ▶ Involve parent and promote family literacy
- ▶ Program evaluation



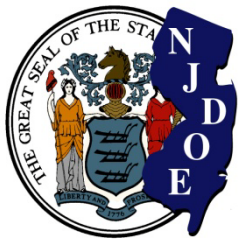
Benefits

- ▶ “A meta-analysis of 49 reports of 73 afterschool programs that seek to enhance the personal social skills of children and adolescents indicated that compared to controls, participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors.”



Supportive, yet different

Emerging research indicates that: “ in addition to ensuring adequate physical and psychological safety and effective management practices, effective afterschool and summer programs also have appropriate supervision and structure, well-prepared staff and intentional programming with opportunities for autonomy and choice.



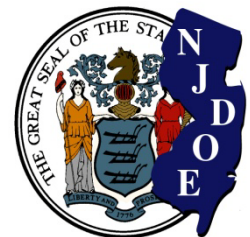
Harvard Family Research Project, 2009

Expanding minds and Opportunities

Leveraging

the Power of Afterschool
and Summer Learning
for Student Success

- ▶ Reports, analyses and commentaries
- ▶ Leading edge issues and way that ELO can support learning anytime and anywhere
- ▶ Research and evaluation studies and best practice reports
- ▶ The power of community–school partnerships
- ▶ ELOs as catalysts for engaging families
- ▶ Support structures for quality, expansion and partnerships



A shared vision for learning and student success

- ▶ Embrace a broader vision of learning
- ▶ Collectively define what students need to be successful
- ▶ Identify what ELOs can provide to complement school day efforts
- ▶ Commit to ongoing intentional collaborative planning
- ▶ Assess & evaluate achievement of desired outcomes and making adjustments

