

# **ENSURING WORLD CLASS READERS**

Policy and Research Forum on Third Grade Literacy



**Resource Guide for Third Grade Literacy**  
**Annotated Bibliography**

This bibliographic resource contains a selected listing of references that focus on third grade literacy. The resource covers a variety of topics central to the issue of third grade literacy. The references in this guide are organized into sections by topic, as follows:

I. Why Third Grade Literacy is Important to Children and Society.

II. What Can Be Done In the Classroom to Improve Third Grade Literacy.

III. What Can Be Done through Parent-Community-School Partnerships to Improve Third Grade Literacy.

IV. What Policy Actions States Have Taken that Have Shown Potential for Success Regarding Third Grade Literacy.

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## **I. WHY THIRD GRADE LITERACY IS IMPORTANT TO CHILDREN AND SOCIETY:**

*Annie E. Casey Foundation. (2010). Learning to Read: Early Warning! Why Reading by the End of Third Grade Matters. A KIDS COUNT Special Report from the Annie E. Casey Foundation.*

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This report analyzes the issue of the importance of third grade reading proficiency by the end of third grade, and highlights the causes and consequences of low reading proficiency in third graders. The report proposes steps and strategies that may improve achievement of children from low-income families. The report calls to action essential steps necessary for closing the achievement gap, reducing dropout rates, and emphasizes the importance of high school and college graduates that are necessary to compete in our skilled and educated global economy and workforce today.

*2010 Grad Nation Index provided by Johns Hopkins University's: Everyone Graduates Center (2010). Index-[www.every1graduates.org](http://www.every1graduates.org): Civic Marshall Plan to Build a Grad Nation; 2010 Index-Where Does Iowa Stand?*

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This analysis provides statistics on Iowa's progress and challenges in relation to the rest of the nation. Key Findings: (1) 2,416 students still attend dropout factories in 2008; (2) 23,120 fourth graders still not proficient in reading; (3) Iowa ranks 41st in childhood poverty at 14.7 percent; and (5) Iowa ranks 17th in college completion at 31.5 percent.

*Alliance for Excellent Education (2011). The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools. Issue Brief. [www.all4ed.org](http://www.all4ed.org).*

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This report offers information on Iowa's 7,900 dropout students in 2010. Dropping out of high school poses great costs to those individuals, and to their communities. The report highlights that by changing just one student's status—from dropout, to graduate—significant contributions would be made to the states economic growth.

*Bowman, B., & Moore, E. K. (2006). School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity. National Black Child Development Institute, Inc.*

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This collection of seven commissioned papers summarizes an NBCDI study of the current state of research and programs addressing preschoolers' social-emotional development, looking at issues from a multicultural perspective. The collection identifies practical tools and strategies, as well as research, and community partnership models that readers can use as resources for future research and program development.

Chang, H. N., & Romero, M. (2008). *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. National Center for Children in Poverty. Mailman School of Public Health, Columbia University.

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This report raises awareness of the issue of chronic absence and the thousands of our country's youngest students who are at academic risk because of extended absences. Nationally, an estimated one in ten kindergarten and first grade students are chronically absent. The report offers data on the scope of the challenge our country faces in this issue, and shares emerging insight on how to effectively address it.

Day, C. B. (2006). *Leveraging Diversity to Benefit Children's Social-Emotional Development and School Readiness*. National Black Child Development Institute, Inc. *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity, Chapter 2*.

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This article presents a discussion of the role of culture and diversity in children's socioemotional development.

Espinosa, L. M. (2006). *Social, Cultural, and Linguistic Features of School Readiness in Young Latino Children*. National Black Child Development Institute, Inc. *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity, Chapter 3*.

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This article presents a discussion and overview of research related to school readiness of Hispanic/Latino children in the United States. The article also includes a list of recommendations for future work. The Campaign for Grade-Level Reading. (2010). *Chronic Absence*. [www.gradelevelreading.net](http://www.gradelevelreading.net). Statistics show that every year, one in 10 kindergarten and first grade students miss a month of school with excused and unexcused absences. Beginning in kindergarten, these absences affect academic achievement. They may leave children unable to read well by the end of third grade and can set a pattern of poor attendance and academic failure as students grow older. This report highlights and outlines the number of strategies for addressing chronic absence.

*Finn, J. D. (1993). School Engagement & Students At Risk. National Center for Education Statistics, Research and Development Report.*

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This investigation examined the roles of engagement and involvement in school as they relate to student achievement. These behaviors have been found to remain important aspects during the school years. Key conclusions drawn from the investigation are: (1) behavioral risk factors are related to significant outcomes of schooling even within racial/ethnic, socioeconomic, or language groups; (2) risk behaviors begin roots in early school years, and even before; (3) students whose achievement may be termed “marginal” tend to exhibit behaviors comparable to those of successful students; and (4) it is important that student accomplishments be recognized in order to promote and sustain involvement and motivation for school and learning.

*Finn, J. D. (1989). Withdrawing from School. Review of Educational Research. Vol. 59, No. 2, pp. 117-142*

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This paper examined two models for understanding dropping out as a developmental process that begins in the early grades. (1) The frustration-self-esteem model, used to identify school failure as the starting point in a cycle that may culminate in the students rejecting, or being rejected by, the school; and (2) the participation-identification model focuses on students’ “involvement in schooling” with both behavioral and emotional components. The study reveals that the failure of children to participate in school and classroom activities, as well as the failure to develop a sense of identification with their school, may have significant consequences.

*Hernandez, D. J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. The Annie E. Casey Foundation.*

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This report summarizes and emphasizes the long recognized significance of reading proficiency by the end of third grade. The report provides information on a study of nearly 4,000 students that calculated high school graduation rates at different reading levels and different poverty rates longitudinally. Results conclude that students who do not master reading by the fourth grade are six times more likely to not obtain a diploma. Additionally, the study concludes that poverty plays a significant role on graduation rates.

*International Reading Association. (2000). Making a Difference Means Making it Different: Honoring Children's Rights to Excellent Reading Instruction. A Position Statement of the International Reading Association.*

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The International Reading Association believes that efforts to improve children's reading and writing achievement must begin by recognizing the right of every child to receive the best possible reading instruction. This publication presents a set of 10 principles the Association has developed to serve as guidance for formulating educational policy and practice.

*Iowa Educational Summit. (2011). Rising to Greatness: An Imperative for Improving Iowa's Schools.*

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This report analyzes the risk of future challenges for Iowa students. Collectively, Iowa students are not mastering the content necessary in reading proficiency. This challenge is not solely faced by underprivileged or minority students, but by many white and affluent students as well. This challenge raises issues for future attainment of quality jobs, secure livelihoods and growing incomes to compete in today's global economy. This report emphasizes Iowa's past accomplishments, reviews longitudinal data on the subject, and highlights the impact of past performance and current performance, and summarizes opportunities for future improvements.

*Laird, J., DeBell, M., and Chapman, C. (2006). Dropout Rates in the United States: 2004. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.*

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This report builds upon a series of the National Center for Education Statistics reports on high school dropout and completion rates. It presents estimates and provides data about trends in dropout and completion rates over the last three decades.

*National Assessment of Educational Progress. (2011). The Nations Report Card: Findings in Brief Reading and Mathematics 2011.*

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This report summarizes the major findings from the 2011 National Assessment of Educational Progress (NAEP) reading and mathematics assessments. The report includes information on students in public and private schools in the nation as well as public school students in the 50 states, the District of Columbia, and the Department of Defense Schools.

*The National Early Literacy Panel. (2008). A Scientific Synthesis of Early Literacy Development and Implications for Intervention. Developing Early Literacy. Report of the National Early Literacy Panel.*

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This publication contains a synthesis of scientific research on the development of early literacy skills in children ages zero to five. The National Assessment of Educational Progress reveals that 37 percent of U.S fourth graders fail to achieve basic levels of reading achievement. The panel provides a rich set of findings about the relationship between early developing child skills and later literacy attainment, and the effectiveness of interventions for helping young children progress toward successful literacy learning.

*Norton, D. G. (2006). Research Methods and Issues for the Study of African American Children and School Achievement. National Black Child Development Institute, Inc. School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity, Chapter 5.*

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This article presents a framework for the study of African American children's development, and a discussion of the challenges and implications of such research on early childhood education and care policy and practices.

*Ray, A., Bowman, B., O'Nan Brownell, J. (2006). Teacher-Child Relationships, Social-Emotional Development, and School Achievement. School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity. National Black Child Development Institute, Inc.*

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This report highlights the considerable research that has been directed toward identifying factors that place children "at risk" for issues in school. Many studies indicate the societal and family characteristics that predict children's outcomes. Such issues may include poverty, homelessness, single parenthood, divorce, parental substance abuse, parental criminal history, and high familial stress. Poverty has been found to have the greatest number of associated hazards. Children of color are disproportionately described as low-achieving and displaying problem behaviors. Risk status at school entry has been found to predict problematic issues.

*Snow, C. E., Burns, M. S., & Griffin, P. (1998). Prevention of Reading Difficulties in Young Children. National Research Council. [www.nap.edu](http://www.nap.edu).*

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This report strongly emphasizes reading as essential to society. The importance of reading proficiency in America has led the U.S Department of Education and the U.S Department of Health and Human Services to ask the National Academy of Sciences to establish a committee to examine the prevention of reading difficulties. The committee makes recommendations for future practice, and effective and highly qualified teachers, as well as further research that should be undertaken.

Sum, A., Khatiwada, I., McLaughlin, J., & Palma, S. (2009). *The Consequences of Dropping out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers*. Center for Labor Market Studies. Northeastern University. Boston, MA.

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Young dropouts experience a wide array of labor market, earnings, social and income problems that exacerbate their ability to transition to careers and stable marriages from their mid-20s onward. This research paper outlines the employment, earnings, incarceration, teen and young adult parenting experiences and family incomes of the nations young adult high school dropouts versus their better-educated peers in 2006 and 2008.

## **II. WHAT CAN BE DONE IN THE CLASSROOM TO IMPROVE IT:**

Baumann, J. F., & Bergeron, B. S. (1993). *Story Map Instruction Using Children's Literature: Effects on First Graders' Comprehension of Central Narrative Elements*. *Journal of Reading Behavior*, Volume 25, No. 4.

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This report investigates the effectiveness of instruction in story mapping as a means to promote first-grade students' comprehension of central story elements in children's literature. Participants in four first-grade classrooms were randomly assigned to one of four groups. Results from the study revealed that: (a) some form of active comprehension instruction was superior to the control group on most measures; and (b) story mapping students consistently outperformed control groups. The report concludes that instruction in story mapping is an effective instructional strategy for promoting first-grade students' ability to identify central narrative elements in authentic children's literature.

Baumann, J. F. (1986). *Teaching third-grade students to comprehend anaphoric relationships: The application of a direct instruction model*. *Reading Research Quarterly*.

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This study investigated the effectiveness of a direct instruction model for teaching children to comprehend anaphoric relationships. Third-grade students were assigned to one of three treatment groups: (1) a strategy group, in which subjects received systematic instruction in anaphora resolution according to a direct instruction model; (2) a basal group, in which subjects were administered a series of lessons on word referents from a current basal reader program; and (3) a control group. Results revealed that students in the strategy group consistently outperformed students in both the basal group and the control group in abilities. These results were interpreted in support for the efficacy of direct instruction models for teaching children reading comprehension skills.



Beck, I L., Omanson, R. C., & Mckeown, M. G. (1982). *An Instructional Redesign of Reading Lessons: Effects on Comprehension. Reading Research Quarterly. Volume 4.*

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This article reports findings from two story lessons, which were created to highlight key story content and to eliminate potential comprehension issues. The lessons were created based on notions about prior knowledge in comprehension, and the establishment of gaining story content. The two lessons were administered to 24 children each, and the effects were measured through recall and open choice questions. Findings from the lessons provide what children who received the revised lessons recalled more than children receiving the control lessons. Implications for findings are further discussed in detail within the article.

Bitter, C., O'Day, J., Gubbins, P., & Socias, M. (2009). *What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach. Journal of Education for Students Placed at Risk (JESPAR), 14:1, 17-44.*

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This article explores the hypothesis that improved instructional practices, aligned with a balanced literacy approach, would be effective in improving student achievement outcomes. The article presents its findings from an analysis of classroom instruction data collected from 101 classrooms in 9 high-poverty elementary schools. The study found that use of a hierarchical linear modeling analyses of instruction and student outcome data indicate that teacher practices related to higher-level meaning of writing instruction, text, and strategies for accountable talk were associated to growth in student reading comprehension.

Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1995). *A Quasi-Experimental Validation of Transactional Strategies Instruction with Previously Low-Achieving Second-Grade Readers. National Reading Research Center. Reading Research Report No. 33.*

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This report investigates the effectiveness of the Students Achieving Independent Learning (SAIL) program, an educator-developed approach to transactional strategies instruction (TSI). Groups of previously low-achieving second-grade students received a year of transactional strategies instruction by teachers who were highly regarded by school district personnel. Each SAIL group was matched to a comparison group that was close in reading achievement level and matched demographically to the school providing the SAIL group. By the end of the academic year clear evidence and superior performance were found on standardized reading tests, use of strategies, and greater acquisition of information from material read in reading groups. These findings suggest a clear of educator-developed transactional strategies instruction.

*Children Achieving: Best Practices in Early Reading. Susan B. Neuman & Kathleen A. Roskos, editors. International Reading Association. (1998).*

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This book addresses the wide variety of instruction we can provide to meet the diverse needs of our country's children. The book's chapters frame critical issues in early literacy and examine and describe current knowledge and best practices. The book highlights the issues of theory and appropriate practice for children in classrooms from prekindergarten to third grade.

*Duke, N. K. (2002). The Case for Informational Text. What Research Says About Reading. Vol. 61, No. 6, pp. 40-44.*

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This chapter highlights that the answer to understanding the world around you is informational text. We should not wait to address the issue that many children and adults struggle to understand informational text. Learning is the cornerstone of curriculum, and the article outlines four strategies to aid teachers in improving K-3 students' comprehension of informational text.

*Duke, N. K., & Pearson, P. D. (2002). Effective Practices for Developing Reading Comprehension. What Research Has to Say About Reading, Third Edition. International Reading Association, Inc.*

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This chapter outlines instructional models and approaches, and provides a thorough review of numerous common instructional techniques for helping students acquire productive comprehension skills and strategies. Throughout the chapter, an overview of research and literature are offered. Additionally, the authors outline questions that provoke thinking on the possibilities for future research and policy in the area. Additionally, the chapter also describes some proven instructional techniques for helping students acquire productive comprehension skills and strategies.

*Eldredge, J. L. (1990). Increasing the Performance of Poor Readers in the Third Grade with a Group-Assisted Strategy. The Journal of Educational Research, Vol. 84. No. 2, pp. 69-77.*

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This report summarizes the findings from a study conducted to examine the reading achievement effects of "group-assisted reading," a teaching strategy designed to assist poor readers to read materials that is too difficult to read by themselves. Findings present significant results in greater achievement gains for the students involved in the in reading comprehension and vocabulary compared to those who were given no assistance. Explanations for reading gains are discussed in detail within the report.

Guarino, C. M., Hamilton, L. S., Lockwood, J.R., Rathbun, A. H., & Hausken, E. G. (2006). *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergarteners. Research and Development Report. NCES. U.S Department of Education.*

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This report fills the gap of information in the current research base on the relationship among teacher characteristics, instructional strategies, and the achievement of children. Previous studies offer mixed findings on the indicators of teacher preparation and quality, suggesting that there is not yet a consensus as to what characteristics influence student achievement. This study utilizes an analysis of data from the Early Childhood Longitudinal Study. Data were used to estimate the degree to which specific characteristics of teaching instruction, teacher training, and teacher credentials and coursework were associated with student achievement.

Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999). *Influences of Concept-Oriented Reading Instruction on Strategy Use and Conceptual Learning from Text. The Elementary School Journal, Vol. 99, No. 4.*

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This report defines reading engagement as the mutual support of motivations, strategies, and conceptual knowledge during reading. In an attempt to increase reading engagement, a collaborative team of teachers, reading specialists, and university faculty collaborated to implement a year-long integration of reading and science instruction referred to as: Concept-Oriented Reading Instruction (CORI). The report summarizes the findings of an investigation where five teachers provided CORI to third and fifth grade students. Principles of contexts for engagement are discussed in detail within the report.

Hoffman, J. V., Sailors, M., Duffy, G. R., & Beretvas, S. N. (2004). *The Effective Elementary Classroom Literacy Environment: Examining the Validity of the TEX-IN3 Observation System. Journal of Literacy Research, Vol. 36, No. 3. pp. 303-334.*

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This report on the development and validation instrument TEX-IN3, a research and protocol tool used to assess classroom literacy environment, offers support for each of the three components found to be associated with student achievement growth. The importance of such a study is crucial for educational research and instructional practices during this time. It is imperative to recognize that studies such as this set the stage and provide tools for experimental studies in relation to literacy instruction and student achievement.

*Institute of Education Sciences. (2010). Ladders to Literacy for Kindergarten Students. What Works Clearinghouse Intervention Report. U.S Department of Education.*

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Four studies of Ladders to Literacy met the What Works Clearinghouse (WWC) evidence standards. The program targets children at different levels and from diverse cultural backgrounds. The program was found to have potentially positive effects on alphabets and fluency.

*Kadlic, M., & Lesiak, M. A. (2003). Early Reading and Scientifically-Based Research: Implications for Practice in Early Childhood Education Programs. National Association of State Title I Directors Conference. Office of Student Achievement & School Accountability, U.S. Department of Education.*

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This presentation provides material on the importance of high-quality preschool and early education and the affects of poor-quality education on young children reading at proficiency levels. The presentation highlights known connections between language development, vocabulary, and early reading to content and literacy environments. Additionally, the presentation offers suggestions and recommendations, and also provides examples of current federal programs that support early reading.

*Klingner, J. K., & Vaughn, S. (1999). Promoting Reading Comprehension, Content Learning, and English Acquisition through Collaborative Strategic Reading (CSR). The Reading Teacher, Vol. 5, No. 7.*

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This report summarizes the findings on Collaborative Strategic Reading Instruction. CSR combines two instructional approaches that teachers may implement: reading comprehension strategy instruction and cooperative learning. Procedures are described for teaching CSR to students.

*Lesaux, N. K. (2011). Language Diversity & Literacy Development: Increasing Opportunities to Learn Academically for Vulnerable Populations. Harvard Graduate School of Education & Language Diversity and Literacy Development Research Group.*

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This line of research investigates the effectiveness of academic vocabulary instruction in promoting students' reading comprehension. The research also investigates the barriers and facilitators to successful implementation of high-quality academic language instruction. The findings show promise in the development of effective multifaceted vocabulary instruction.

McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). *Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods*. *Council for Exceptional Children*. Vol. 71. No 4, pp. 445-463.

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Reading research over the past 20 years has greatly advanced our understanding of reading issues. First graders participated in an evidence-based class wide reading program. Approaches were used to identify children whose reading performance and growth rates were below those of average readers. The approaches reliably distinguished among unresponsive at-risk, responsive at-risk, and average performing readers. Tutoring was found and suggested as the most promising treatment for reducing unresponsiveness.

Morrow, L. M., Pressley, M., & Smith, J. K. (1995). *The Effect of a Literature-Based Program Integrated into Literacy and Science Instruction on Achievement, Use, and Attitudes Toward Literacy and Science*. National Reading Research Center. Reading Research Report No. 37.

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This report summarizes the findings of a study performed to determine the impact of integrating literacy and science programs on literacy achievement, use of literature, and attitude toward reading and science.

Morrow, L. M. (1996). *Motivating Reading and Writing in Diverse Classrooms. Social and Physical Contexts in a Literature-Based Program*. National Council of Teachers of English, Research Report No. 28.

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An eight-month study investigated 166 second graders of various ethnic backgrounds within an urban setting while they were being motivated to read through a literature-based reading and writing program. Findings from the study suggest that the inclusion of literature and collaborative activities in reading instruction and a balanced approach to reading instruction is superior to one based solely on the use of basal reading.

National Association of Elementary School Principals. (2011). *Building & Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Years*. New York, NY.

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This publication addresses the need and importance of kindergarten programs to be included in national standards. A report from the NAESP foundation found that children who attend high-quality pre-kindergarten programs are more likely to graduate from high school. NAESP suggests 10 steps for policy makers to improve current fragmented early childhood learning systems.

*National Reading Panel. (2000). Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute Of Child Health and Human Development, Bethesda, MD.*

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This report summarizes the work and findings of the National Reading Panel. The report assesses the status of research-based knowledge that includes the effectiveness of various approaches to teaching children to read. The report presents a methodological overview and findings by topic area: alphabetics; fluency; comprehension; text instruction; teacher preparation; teacher education and reading instruction; and computer technology and reading instruction. The report concludes with a discussion of research needs and the processes applied to the selection, review, and analysis of research relevant to reading instruction.

*Nystrand, M. (2006). Research on the Role of Classroom Discourse as It Affects Reading Comprehension. Research in the Teaching of English, Vol. 40, No. 4.*

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This review of research highlights classroom discourse as it affects reading comprehension. Findings highlight the insights shaped by intensive empirical studies of both discourse processes and reading comprehension over the last three decades. Research supports that classroom discourse, including small-group work and whole-class discussion, work as an epistemic environment for literacy development.

*Paris, S. G., & Jacobs, J. E. (1984). The Benefits of Informed Instruction for Children's Reading Awareness and Comprehension Skills. Child Development. Vol. 55, No 6, pp. 2083-2093*

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This study investigated children's reading awareness and comprehension skills to examine the developmental and instructional relationship between children's metacognition and performance. Correlations revealed a significant relationship between children's level of reading awareness and comprehension skills. The study concludes that children who are more aware of the nature of reading tasks and strategies also tend to score higher on reading comprehension tests. And, informed instruction can enhance both awareness and comprehension skills in the classroom.

Pearson, P. D., & Gallagher, M. C. (1983). *The Instruction of Reading Comprehension. Technical Report No. 297. Contemporary Educational Psychology, Vol. 8, pp. 317-345.*

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This report summarizes an examination of four frameworks that serve to characterize, summarize, and evaluate contributions to principles of instructional practice. The studies indicate models of instruction that emphasize guided practice, independent practice, and feedback. Using these models, teachers are able to train students to summarize passages, ask questions, detect difficult portions, and make predictions about following passages. These skills eventually allow students to monitor these tasks themselves and assume responsibility.

Ray, A., Bowman, B., & Brownell, J. O. (2006). *Teacher-Child Relationships, Social-Emotional Development, and School Achievement. Chapter 1, pp. 7-22. School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity. National Black Child Development Institute, Inc.*

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This article presents an exploration of the relationship between the dynamics of teacher-child relationships and children's socioemotional development and academic achievement. The article is based on a review of research on eleven aspects of teacher-child relationships.

Reynolds, A., Magnuson, K., & Ou, S-R. (2006). *PK-3 Education: Programs and Practices that Work in Children's First Decade. Foundation for Child Development Working Paper: Advancing PK-3, No. 6.*

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This report reviews up-to-date research on the effectiveness of PK-3 intervention programs and practices for young children making the transition into formal school. The report includes: extended early childhood interventions, preschool programs, full-day kindergarten, reduced class sizes in the early grades, parent involvement, instructional practices, and school transitions (mobility). The report summarizes the evidence in each area and reviews evidence on the cost effectiveness of the programs and practices and concludes with a discussion on the implications and policy recommendations for such evidence.

Ryan, M. (2010). *PreK-Grade 3: Which Reading and Literacy Practices Matter Most? Research Review. Education Commission of the States. Denver, CO. www.ecs.org.*

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This report includes a compilation of research studies summarized to address reading and literacy in grades PreK-3rd. The studies examine issues regarding: (1) reading achievement and subsequent growth; (2) literacy instruction and specific practices; (3) reading difficulties among English language learners; and (4) long term effectiveness of instructional approaches. The summaries provide background information, general purpose, findings, and policy recommendations.

Sarasti, I. A. (2007). *The Effects of Reciprocal Teaching Comprehension-Monitoring Strategy on 3rd Grade Students' Reading Comprehension*. Dissertation Prepared for the Degree of Doctor of Education: Curriculum and Instruction, 113 pp. 9. University of North Texas.

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The purpose of this study focused on the investigation of the effects of reciprocal teaching and comprehension monitoring. The study monitored a group of fifteen 3rd grade students reading at grade level. Overall, the data suggests that reciprocal teaching was a highly effective intervention in increasing reading comprehension abilities in students measured. Implications for practice, cautions for interpreting results, and future directions are discussed in more detail within the article.

Shannon, T., Callison, K., Carriere, C., Duke, N., Pearson, P., Schratschneider, C., et al. (2010). *Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide*. NCEE 2010-4038. *What Works Clearinghouse*, pp. 10-16.

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Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers.

Sonnenschein, S., Stapleton, L. M., & Benson, A. (2010). *The Relation between the Type and Amount of Instruction and Growth in Children's Reading Competencies*. *American Educational Research Journal*, Vol. 47. No. 2.

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This study utilized a latent growth model used to investigate the long-term efficacy of phonics and integrated language arts instruction as well as amount of instruction on children's reading development. Type and amount of reading instruction were found to predict children's reading scores.

Strickland, D. D., & Mandel Morrow, L. (2000). *Beginning Reading and Writing*. *International Reading Association*.

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This book includes concrete strategies for achieving excellence in literacy instruction that scholars in the field of early literacy have provided. The volume presents current, research-based information on the advances and refinements in the area of emerging literacy and formal instruction in reading and writing. The volume contains suggestions and recommendations for classroom practice and is considered an excellent guide for policymakers, administrators, and supervisors as they plan and implement State and local early literacy initiatives.



### **III. WHAT CAN BE DONE THROUGH PARENT - COMMUNITY-SCHOOL PARTNERSHIPS:**

*Afterschool Alliance. (2007). Afterschool: The Bridge Connecting Schools and Communities. Afterschool Alert Issue Brief, 30. www.afterschoolresources.org.*

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This report examines how afterschool programs may serve as the bridges that connect schools and communities to one another. These relationships may positively benefit youth, families, schools, and the community as a whole. This report highlights various examples and illustrates how these partnerships may connect youth and families.

*Afterschool Alliance. (2010). America After 3 PM: Special Report on Summer: Missed Opportunities, Unmet Demand.*

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This report, sponsored by the Wallace Foundation, the Afterschool Alliance, and JCPenny Afterschool, offers insight into how children spend their hours after school and during their summers. The report highlights the growing awareness that summer learning loss is a significant contributor to the achievement gap between low-income and high-income youth. Children who are without access to summer learning programs are at a particular risk of losing academic, social and emotional gains. The report summarizes key findings and provides answers to crucial questions.

*Berg, A. C., Melaville, A., & Blank, M. J. (2006). Community & Family Engagement: Principals Share What Works. Coalition for Community Schools.*

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This paper explores the topic of community engagement within schools, specifically, the role of the principal. Growing demands on quality leaders and accountability for the success of all children are factors that drive educational reform. This article reflects upon the perspective of principals, insights into what engaged communities mean and look like, and what strategies and approaches have been found most effective.

*Blank, M. J., Melaville, A., & Shah, B. P. (2003). Making the Difference: Research and Practice in Community Schools. Coalition for Community Schools.*

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In this report, the Coalition for Community Schools, an alliance of more than 160 national, state, and local organizations, makes the case for community schools. Community schools are partnerships between schools and other community resources that have been found to demonstrate positive improvements. The report also reviews research on which community schools conditions are based and illustrates the extent to which community schools makes a difference.

*Bodilly, S. J., McCombs, J. S., Orr, N., Scherer, E., Constant, L., & Gershwin, D. (2010). Hours of Opportunity, Volume 1: Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and Other Out-of-School Time Programs. RAND Education.*

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This report summarizes findings on recent studies and their indications that high-quality, well-managed and structured OST opportunities can aid youth development in critical academic, social, and emotional attributes and skills. Research draws attention to whether publicly funded programs meet conditions for such opportunities, and whether they are effective.

*Coalition for Community Schools. (2002). A Handbook for State Policy Leaders: Community Schools Improving Student Learning/Strengthening Schools, Families, and Communities. Institute for Educational Leadership. [www.communityschools.org](http://www.communityschools.org).*

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This handbook was designed to guide state leaders and their staff to serve children, youth, and families to create connections between schools and communities to improve student learning. The handbook highlights what the research has shown in the difference that community schools are making in cities and towns. The handbook calls upon state policy leaders to take action to support community schools and suggests areas in which states can provide necessary leadership.

*Collecting and Using Information to Strengthen Citywide Out-of-School Time Systems (2011) NLC Institute for Youth, Education, And Families Strategy Guide.*

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This report offers information to municipal leaders on strategies for collecting and utilizing data to strengthen citywide OST programming. The report concludes that by making investments in the collection and use of data regarding summer programming, municipal leaders will be able to make better decisions, hold programs accountable, enhance program effectiveness, and aid programs to reach a higher level of quality.

*Communities In Schools (2010). Annual Report: Success Is The Only Option.*

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A five-year evaluation has shown that Communities In Schools has been shown to be successful in keeping students in school and both increase graduation rates while decreasing dropout rates. During the 2009-2010 school year, Communities In Schools affiliates in Tempe/Kyrene and Phoenix, AZ provided services to over 35,000 students, 44 elementary schools, 3 middle schools, 8 high schools, 3 alternative schools, and 3 juvenile correctional facilities. The report also provides an outline of five basics that each child needs and deserves to stay in school and achieve.

*Communities In Schools: Five-Year Comprehensive Evaluation Ranks Communities In Schools as the Most Effective Dropout Prevention Organization in America (2011).*

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This report consists of the largest and most comprehensive evaluation of dropout prevention programs ever completed. Communities In Schools has shown to have a positive effect on both reducing dropout rates, and thus increasing graduation rates. The model has been shown to be effective across states, as well as across varied school settings, grade levels, and ethnicity populations. The Communities In Schools model partner's teachers, principals, and superintendents to achieve significant results in some of Americas most economically disadvantage communities.

*Deschenes, S., & Malone, H. J. (2011). Year-Round Learning: Linking School, Afterschool, and Summer Learning to Support Student Success. Harvard Family Research Project. [www.hfrp.org](http://www.hfrp.org).*

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This research brief was designed to inform policymakers and providers of afterschool and summer learning organizations regarding how to expand learning time for children and youth. The brief includes examples and possible approaches for year-round learning and highlights promising initiatives that are currently in effect.

*Halpern, R., Spielberger, J., Robb, S., & Stevens, R. (2000). Making the Most of Out-of-School Time: Interim Findings From an Evaluation Conducted by Chapin Hall Center for Children at the University of Chicago. An Initiative of the DeWitt Wallace-Reader's Digest Fund.*

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In this report, Chapin Hall Center for Children presents findings from an evaluation of the Making the Most of Out-of-School Time (MOST) Initiative. MOST's goals are to: (1) improve the supply, accessibility, affordability, and quality of school-age care, specifically, for low-income children; and (2) to strengthen the overall coherence of school-age care as a system.

Harvard Family Research Project. (2007). *Demographic Differences in Youth Out-of-School Time Participation: A Research Summary*. [www.hfrp.org](http://www.hfrp.org).

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This research summary synthesizes findings from two publications, which examine the demographic differences in children's OST participation. The summary reveals key findings on differences in multiple dimensions of participation and in a range of OST activities found among youth from various family income levels, racial and ethnic groups. The study also examined differences in children's overall OST participation, their participation over time, and their intensity and breadth of participation.

Harvard Family Research Project. (2010). *Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports*. Prepared for Atlantic Philanthropies.

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This report intends to share with program leaders, funders, decision-makers, and schools lessons from previous successful efforts to create partnerships between schools and OST programs that support learning and development. The report offers lessons for OST programs and schools. These lessons are applicable to both programs and schools in their partnership efforts. For the report, eleven organizations and three local sites were selected for in-depth data collection. The report concludes with a discussion of conditions for optimal success in developing sustainable partnerships.

Harvard Family Research Project. (2004). *Promoting Quality Through Professional Development: A Framework for Evaluation. Issues and Opportunities in Out-of-School Time Evaluations, Number 8*.

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This report highlights current research findings and evaluations done in the out-of-school time field. The report provides practitioners, funders, evaluators, and policymakers with information to guide them in their work. The report highlights the critical role that staff plays in the promotion of quality out-of-school time (OST) programming and examines professional development efforts as well as offers a framework for future evaluation.

Katz, I., Hale, E. L., & Blank, M. J. (2002). *Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations*. Washington, DC: Coalition for Community Schools. [www.communityschools.org](http://www.communityschools.org).

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This guide summarizes information and insight from an event that included national leadership from K-12 education and youth development organizations. This event centered on conversations focused on how to re-establish strong links between schools and community.

Little, P. (2006). *Promising Strategies for Connecting Out-of-School Time Programs to Schools: Learning What Works. The Evaluation Exchange*, 12 (1 & 2).

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This article summarizes strategies that seek to promote out-of-school time connections. Additionally, the article also connects lessons from a review of out-of-school time evaluations.

Little, P. M. D., Wimer, C., & Weiss, H. B. (2008). *After School Programs In the 21st Century: Their Potential and What It Takes to Achieve It. Harvard Family Research Project. Issues and Opportunities In Out-of-School Time Evaluation, Number 10.*

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This research brief report draws upon 10 years of previous research on after school programs and reveals implications for the future of the after school field. The report addresses to primary questions: (1) does participation in after school programs make a difference? And, if so, (2) what conditions appear to be necessary to achieve positive results? The brief reports in this series draw on HFRP's research work in out-of-school time to provide practitioners, funders, evaluators, and policymakers with information to guide them in their work.

Little, P. M. D., Dupree, S., & Deich, S. (2002). *Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs. Harvard Family Research Project. Issues and Opportunities in Out-of-School Time Evaluation, No. 3.*

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In collaboration with the Finance Project, this brief provides techniques, tools, and strategies for practitioners on local out-of-school time programs for improving and tracking their effectiveness in programs over time. The brief draws upon current research and evaluation work in the out-of-school time arena.

Little, P. M. D., Traub, F., & Horsch, K. (2002). *Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies. Harvard Family Research Project. Issues and Opportunities in Out-of-School Time Evaluation, No. 2.*

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This brief presents an in-depth look at new 21st Century Community Learning Center evaluation requirements and provides practical analysis and suggestions on how to implement 21st Century Community Learning Center evaluation at both the state and local levels. The issue also contains a checklist of issues that should be considered when designing state and local 21st Century Community Learning Center evaluations. The brief provides information for practitioners, funders, evaluators, and policymakers to guide them in such issues.

*Mccombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., Mcinnis, B., Lichter, D. S., & Cross, A. B. (2011). Making Summer Count: How Summer Programs Can Boost Children's Learning. RAND Education.*

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This monograph reviews critical literature on summer learning loss and effectiveness of summer learning programs, determines cost focuses, father information about how such programs operate, and summarizes challenges faced. In this report, the following research questions are addressed: (1) what is the nature of summer learning loss?; (2) are summer learning programs effective in improving student achievement?; (3) what are the elements of effective summer programs?; (4) how much do summer learning programs cost?; and (5) what are the facilitators and challenges to implementing summer programs? To answer these questions, a literature review was conducted on summer learning loss, as well as site visits, interviews with summer learning staff, and external partners. Key findings and recommendations are included in the review.

*McLaughlin, B., & Pitcock, S. (2009). Building Quality In Summer Learning Programs: Approaches and Recommendations. National Summer Learning Association.*

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This report stresses the wide diversity found in summer programs. The wide varieties of dimensions include the settings in which they take place, program operators, content of program, focus of activities, and target populations. The paper reviews summer programs and focuses on resources made available to support quality of summer programs that serve youth living in high-poverty urban areas. The findings conclude a great variability in programming, and much work must be done to identify and deploy summer program quality standards.

*McLaughlin, B., & Phillips, T. L. (2008). Meaningful Linkages Between Summer Programs, Schools, and Community Partners: Conditions and Strategies for Success. Baltimore, MD: National Summer Learning Association.*

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This report draws upon findings from an extensive literature and data review to answer the following questions: (1) what do high-quality summer learning programs look like?; (2) are there models that currently exist?; (3) in high-quality school-linked summer programs what positive outcomes are achieved?; (4) how do programs measure outcomes?; (5) what are the criteria for successful summer programs?; and (6) how does content within high-quality, school-linked summer programs vary from non-school-linked summer programs?

*National Association of Elementary School Principals. (2005). Making the Most of After-School Time: Ten Case Studies of School-Based After School Programs. Alexandria, VA.*

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This report provides information on ten afterschool programs that are run inside school buildings. The programs, while diverse in terms of program and administrative factors, are summarized and suggestions are made to progress in terms of development, evaluation, and assessment.

*National League of Cities: Institute for Youth, Education and Families (2011). Collecting and Using Information to Strengthen Citywide Out-of-School Time Systems. With, Harvard Family Research Project & The Wallace Foundation.*

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This strategy guide provides municipal leaders and their key partners with strategies for collecting and utilizing information to strengthen citywide OST programs. Six strategies are presented and intended to help build the capacity of communities to get and use information across a nationwide system. The guide also presents examples on municipal leaders across the country have implemented each strategy. The efforts highlight the powerful role that city leaders can play in supporting data collection. If used correctly, such information can aid municipal leaders in becoming strong advocates for sustained public investment in high-quality, out-of-school time programming.

*National League of Cities: Institute for Youth, Education and Families. (2011). Municipal Leadership for Afterschool: Citywide Approaches Spreading Across the Country. The Wallace Foundation.*

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This report presents a look into a growing trend in America's efforts in building comprehensive afterschool and out-of-school time (OST) systems that meet the needs of children and youth. The report highlights progress and innovation reflected in these research findings and offers further evidence to cities in their efforts to expand on high-quality OST programs and opportunities. The report also presents information on City Profiles, offering information on each cities progress toward a Citywide OST System.

Read, T. (2008). *School, Community, Family CONNECTIONS: Closing the Achievement Gap*. Annie E. Casey Foundation. Baltimore, Maryland. [www.aecf.org](http://www.aecf.org).

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This publication results from lessons learned from the Annie E. Casey Foundations seven years of educational investments. The report provides an in-depth look at the Foundations support of community schools that includes results and lessons learned. Research in the publication shows that community schools have been found to improve student learning, increase parent participation, give teachers more time to focus on instruction, and contribute to making schools and communities safer.

Terzian, M., & Moore, K. A. (2009). *What Works for Summer Learning Programs for Low-Income Children and Youth: Preliminary Lessons from Experimental Evaluations of Social Interventions*. *Child Trends, Fact Sheet*.

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The findings in this fact sheet summary suggest that summer learning programs can be effective when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications. Summer learning programs that support learning during the summer months also seek to promote positive development. Evidence suggests that good summer learning programs can improve the educational development outcomes of economically disadvantaged students. The report suggests crucial practices be integrated to boost program effectiveness.

Terzian, M., Moore, K. A., & Hamilton, K. (2009). *Effective and Promising Summer Learning Programs And Approaches For Economically-Disadvantaged Children and Youth*. *Child Trends. A White Paper Commissioned for the Wallace Foundation*.

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This paper reports that children and youth who reside in economically disadvantaged households and neighborhoods are more likely to fall behind in reading ability over the summer than their middle and upper-income peers. Summer learning programs are an important and effective strategy for “narrowing the gap.” This paper summarizes findings from an inclusive literature review that identifies effective, promising and replicable models to meet the needs of low-income children and youth during summer months. Findings also present that children and youth who would benefit the most from summer learning programs (economically disadvantaged youth) are the least likely to participate. The report puts forth strategies for preventing summer learning loss and indicates key characteristic that programs leading to academic improvement.



Weiss, H., Little, P., Bouffard, S. M., Deschenes, S. N., & Malone, H. J. (2009). *Strengthen What Happens Outside School to Improve What Happens Inside*. *Phi Delta Kappan*, Vol. 90, No. 08, pp. 592-596.

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This article presents research-based evidence that America will not be able to achieve its national goals of equal educational opportunity without addressing the importance of and inequities of out-of-school learning opportunities. Six recommendations are presented with the intent to move the current federal role in out-of-school learning from investments in individual supports to investments in supports that are networked and aligned with schools, to a full version of complementary learning that includes a seamless system across a child's development from birth through adolescence.

Wimer, C., & Gunther, R. (2004). *Summer Success: Challenges and Strategies in Creating Quality Academically Focused Summer Programs*. Harvard Family Research Project. *Issues and Opportunities in Out-of-School Time Evaluation*, Number 9.

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This publication draws upon current research in out-of-school time programming to provide practitioners, funders, evaluators, and policymakers with information to guide them in their work. This brief investigates evaluations of 34 academically focused summer programs to distill challenges and gather promising strategies for creating quality summer programming.

#### **IV. WHAT POLICY ACTIONS STATES HAVE TAKEN THAT HAVE SHOWN POTENTIAL FOR SUCCESS:**

Coalition for Community Schools. (2009). *Community School Initiatives: State-to-State*. [www.communityschools.org](http://www.communityschools.org).

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This national scan reveals that a growing number of community schools now serve an estimated 5.1 million children and youth. The report includes data of 44 states and the District of Columbia's initiatives. The report includes data on academic achievement, improved behavior, and reduction in dropout rates.

*Colorado Department of Education. (2010). The Colorado Literacy Framework: Promoting Effective Practice in Literacy for All Learners.*

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The Colorado Literacy Framework seeks to provide all Colorado children with equal accessibility to high-quality, well-rounded, thorough and uniform educational opportunities. The plan outlines CDE's commitment to developing a consistent voice around literacy initiatives and literacy-related grants. The framework also provides a foundation for developing a P-12 literacy plan that informs high-quality literacy instruction in Colorado.

*Connecticut State Department of Education. (2011). A Report to the Connecticut General Assembly: Connecticut's State-Funded After School Programs. Center for Applied Research in Human Development, University of Connecticut.*

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This report presents the results from an evaluation of Connecticut's state-funded after school programs operated during the 2009-2010 school year. The full report provides an analysis of existing data provided by the State Department of Education and participating after school programs. The report includes an overview of the characteristics of the after school program sites and the youth who were involved. The report also presents information about implementation, time allocation, activities offered, parent and school communication, staffing and professional development and how the 2009-2010 program participants performed in academic proficiency.

*Council of Chief State School Officers. (2010). Common Core State Standards Initiative. Washington, DC: Online resource. [www.corestandards.org](http://www.corestandards.org).*

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The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

*Daily, S., Burkhauser, M., & Halle, T. (2010). A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments. Early Childhood Highlights. Child Trends, Volume 1(3).*

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Research on the significance of early childhood and preschool education has compelled the nation to more strongly support children's school readiness. Research has shown that a significant achievement gap already exists between low-income children and their more affluent peers when they enter kindergarten. This report outlines Early Learning Guidelines (ELGs) and school readiness assessments.

*Lesaux, Nonie S. (2010). Turning the Page: Refocusing Massachusetts for Reading Success: Strategies for Improving Children's Language and Literacy Development, birth to age 9. Strategies for Children.*

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This research team aimed to refocus Massachusetts on the importance of reading success, and thus its direct implications for future student success. With over 43 percent of Massachusetts third graders not reading at grade level, education in early years is deserving of critical attention. The report issues recommendations based on several sources and studies, and draws on findings from current research, including policy reports, state guidelines and national standards. The report features five recommendations for increasing children's reading outcomes.

*Little, P. M. (2010). Expanded Learning Opportunities in New Jersey: Pathways to Student Success. Harvard Family Research Project. Prepared for The New Jersey Expanded Learning Time Summit.*

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This report summarizes findings from an evaluation of the variety of expanded learning approaches being implemented in New Jersey. The approaches include: afterschool programs, summer learning programs, extended day and year and charter schools, and community Schools. Findings reveal that these approaches share some common interrelated features: (1) they recognize that students learn in and out of school classrooms; (2) they rethink the use of time across the school day and year to support learning; and (3) they recognize that no single learning setting in isolation can prepare students for success.

*Maryland State Department of Education. (2010). Maryland Model for School Readiness. Fact Sheet, 39.*

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The Maryland Model for School Readiness is a framework that aids teachers instruct and assess young children in the skills they need to be ready for school. The model includes: vision and belief statement, learning standards, indicators, and objectives for kindergarten and beyond, a systematic assessment method, criteria and guidelines for evaluating student performance, and suggestions for collaboration and coordination among early childhood programs.

*Minnesota Department of Education. (2011). Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners. Building Capacity for Statewide Implementation of Evidence-Based Literacy Practices Birth-Grade 12.*

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The Minnesota Department of Education (MDE) has identified three priority areas that will support on-going development and implementation of the State literacy goals: (1) developing a system that can be used to implement and sustain high-quality, evidence-based literacy practices; (2) providing a high-quality State Professional Development Plan for implementing a B-12 State Literacy Plan that will support the development of a seamless B-12 delivery system through integrating technology into teaching and learning; and (3) enhancing the use of the States Longitudinal Data System for decision-making at all levels.

*Minnesota Department of Education. (2010). Minnesota Reading First: Statewide Model for Scaling Up K-3 Reading Instruction Fact Sheet.*

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This Fact Sheet provides a description of the Minnesota Reading First Statewide Model for Scaling Up K-3 Reading Instruction. The purpose of the grant is to promote a sustainable school/district-level infrastructure for the use of evidence-based literacy practices in K-3 classrooms that will seek to accelerate the reading achievement of all K-3 students. The framework will support schools as they work to build capacity for the implementation of: (1) evidence-based practices; (2) data-based decision making; (3) defined and measurable student outcomes; (4) levels of support that accelerate the learning of all students; (5) research-based interventions and instruction; (6) culturally responsive teaching and learning; and (7) parent and community engagement.

*Minton, S., Durham, C., & Giannarelli, L. (2011). The CCDF Policies Database Book of Tables: Key Cross-State Variations in CCDF Policies as of October 1, 2009. OPRE Report 2011-37, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. [www.acf.gov](http://www.acf.gov).*

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This book of tables presents 41 tables across 5 general areas of policy, as well as key aspects of the differences in CCDF-funded programs across all 50 States, the District of Columbia, American Samoa, the Northern Mariana Islands, Guam, Puerto Rico, and the Virgin Islands. The book of tables includes: (1) eligibility requirements for families and children; (2) family applications, terms of authorizations, and redetermination; (3) family payments; (4) policies for providers; and (5) overall administrative and quality information.

*National Governors Association Center for Best Practices. (2005). Supporting Student Success: A Governor's Guide to Extra Learning Opportunities. Washington, D.C. www.wallacefoundation.org.*

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This report provides guidance on how to make the most of federal out-of-school time funding. The report draws upon research and examples of what states are currently doing and provides suggestions on connecting out-of-school time to education reform efforts. The report also offers recommendations on how to engage new business and community partners, as well as increase accountability.

*Nebraska Department of Education. (2011). Nebraska Literacy Plan: A World of Literacy for All Nebraska Students. Nebraska Department of Education Comprehensive State Literacy Plan.*

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The Nebraska Literacy Plan is a resource tool to guide and support quality literacy instruction for all students. The Plan is divided into seven crucial components and each component contains guidelines that are outlines according to a four-step process of the Nebraska Department of Education Continuous Improvement Model. The Nebraska Literacy Plan draws heavily upon the findings of recent reading research. The plan is designed to be flexible and adaptable to fit the initiatives and goals of all Nebraska districts and provides ideas for procedures and practices that have been proven effective.

*Oklahoma State Department of Education. (2011). Oklahoma Comprehensive Literacy Plan: Birth-Postsecondary.*

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Oklahoma created a comprehensive literacy plan with the vision of improving literacy learning for all children, birth to postsecondary. In order to achieve this goal, Oklahoma is embracing a new paradigm. The Comprehensive Literacy Plan includes a Nine Essential Elements system framework within three categories: (1) academic performance and learning; (2) professional learning; and (3) collaborative leadership. Each of these elements and categories are supported by the use of data through collection and analysis utilized to determine strategies to improve instruction and ensure student reading mastery.

*U.S. Department of Education (2010). Blueprint for Reform: The Re-Authorization of the Elementary and Secondary Education Act. Office of Planning, Evaluation and Policy Development, ESEA Blueprint for Reform, Washington, D. C.*

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This blueprint builds on the significant reforms already established in response to the American Recovery and Reinvestment Act of 2009. Incorporating and extending this framework, this blueprint for a re-envisioned federal role builds on the key priorities: (1) raising standards for all students; (2) great teachers and leaders in every school; and (3) equity and opportunity for all students.

*U.S. Department of Education (2008). Student Motivation and Engagement in Literacy Learning.*

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This article states that students who make a personal connection with at least one teacher have been found to make a significantly positive difference in their responsiveness in school. The article presents four suggestions for increasing motivation and engagement, and four suggestions of potential roadblocks and solutions for the future.

*Vermont State Board of Education. (2008). The Transformation of Education in Vermont: A Framework for Transformation from the Vermont State Board of Education.*

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This summary provides an overview on the work to move Vermont's education system in a direction that converges efforts on the common goal of improving instruction and learning and the long term success of Vermont's young people. The document outlines the framework for the transformation of education in Vermont.

*Wallace Foundation (2011). Research Findings to Support Effective Educational Policies: A Guide for Policymakers, 2nd Edition.*

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This guide discusses what has been learned about how to improve learning opportunities provided for children, in and out of school hours. This resource highlights guidance on, and what effective, quality school leaders can do, how training school leaders can be improved, and what districts should do in order to better support and evaluate school leaders to meet the tough demands of their jobs. The guide also discusses what public and private leaders throughout the nation can do to ensure that afterschool hours and the summer months are enriching for children.



## Forum Sponsors



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