

MEMORANDUM

May 7, 2010

THE COLLABORATIVE
for BUILDING
AFTER-SCHOOL
SYSTEMS

TO: Chairman Harkin, Senate Health, Education, Labor and Pensions Committee

FR: The Collaborative for Building After-School Systems (CBASS)

RE: Comments on the Reauthorization of the Elementary and Secondary Education Act (ESEA)

The Collaborative for Building After-School Systems (CBASS) is a coalition of intermediary organizations in eight jurisdictions nationwide dedicated to increasing the availability of quality after-school programming by building citywide after-school systems. We believe in strong partnerships between schools and community partners that increase learning time through a full range of enrichment opportunities before or after the traditional school day and during summer. CBASS is pleased to submit comments on the pending reauthorization of the Elementary and Secondary Education Act (ESEA).

Response to the President's ESEA Proposal "A Blueprint for Reform"

We wanted to take this opportunity to directly address the proposals outlined in President's Obama's "A Blueprint for Reform" (*the Blueprint*).

While we understand that Congress will take its own approach to the reauthorization of ESEA, we would like to comment on the Blueprint as you consider it in your deliberations. We are pleased to see that the Administration's proposal appears to expand the scope of allowable services under 21st CCLC to include the broad array of services children might need such as academic, enrichment, health, and nutrition. We are also glad that the Blueprint ensures that nonprofits are eligible to receive grants under the 21st CCLC program, **but we are concerned they may not be able to be the lead applicant with the schools as partners.** We continue to believe school districts and community-based organizations (CBOs) should work in partnership, and that both be eligible entities within 21st CCLC. The unique relationship that CBOs have within the community, and the distinct services that community partners offer, are critical to success.¹

The Blueprint raises policy concerns for expanding quality after-school programs and learning time. Specifically, we would like to see the Blueprint remedied in the following ways:

Maintain the 21st Century Community Learning Center (CCLC) funding structures

Congress should leverage strong state infrastructures that the current formula-based 21st CCLC state program model has created, not eliminate the federal-to-state formula program. We are concerned with

¹ Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Retrieved March 20, 2007, from <http://www.CASEL.org>

the shift as presented within the Blueprint that may do away with the current state infrastructures that are in place to support improved professional development, technical assistance, quality assurance, and accountability. While we agree that states can improve their structures and services, we also believe that these resources should not simply be thrown out the window.

Ensure communities can choose from a variety of high-quality options that meet their needs for increasing learning time

The Blueprint, as written, could limit the ability of communities to choose the increased learning time approach that will best meet their needs and advance their education. The budget and recent communications from the U.S. Department of Education seem to ignore the full array of research that shows the effectiveness of a wide variety of programs that increase learning time outside of the regular school day and favor research on extended day programs. In fact, there is a robust body of strong research showing that after-school, before school and summer programs are effective in improving student outcomes.

For example:

- A 2007 study done by researchers at the University of California, Irvine, the University of Wisconsin-Madison and Policy Studies Associates, Inc. finds that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students.²
- Chapin Hall's study of Chicago's After School Matters program found participants missed fewer days of school than their classmates, failed fewer core academic courses (English, Math, Science and Social Studies), and were 2.7 times as likely to graduate from high school than similar nonparticipating students.³
- Policy Studies Associates' five-year evaluation of The After-School Corporation found participants demonstrated higher school attendance, increased academic achievement, improved attitudes toward school.^{4 5}

In the summer, most students lose about two months of grade level equivalency in math skills.⁶ Well-implemented summer programs increase academic skills and motivate parents to encourage their children to read during the subsequent school year.⁷ Engaging students outside of a school setting during the summer has supported success during the school year, including higher grades and test scores.⁸

² Vandell, D., Reisner, E. and K. Pierce (2007). *Outcomes linked to high-quality afterschool programs: longitudinal findings from the study of promising afterschool programs*. University of California, Irvine. University of Wisconsin-Madison, Policy Studies Associates, Inc.

³ Goerge, R.; Cusick, G.; Wasserman, M.; & Gladden, R. (2007). *After-School Programs and Academic Impact: A Study of Chicago's After School Matters*. Chicago, IL: Chapin Hall Center for Children, University of Chicago.

⁴ Reisner, E.; White, R.; Russell, C.; & Birmingham, J. (2004). *Building Quality, Scale and Effectiveness in After-School Programs*. Washington, DC: Policy Studies Associates.

⁵ Office of Management and Budget. (2010). *Budget of the United States Government, Fiscal Year 2011*. Washington, DC: Government Printing Office. Available at: <http://www.whitehouse.gov/omb/budget/fy2011/assets/budget.pdf>

⁶ Cooper, H., Nye, B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

⁷ Chaplin, D. and J. Capizzano. (2006). *Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)*. Washington, DC: Urban Institute. Available at: http://www.urban.org/UploadedPDF/411350_bell_impacts.pdf

⁸ Miller, B.M. (2007). *The learning season: The untapped power of summer to advance student achievement*. Quincy, MA: Nellie Mae Education Foundation. Available at: http://www.nmefdn.org/uploads/Learning%20Season_FULL06.pdf

If increased learning time programs are intended to provide students with the academic and enrichment opportunities they need to succeed, then different approaches to increasing learning time—including after-school, summer, and extended day, week, or year that are run collaboratively with school and community partners and offer students alternative, engaging learning strategies—should be available so that communities can choose the solution that best meets their needs. The federal government should not prioritize or favor one approach over another. It is critical that communities have the flexibility that is essential for local innovation and success.

Ensure a strong definition of “increased learning time” or “expanded learning time”

We are concerned that the proposal may result in favoring extended day, week or school year programs that are narrowly defined extensions of the traditional school day. We believe that increased learning time should include a variety of high-quality and effective strategies—including afterschool, before school, summer, and extended day, week or year—that are run collaboratively with school and community partners and offer students alternative, engaging learning strategies. The exact approach to increasing learning time should be a community-based decision, not a federal, top-down mandate.

In fact, there is strong research showing that summer,⁹ before school, and after school¹⁰ programs are effective ways to increase learning time and improve student outcomes. It is absolutely critical that communities have the flexibility to choose the solution that best meets their needs to ensure local innovation and success.

We suggest the following definition for any expanded learning time program funded under ESEA and encourage federal and state policy to utilize this definition when supporting high-quality expanded learning time programs:

- Provide opportunities for academic enrichment, including alternative methods of teaching and learning that promote healthy development and help students stay in school, engage in learning, and stay on the path to successful school completion;
- Do not replicate but rather complement the regular school day, by offering a range of activities that capture student interest (e.g., hands on science projects, the arts, planning for careers and college, use of technology) and support student engagement which can promote higher class attendance, reduce risk for retention or dropout, and increase the chance for graduation;¹¹

⁹ Cooper, H., Nye, B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268. Also see: Miller, B.M. (2007). *The learning season: The untapped power of summer to advance student achievement*. Quincy, MA: Nellie Mae Education Foundation. Available at:

http://www.nmefdn.org/uploads/Learning%20Season_FULL06.pdf. And: Chaplin, D. and J. Capizzano. (2006). *Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)*. Washington, DC: Urban Institute. Available at: http://www.urban.org/UploadedPDF/411350_bell_impacts.pdf

¹⁰ Vandell, D., Reisner, E. and K. Pierce (2007). *Outcomes linked to high-quality afterschool programs: longitudinal findings from the study of promising afterschool programs*. University of California, Irvine. University of Wisconsin-Madison, Policy Studies Associates, Inc.

Also see: Reisner, E. R; White, R. N.; Russell, C. A; Birmingham, J. (2004) *Building Quality, Scale, Effectiveness in After-School Programs: Summary Report of the TASC Evaluation*. Goerge, R.; Cusick, G.; Wasserman, M.; & Gladden, R. (2007). *After-School Programs and Academic Impact: A Study of Chicago's After School Matters*. Chicago, IL: Chapin Hall Center for Children, University of Chicago. Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Retrieved March 20, 2007, from <http://www.CASEL.org>

¹¹ See George, R.M., G.R. Cusick, M. Wasserman, and R.M. Gladden (2007). *After-School Programs and Academic Impact: A Study Of Chicago's After School Matters*. www.Chapinhall.Org/Article_Abstract.Asp?Ar=1444. See also Lauver, S., Little, P.M.D., and H. Weiss (2004). *Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs*, Issue Brief No. 6. Cambridge, MA: Harvard Family Research Project. www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html.

- Are implemented by partnerships between local education agencies (LEAs) and CBOs, in which either the CBO or the LEA can be the lead fiscal agent;
- Serve the learning needs and interests of all students, especially those who may not prosper in the traditional classroom setting;
- Are developmentally appropriate: for instance, older youth are capable of more complex projects, serving as change-makers within their communities, and participating in work-based internships and apprenticeships; and
- Involve a broad stakeholder group in the effort (educators, parents, youth, and community members)

Comprehensive ESEA Recommendations

Strengthen critical components of the 21st Century Community Learning Center (CCLC) program that have proven successful in improving outcomes and supports for the lowest income students

- Ensure that 21st CCLC supports “increased learning time” or “expanded learning opportunities” defined as strategies that support a variety of academically enriching, engaging, hands-on learning opportunities that complement, but differ from school day instruction, build on community needs and interests, are delivered jointly by non-profits and schools, including after-school, before school, summer, and extended day, week or year.
- Ensure that both school districts and non-profits, including intermediaries, are eligible to be the lead fiscal agent receiving grants under the programs so that low-income students in every community – rural, urban, or suburban – have the opportunity to attend programs that meet their needs.
- Require authentic partnerships between schools and non-profit agencies by:
 - Ensuring collaboration on the application and proof of that collaboration through joint signatures, memorandum of understanding;
 - Requiring partners to demonstrate a plan of action to ensure effective, joint implementation of the program; and
 - Mandating reporting on the outcomes of such partnerships as part of program accountability.
- Leverage the strong state infrastructure that is in place to support improved professional development, technical assistance, quality assurance, and accountability by maintaining the program as a federal-to-state formula program.
- Ensure that states permit and encourage nonprofits to be competitive applicants.

Increase accountability aligned to measurable program goals

- Ensure that accountability aligns to program design and goals and that measures of student success include indicators that capture overall educational attainment, to include: improved school attendance, improved on-time grade promotion, positive attitude toward school, and high school graduation.
- Evaluate and fund programs based on performance on indicators that help move children to college and career readiness and are aligned to program design and goals.

Increase funding to meet the demand

- Demand is high everywhere and for every age group. To remain competitive in the global economy, our students need the time and space that provide them with the continuous learning opportunities they need to succeed. We need to continue to increase funding for the 21st CCLC program to meet high demand and help all children graduate prepared for college and work.
- Ensure high schools get their fair share of after-school funding
- High schools are too often overlooked when it comes to after-school support and funding. Currently, high schools receive only 5% of 21st CCLC funding. A significant targeted investment in high school after-school is needed to help ensure that all students graduate college and career ready. Reserve 20 percent of new funding for 21st CCLC above fiscal year 2010 for high school after-school programs. Programs funded would follow the guidelines for high-quality high-school after-school (see below).

Expand high-quality after-school and summer opportunities for high school students

- Ensure that federal investments targeted at middle and high school grades include after-school and summer academic and enrichment programs.
- Increase and leverage public funding for programs that serve older youth, as most public funding sources are not directed specifically for older youth.
- Ensure scarce resources for high school students are targeted to high-quality programs that increase the likelihood of positive results.
- Prioritize high school programs operated by community partners or with authentic community partnerships offering varied, engaging, and age-appropriate activities for older youth.
- High school after-school is not the same as elementary school after-school. Different strategies, programs and supports need to be in place in order to attract and retain high school students in after-school programs. Priority strategies are:
 - High expectations for youth and opportunities for leadership and exploration of new talents and skills;
 - Tangible rewards and explicit high-interest experiences;
 - Curricula that encourages mastery of transferrable workplace skills, reflection, complements school day instruction, and increases young people's commitment to learning;
 - Partnerships with community-based organizations, colleges and universities, cultural institutions, and businesses;
 - Supportive relationships with caring, well-trained adults; and
 - Mechanisms to accumulate course credits for high school and/or college.

Improve Coordination and Alignment between Schools and Programs

- School and after-school program data, including longitudinal data from 21st CCLC programs, should be included and shared with partners, in a two-way data sharing agreement, in comprehensive state- and district-wide longitudinal data systems to allow for better

coordination between youth-serving agencies such as community-based partners, schools, districts, and states, and for improved program evaluation.

- Ensure deliberate coordination of other education funding streams with out-of-school programs to maximize efficiencies, cost-effectiveness and continuity of learning for children.
 - Require 21st CCLC programs be coordinated with and leverage other federal after-school funding as appropriate such as funding through Department of Justice (DOJ), Health and Human Services (HHS), United States Department of Agriculture (USDA), Corporation for National and Community Service, Department of Labor (DOL), and explore ways to better coordinate these funding streams at the national level.
 - Encourage innovative approaches to collaboration on policy, training, technical assistance, and funding streams across federal, state, and local agencies that affect youth to better support students and improve outcomes for them wherever they are served.
- Ensure that programs do not replicate but rather complement the regular school day by offering a range of activities that capture student interest and foster student engagement which can promote higher school attendance, reduce risk for grade retention, and increase the chance for graduation.

Ensure that programs that expand learning opportunities have the capacity to succeed by strengthening the role of intermediaries to support systems-building efforts

- After-school programs need extra support to meet their goals and help all students achieve. Providers often lack resources, training, systems, and strategies to succeed. Intermediaries help schools and CBOs excel at direct student services, while providing the wrap-around services needed to build capacity, sustain and grow scalable programs, and get results. There is a need to build capacity and systems across programs to increase the return on investment, ensure sustainability, and improve results.
- Provide a robust role for local, state, and national intermediary organizations to provide technical assistance, build capacity, facilitate school-community partnerships, monitor program quality, and disseminate best practices to help guide summer and after-school programs.

Provide the training and technical assistance to ensure programs are high-quality and sustainable

- Ensure local programs have access to funding to implement effective training and technical assistance to improve their outcomes.
- Encourage states to use a portion of the state set-aside for Title I (both Part A and SIG) to fund technical assistance and capacity building efforts for expanded learning opportunities, including before school, after-school and summer programs at the state and district levels.

Fund the next generation of research that builds on current research demonstrating the effectiveness of after-school programs to learn more about the levers of quality to improve academic achievement

- Fund short-term and longitudinal research and evaluation of elementary, middle and high school programs to identify the key levers that affect program quality including the impact of

school-non-profit partnerships versus schools working alone, raise student achievement and ensure continuous improvement measured by a broad set of indicators.

Ensure expanded learning opportunities are a core component of Title I

- Maintain a dedicated funding source within Title I for integrated academic and enrichment programs outside the traditional school day, as Title I is a critical resource to bring supports to students most in need.
 - Redesign SES to require community partnerships; offer students a range of activities, including tutoring, that complement rather than replicate the school day hours; coordinate and align with the school day; and use funds cost-effectively.
 - Measure success of program using indicators of student achievement and engagement, such as test scores, grades, school attendance, and graduation.
- Ensure that community partners are core components of any school turn-around strategy to ensure students have expanded learning opportunities and parents have the community support they need to understand and support the reform efforts.

Thank you for your commitment to building comprehensive education systems and we look forward to working with Congress in ensuring that the reauthorization of the Elementary and Secondary Education Act is fully supportive of summer and after school programs that enhance learning, help working families and keep children safe. Please do not hesitate to contact Jessica Donner, Director of the Collaborative for Building After-School Systems, at jdonner@tascorp.org, 646-943-8738, if you have any questions or need additional information.

Sincerely,

Rebka Atnafou, Executive Director, The After-School Institute (Baltimore)

Hathaway Ferebee, Executive Director, Baltimore's Safe and Sound Campaign

Lucy N. Friedman, President, The After-School Corporation (New York City)

Suzette L. Harvey, Executive Director, Prime Time Palm Beach County

Ellen London, Interim CEO and President, DC Children and Youth Investment Trust Corporation

Jennifer Peck, Executive Director, Partnership for Children and Youth (California)

Hillary Salmons, Executive Director, Providence After School Alliance, Inc.

David Sinski, Executive Director, After School Matters (Chicago)

Chris Smith, Executive Director, Boston After School and Beyond

ESEA RECOMMENDATIONS WITH LEGISLATIVE LANGUAGE
Collaborative for Building After-School Systems
CBASS
March 29, 2011

Strengthen structural components (non-profit eligibility, strong community partnerships, and state role) of the 21st CCLC program that have proven successful in improving outcomes and supports for the lowest income students.

Ensure that school districts and non-profits are both eligible to receive grants under the program to ensure that students in every community – rural, urban, or suburban – have the opportunity to attend programs that meet their needs.

- Eligible Entity. Section 4201(b)(3) strike all after ~~means~~” and insert: ~~(A)~~ a local educational agency or a consortium of local educational agencies in partnership with one or nonprofits, including intermediaries; or (B) a nonprofit, including an intermediary, in partnership with a local educational agency or consortium of local educational agencies

Ensure strategic partnerships between LEAs and nonprofits that are aligned, student-centered and results-focused.

- Local Applicant. In section 4204(b) insert a new (A) and redesignate the following paragraphs, ~~(A)~~ a demonstration of the collaboration on the application and proof of that collaboration through joint signatures, memorandum of understanding and of the plan to ensure effective, joint implementation of the program;
- Local Activities. In section 4205 (b)(2)(A) after ~~enrichment~~” insert ”and report on the success of the eligible entity’s partnership work described in section 4204(b)(A).”

Improve current state role in the program by increasing quality and accountability measures but do not do away with the significant infrastructure that has been created to help communities expand learning and enrichment opportunities for students beyond the regular school day.

- Maintain current law’s Federal-to-State formula program and state-to-local competitive program structure.

Ensure communities can choose from a variety of high-quality options that meet their needs for expanding learning opportunities

If expanded learning time programs are intended to provide students with the academic and enrichment opportunities they need to succeed, then different approaches to increasing learning time—including after-school, summer, and extended day, week, or year that are run collaboratively with school and community partners and offer students alternative, engaging learning strategies—should be available so that communities can choose the solution that best meets their needs. The federal government should not prioritize or favor one approach over another. It is critical that communities have the flexibility that is essential for local innovation and success.

Prohibit federal or state agencies from mandating, directing, or regulating that 21st CCLC programs use a particular model or approach.

- Special Rule. Insert: ~~Special Rule.~~ In implementing the 21st CCLC, state education agencies and the U.S. Department of Education may not give priority, preference, or

direction about whether communities use 21st CCLC for (1) before school, after school, or summer learning programs and/or (2) expanded learning time.”

Strengthen the 21st Century Community Learning Center (CCLC) program to ensure a high-quality definition of expanded learning programs Ensure that 21st CCLC supports expanded learning opportunities defined as strategies that support a variety of academically enriching, engaging, hands-on learning opportunities that complement, but differ from school day instruction, build on community needs and interests, are delivered jointly, based on specific strengths, by non-profits and schools, including after-school, before school, summer, and extended day, week or year.

- Purpose. Insert a new Sec. 4201(a)(1) ~~Provide~~ opportunities for academic enrichment, including alternative methods of teaching and learning that promote healthy development and help students stay in school, engage in learning, and stay on the path to successful school completion.”
- Purpose. In Section 4201(a)(1), insert a new (4), (5), (6), (7), (8), (9) and (10) as follows:
 - (4) To address the diverse learning needs and interests of all served students, especially those who may not prosper in the traditional classroom setting;
 - (5) Deliver services through a variety of high-quality and effective strategies for boosting learning and enrichment including afterschool, before school, summer, and extended day, week or year;
 - (6) Do not replicate but rather complement the regular school day, by offering a range of activities that activate and reinforce academics, develop skills, capture student interest (e.g., hands on science projects, the arts, planning for careers and college, use of technology) and support student engagement which can promote higher class attendance, reduce risk for retention or dropout, and increase the chance for graduation;
 - (7) Are developmentally appropriate: for instance, older youth are capable of more complex projects, serving as change-makers within their communities, and participating in work-based internships and apprenticeships;
 - (8) Are implemented by partnerships between local education agencies (LEAs) and non profits, in which either the nonprofit or the LEA can be the lead fiscal agent;
 - (9) Involve a broad stakeholder group in the effort (educators, parents, youth, and community members); and
 - (10) serve some or all students in a school, such as one grade level (e.g. 8th graders).
- Definitions. In Sec 4201(b)(1)(A) after ~~assists students in~~” add ~~staying in school,~~ engaging in learning and”
- Local Activities. In Sec. 4205(a) after ~~...recess periods) that~~” add ~~enrich, enhance and~~”
- Add to Committee Report Language: The Committee believes that the core purpose of the 21st Century Community Learning Centers program is to promote student academic, social, and emotional success and health and well-being. In implementing this program,

the Committee wants to make clear to states and grantees that the Community Learning Center program should not replicate but rather complement and enhance the regular school day, by offering a range of activities that capture student interest. The Committee believes that all Community Learning Centers should employ a variety of approaches to learning that are developmentally appropriate, designed based on student and community needs, and can attract consistent student participation.

Reinforce that the community needs are a priority by adding to the purpose of the program that community learning centers should meet the needs of their communities

- Purpose. Sec. 4201(a)(2) delete ~~and~~ at the end of the paragraph, and ~~and~~ after paragraph (3) and add a new paragraph (4): ~~met~~ the specific needs of the communities that the community learning center serves.”

Increase Accountability Aligned to Measurable Program Goals

Ensure that accountability aligns to program design and goals and that measures of student success include leading performance indicators.

- New Section – Effectiveness.
 - (A) A State educational agency that receives a grant under this section shall every other year prepare and submit to the Secretary a report that contains all reports submitted by eligible entities and an evaluation of progress made by eligible entities in improving educational attainment outcomes on at least one indicator in each of the following categories (1-3) and at least three in category 4:
 - (1) Student Engagement
 - a. Evidence of consistent program attendance
 - b. Year to year retention in the program.
 - (2) Student Learning Outcomes
 - a. School day attendance
 - b. Improved classroom grades;
 - c. On-time grade promotion; and
 - d. For high school, graduation rates.
 - (3) Social and Emotional Skills
 - a. Mastery of applied skills which may include problem-solving, learning to work in teams, and social and civic responsibility; and
 - b. Improved personal attitude and social skills.
 - (4) Program quality indicators
 - a. Youth to staff ratio
 - b. Educational level of program director and staff
 - c. Outreach to parents
 - d. Youth input into program design and operation
 - e. Positive youth relationships with adults and peers
 - f. Youth opportunities for activity choice and leadership
 - g. Explicit activity sequencing
 - h. Active-hands on learning opportunities
 - i. Breadth of age-appropriate content and activities.

(B) A State educational agency that receives a grant under this section shall:

(1) Collect the appropriate state level data in the statewide longitudinal data system and share that data with districts and nonprofit partners (in accordance with provisions outlined in alignment section below).

(2) Provide guidance on best practices for data sharing among district, state, and nonprofit partners.

Evaluate and fund programs based on performance on indicators that help move children to college and career readiness and are aligned to program design and goals.

- In evaluating the progress made by eligible entities on the indicators described in (1) through (4), a State educational agency shall consider multiple indicators and not rely on one indicator in isolation.

Increase funding to meet the demand

Increase funding for quality after school programs within 21st CCLC. Currently, we are only serving a fraction of the 15.1 million children who continue to be unsupervised and at risk after the school day ends. Evaluations show 21st CCLC programs contribute to improved student outcomes. Over 146 independent studies show positive academic and behavioral outcomes linked to graduation and student success. We need to continue to increase funding for the 21st CCLC to meet high demand and help all children graduate prepared for college and work.

- Increase funding for the 21st CCLC program by [\$500 million] in FY2012.
- Ensure state educational agencies provide adequate state support and grant funds to allow for adequate, high-quality data collection and sharing at the state and local levels.

Ensure high schools get their fair share of after-school funding

High schools are too often overlooked when it comes to after-school support and funding. Currently, high schools receive only 5% of 21st CCLC funding. A significant targeted investment in high school after-school is needed to help ensure that all students graduate college and career ready.

- Require states to conduct a needs assessment for secondary school after school and implement appropriate strategies, such as funding incentives, for addressing those needs appropriately, ensuring strategies meet the developmental needs for all ages.
- Allow states to increase the maximum grant for programs that address secondary school student needs.
- Secondary school programs should follow the guidelines for high-quality secondary-school after-school (see below).

Expand high-quality after-school and summer opportunities for high school students

Ensure that federal investments targeted at middle and high school grades include after-school and summer academic and enrichment programs.

- Include language in Title I programs and any other new secondary school-focused programs to ensure that afterschool and summer academic and enrichment programs are allowable uses of funds.

High school after-school is not the same as elementary school after-school. Different strategies, programs and supports need to be in place in order to attract and retain high school students in

after-school programs. Ensure scarce resources for high school students are targeted to high-quality programs that increase the likelihood of positive results.

- Definitions. Section 4201(b) insert after (4), ~~(5)~~ Eligible secondary school afterschool program. The term ~~“eligible secondary afterschool program”~~ means a secondary school afterschool program that includes:
 - High expectations for youth and opportunities for leadership and exploration of new talents and skills;
 - Tangible rewards and explicit high-interest experiences;
 - Curricula that encourages mastery of transferrable workplace skills, reflection, complements school day instruction, and increases young people’s commitment to learning;
 - Partnerships with nonprofits, colleges and universities, cultural institutions, and businesses;
 - Supportive relationships with caring, well-trained adults; and
 - Mechanisms to accumulate course credits for high school and/or college.

Improve Coordination and Alignment between Schools and Programs

School and after-school program data, including longitudinal data from 21st CCLC programs, should be included and shared with partners, in a two-way data sharing agreement, in comprehensive state- and district-wide longitudinal data systems to allow for better coordination between youth-serving agencies such as community-based partners, schools, districts, and states, and for improved program evaluation.

- State longitudinal data systems. States shall include longitudinal data from the 21st CCLC program in their longitudinal data systems and shall share that information with appropriate partners including nonprofits.
- Require states and districts to collect data and report on the amount of federal funds used from Title I, 21st CCLC, and IDEA, and the number of children served, through afterschool and summer learning programs.
- Funded grantees should be required to collect a common set of data, including data based on student state identification numbers, and necessary parental consent forms.

Ensure deliberate coordination of other education funding streams with out-of-school programs to maximize efficiencies, cost-effectiveness and continuity of learning for children.

- Require Title I, Head Start, Reading First, and other education funding streams to coordinate with 21st CCLC programs.
- Require 21st CCLC programs be coordinated with and leverage other federal after-school funding as appropriate such as funding through Department of Justice (DOJ), Health and Human Services (HHS), United States Department of Agriculture (USDA), Corporation for National and Community Service, Department of Labor (DOL), and explore ways to better coordinate these funding streams at the national level.

- Encourage innovative approaches to collaboration on policy, training, technical assistance, and funding streams across federal, state, and local agencies that affect youth to ensure that programs do not replicate but rather complement the regular school day by offering a range of activities that capture student interest and foster student engagement which can promote higher school attendance, reduce risk for grade retention, and increase the chance for graduation.

Ensure that programs that expand learning opportunities have the capacity to succeed by strengthening the role of intermediaries to support systems-building efforts

Districts need co-management capacity in order to leverage the strengths of external entities. After-school programs need extra support to meet their goals and help all students achieve. Providers often lack resources, training, systems, and strategies to succeed. Intermediaries help schools and nonprofits excel at direct student services, while providing the wrap-around services needed to build capacity, sustain and grow scalable programs, and get results. There is a need to build capacity and systems across programs to increase the return on investment, ensure sustainability, and improve results.

- Definitions. 4201(b) add a new section (6), ~~-(6)~~ Intermediary. The term ~~—intermediary~~” means a non-profit organization with expertise in training, forging public-private partnerships, systems development, capacity building, improving scalability, and evaluation of expanded learning opportunities.”

Provide a robust role for local, state, and national intermediary organizations to provide technical assistance, build capacity, facilitate school-community partnerships, monitor program quality, and disseminate best practices to help guide summer and after-school programs.

- Priority. Section 4204(i) insert after (B), ~~-(C)~~ that include an intermediary as a partner.”
- State activities. 4202(b)(3)(B) after ~~—part~~” insert ~~—in~~ partnership with high-quality local, state, and national intermediaries.”

Provide the training and technical assistance to ensure programs are high-quality and sustainable

Ensure local programs have access to funding to implement effective training and technical assistance to improve their outcomes.

- State Application. In Sec. 4203(a)(2) after ~~—State-level activities;~~” add ~~—for~~ technical assistance to the most disadvantaged communities, small nonprofits, and small or rural districts that do not have the capacity to access the funds independently, and other purposes;”
- State Application. In Sec. 4203(a)(2) after ~~—State-level activities;~~” add ~~—for~~ technical assistance on providing program that are age appropriate and address the varying needs of elementary, middle, and high school students.”

Encourage states to use a portion of the state set-aside for Title I (both Part A and SIG) to fund technical assistance and capacity building efforts for expanded learning opportunities, including before school, after-school, summer, and extended day or year programs at the state and district levels.

- State plans. Section 1111(c) insert a new (15), ~~-(15)~~ the State educational agency will provide technical assistance to districts and schools on how to effectively expand learning opportunities through before school, after-schools, summer, and extended day and year programs.”
- School Improvement. Section 1116(b)(4) (B) redesignate (iv) as (v) and insert a new (iv) as follows: ~~-(iv)~~ shall include assistance in supporting expanded learning opportunities in schools, including before school, after-schools, summer, and extended day and year programs.”

Include language in Title I explicitly listing afterschool, summer, and extended day or year learning programs as allowable uses of funds.

- Under state, local, school-wide, targeted assistance, and schools improvement plans, include afterschool, summer and extended day and year as allowable uses of funds.

Fund the next generation of research that builds on current research demonstrating the effectiveness of after-school programs to learn more about the levers of quality to improve academic achievement

Fund short-term and longitudinal research and evaluation of elementary, middle and high school programs to identify the key levers that affect program quality..

- Include a research program as part of the reauthorization of the Institute of Education Sciences Act to conduct short-term and longitudinal research and evaluation of elementary, middle and high school afterschool, summer, and extended day, week and year programs to identify the key levers that affect program quality including the impact of school-non-profit partnerships versus schools working alone; impact on raising student achievement and ensuring continuous improvement measured by of the leading performance indicators outlined in the accountability section.

Ensure expanded learning opportunities are a core component of Title I

Maintain a dedicated supplemental education services funding source within Title I for integrated academic and enrichment programs outside the traditional school day, as Title I is a critical resource to bring supports to students most in need, but strengthen the program.

Redesign SES to improve the quality of providers and ensure nonprofit, community based providers are eligible; offer students a range of activities, including tutoring, that complement rather than replicate the school day hours; coordinate and align with the school day; and use funds cost-effectively by:

- 1) Broadening the definition of SES beyond tutoring to include enrichment activities and make SES funds more accessible to comprehensive after-school programs to improve likelihood of student engagement in academics and likeliness of success.
 - Definitions. Section 1116(e)(12)(C) after ~~“other supplemental”~~ strike ~~“academic”~~ and in (C)(ii) after ~~“achievement”~~ insert ~~“and engagement.”~~
- 2) Improve criteria for after-school providers to become SES providers.

- Definitions. Section 1116(e)(12)(B)(i) after ~~achievement~~” add ~~and~~ engagement as measured by attendance in school, graduation rates for programs serving high school students, grades, or other appropriate measures of student engagement.”
 - Criteria for Providers. Section 1116(e)(5)(A) after ~~achievement~~” add ~~and~~ engagement.”
- 3) Eliminate barriers to using SES to fund summer learning programs.
- Definitions. Section 1116(e)(12)(C)(i) after ~~day~~” insert ~~including~~ after school, before school, weekends, or during the summer.”
- 4) Under any new accountability system, SES should not be limited to only the lowest performing schools
- Ensure SES is available to a broad range of low performing students in Title I schools with students that would benefit from extended academic support after-school.

Measure success of program using indicators of student achievement and engagement.

- Hold SES programs accountable for increased student achievement as well as additional leading performance indicators outlined in the accountability section.

Ensure that community partners are core components of any school turn-around strategy to ensure students have expanded learning opportunities and parents have the community support they need to understand and support the reform efforts.

- School Improvement Plan. Section 1116(b)(3)(A)(ix) strike ~~as appropriate~~” and add ~~day or~~” between ~~school~~” and ~~year~~” and after ~~year~~” add ~~for some or all students in the school.~~”
- State Responsibilities. Section 1116(e)(4) after (E) insert ~~(F)~~ develop a comprehensive delivery service model that encourages partnerships and school-based and community-based afterschool programs to apply to be providers through technical assistance and outreach.”

Require Title I programs to coordinate their curriculum and activities with after school programs to ensure that the after school enrichment programs support and enhance classroom learning

- State Application. In Sec.1112(b) insert a new (Q) and redesignate all that follows: ~~(Q)~~ a description of the strategies and actions the local educational agency will take to coordinate the curriculum, professional development and activities under this section with the curriculum, professional development and activities in all Federal, State or locally funded after school programs.”
- Schoolwide Programs. In Sec.1114(b) insert a new (K): ~~(K)~~ Coordination of the school day curriculum, professional development and activities with the after school program curriculum, professional development and activities.
- Targeted Assistance Schools. In Sec.1115(c) insert a new (I): ~~(I)~~ Coordination of the school day curriculum, professional development and activities with the after school program curriculum, professional development and activities.

- School Improvement, School Plan. In Sec.1116(b)(A)(3) insert a new (xi): ~~→~~(i) Coordination of the school day curriculum, professional development and activities with the after school program curriculum, professional development and activities.
- Parental Involvement, Local Educational Agency Policy. In Sec.1118(a)(2) insert a new (G): ~~→~~(G) demonstrate how after school programs will be used as one of the strategies for engaging and involving parents.”
- School Improvement, Supplemental Educational Services. In Sec.1116(e)(2)(E) insert a new (E): ~~→~~(E) coordinate the program with other after school and expanded day programs”

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