

Extended Learning Initiatives

Opportunities and Implementation Challenges

*Profiles of Six Selected
State-Sponsored Initiatives*

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Council of Chief State School Officers

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Introduction

When the U.S. Department of Education (ED) began its 21st Century Community Learning Centers Initiative in 1998, few envisioned that the intense need for extended learning and development opportunities throughout the nation would catapult the program into one of the fastest growing programs within the Department.

Under this initiative, ED sought to “provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment ... by enabl[ing] schools to stay open longer, providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, helping middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts, technology education programs and services for children and youth with disabilities.”

While after-school, weekend, and summer opportunities have been long-standing in public education and within other important sectors, two major factors underpin the expansion of this emerging field. First is the development of challenging standards for all students. The call for higher standards has created the need to provide extra time and additional opportunity for those students who have difficulty meeting standards. The challenge of higher standards further has resulted in adding breadth and depth to learning for students who are meeting standards during the school day, but who want to enrich their educational and developmental experiences.

A second factor underpins the expansion of extended learning programs—the frequency with which both parents, or single parents, work full time. Providing high quality extension of learning and recreation time addresses this need. Through well-designed extended learning projects, adult supervision and contact can help minimize high-risk behaviors (e.g., substance abuse, sexual activity, and crime) that increase substantially between the hours of 3 p.m. and 7 p.m. Research shows that offering effective extended learning and development programs can improve academic achievement and provide enriching, safe options for American youth.

The Council of Chief State School Officers (CCSSO)—particularly as it concerns assisting schools in need of improvement—has been increasingly active in advancing the vision espoused by the 21st Century Community Learning Centers Initiative through supporting state efforts to raise student achievement and implement standards-based, comprehensive reform with attention to extended learning and development opportunities. In particular, this has been a significant focus of the CCSSO Project to Improve Achievement in High Poverty Schools. We believe economically and educationally disadvantaged students must be engaged in high-quality, out-of-school time experiences. Without them, many of these students will continue to lag behind academically. They may continue to be at greater risk for engaging in unsafe behaviors. They will miss out on well-structured, high-quality opportunities to develop and refine competencies in several other non-academic areas including, but not limited to, civic responsibility and social skills; cultural, emotional, and physical health; and employability skills. These competencies are not added luxuries reserved for a privileged few. Rather, they make up the necessary foundation for developing generations of contributing citizens and a highly skilled workforce prepared to meet challenging demands in a global market.

As such, the current debate is not whether such programs are necessary. Indeed, this era of standards-based reform, accountability for educational outcomes, and ending social promotion has prompted many states and localities to look to before-school, after-school, weekend, and summer programs to support their efforts to raise student outcomes, particularly in the lowest performing schools. What continues to challenge state education agencies, local districts, and schools is how best to deliver extended learning opportunities that bolster overall achievement and development without being more of the same instruction presented during the in-school day. They are concerned about increased and sustained political and public support for funding and resourcing extended learning (e.g., use of facilities; provision of transportation; partnerships with community and corporate organizations; par-

Introduction

ent and family engagement; professional development of program personnel; volunteer personnel, etc.). State education officials want research-based evidence of what works, for which student populations, and how best to overcome challenges to implementation—including examples from the United States and other countries.

In response to this need, the Council of Chief State School Officers' Resource Center on Education Equity undertook an activity to examine what selected states have done in terms of establishing highly structured, innovative extended time programs that support the state's standards-based reform goals. Through the administration of a comprehensive survey instrument, we sought to deepen understanding in general as well as to document initial challenges to state leadership in implementing extended learning initiatives. This document represents findings from that effort.

What We Did

The Council of Chief State School Officers, through the support of the Charles Stewart Mott Foundation and the Annie E. Casey Foundation, developed and administered a 40-item, open-ended survey designed to profile state-sponsored extended learning initiatives in six selected states—California, Illinois, Kentucky, Massachusetts, Minnesota, and Texas. Specific topics covered include: (1) major program components and background data; (2) eligibility and application requirements; (3) description of target population and funded after-school projects; (4) student outcomes and program evaluation; and (5) lessons learned. Each state profile details important information from these areas as provided by the state education agency officials responsible for the day-to-day administration of the Initiative.

Profile Contents

The structure of the survey facilitated the development of a set of common subheadings under each Initiative profile. Each state profile represents an edited version of state officials' actual responses, along with information from official program documents and materials.

Each starts with background and historical data under the subheading “Beginnings.” Thereafter, subheadings precede discussion on how the Initiative works, its administrative structure, how it is funded, the role of collaboration, monitoring and measuring success, successful strategies, and lessons learned and barriers to success. Because of the variation in purpose and programmatic structure, the breadth and depth of content in each of these subheadings varies across state profiles. In addition to major narrative text, each profile contains sidebar topics that supplement or support information provided in the main text. Each state profile is approximately five to seven pages in length. Contact information also is included for each initiative.

California

Snapshot Facts

After School Learning & Safe Neighborhoods Partnership Program

Established
1998-99

Administered by the California Department of Education's Child, Youth, & Family Services Branch

\$50 million appropriated in 1998
\$35 million in expansion funds appropriated in 1999

Three-year renewable grant

Targeted to elementary, middle, and junior high school campuses with large numbers of children and youth from low income families

Currently serves approximately 56,079 students; expansion funds will serve approximately 38,888

For more information on this Initiative, please contact:

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After-School Learning & Safe Neighborhood Partnership Program

Beginnings

In 1998, \$50 million in state-sponsored funds became available for local schools in California to join with community partners to provide after school programs that focus on education, literacy, and enrichment activities. The state's 1999 Budget Act has appropriated \$35 million in expansion funds.

For several years, non-profit agencies in California played key roles as providers of after-school literacy, homework tutorial, and recreational programs. During 1998, a select set of these agencies—LA's BEST, Sacramento START, and Critical Hours in San Diego—realized that their current funding levels could not keep pace with local or statewide need. In an effort to expand extended learning services statewide—along with needed monetary resources—these agencies began discussions with the state's legislature.

The fruitfulness of the idea is reflected in the wide pool of "lead actors" in the development of the Initiative. Specifically, the idea received support from two state assemblypersons and one state senator; the state Governor and his staff in the Department of Finance and the Office of Child Development and Education; the California Department of Education (CDE) including its Deputy Superintendent for Child, Youth, and Family Services; the Director of CDE's Child Development Division; and the Director of CDE's Learning Support and Partnerships Division. Everyone involved agreed with the important nature of providing safe places for youth after school. They agreed that California youth need extended time programs to provide academic support and enrichment activities. Each supported the notion that steps were needed to provide programs for youth who did not have access to existing programs and funding.

How the Initiative Works

In California, schools and communities must develop partnerships to provide academic and literacy support along with safe, constructive alternatives for students in grades kindergarten through nine. The programs must operate on elementary, middle, or junior high school campuses. Programs may operate in a park if the park is adjacent to the school property. The Initiative gives priority to schools where at least 50% of the student population participates in the free and reduced meal program. Applicants may include local education agencies (school districts and county offices of education) (LEAs); or cities, counties, or non-profit organizations in partnership with, and with the approval of, an LEA or LEAs. Funded programs are required to operate for a minimum of three hours per day, from 3:00 p.m. to 6:00 p.m., five days per week. Students are expected to participate in the full program.

This Initiative has nine program components. The first four are given primary emphasis—academic; enrichment; staff development; and collaboration. When scoring applications during the competitive grant process, each of these components receives equal weight. That is, each component is scored up to four points. However, for local projects to receive funding, both the academic and enrichment components must receive a score of “3” or better from each of two application reader. Other criteria in selecting grantees include (1) inclusion of a nutritional snack; (2) employment of CalWORKS recipients; (3) level and type of local matching funds; (4) capacity to respond to program evaluation requirements; and (5) demonstrated fiscal responsibility.

The Administrative Structure

The Initiative is administered by the California Department of Education. The Department’s Deputy Superintendent of Public Instruction provides leadership and policy direction to the After School Learning Initiative. However, its day-to-day administration is carried out within the Child, Youth, and Family Services (CYFS) Branch of the Department.

Purpose of Initiative

“To fund school partnerships with city, county, and community organizations to improve student performance in school and to provide a safe environment after school for students in grades K-9. To achieve these goals, each program must include the following: an educational and literacy component that provides tutoring or homework assistance in at least one of a set of specified, core academic areas; and an enrichment component which may include recreation and prevention activities.”

California

Useful Products

Through collaborative efforts, the After School Learning and Safe Neighborhoods Partnerships Program has developed or used products that support the implementation, sustainability, and overall effectiveness of local after school projects. Examples include the following:

CD-ROM developed by Joan Bissell, Ed.D.; University of California at Irvine, that includes curriculum materials, evaluation resources, staff development information, activities for youth, and other resources to enhance after school programs.

Andria Fletcher, Ph.D.; developed a document entitled "After School Learning & Safe Neighborhood Partnerships: Implementation Approaches." It describes the experiences and shared vision of three programs located in Los Angeles, Sacramento, and San Diego.

Within CYFS, the Director of the Learning Support and Partnerships Division accepts responsibility for the Initiative. The rationale behind this structure reflects the Department's intent to link this Initiative to other learning support and academic enrichment efforts across the state.

The Healthy Start and After School Partnerships Office Administrator is the direct link between programmatic staff. In addition, under the leadership of the Deputy Superintendent, the Division Director, and in partnership with other state and private agencies, the Office Administrator is responsible for the oversight of the grant process, policy issues, and the provision of assistance to grantees. Programmatic staff in this Initiative include educational program consultants, associate governmental program analysts, and clerical staff. These individuals provide assistance and training to grantees across the state. The support is provided via training workshops, orientation conferences, phone and e-mail contacts, personal consultations, and linkage to regional technical assistance. Staff also developed the initial RFA (Request for Application), held public information sessions, and conducted RFA information sessions as the program was being developed and implemented.

How the Initiative Is Funded

The California State Legislature appropriated \$50 million in local assistance funds under the annual Budget Act. The funds are dispensed as three-year renewable grants. Fifty percent of funds are directed toward elementary schools, with the remaining proportion earmarked for middle/junior high schools. Any portion not used in one of the two categories could be transferred to fund additional projects in the other category. Also, \$550,000 is available for technical assistance efforts through LEAs, and \$500,000 of state operations funds is used to support the salaries the educational program consultants, associate governmental program analysts, a staff services analyst, and an office technician. The 1999 Budget Act appropriated an additional \$35 million in expansion funds. To the extent possible, \$10 million is to be allocated to elementary schools and \$25 million to middle/junior high schools.

Awards are based on a \$5 per day, per participating child formula, with a maximum of \$75,000 annually for elementary schools, and \$100,000 per year for middle and junior high schools. The amount may be doubled for larger than average elementary (e.g., greater than 600 students) and middle/junior high schools (e.g., greater than 900 students). In addition, a supplemental grant may be awarded to operate projects during summer, intercession, and vacation periods. These grants also are based on the \$5 per day, per child formula with a cap of 30% of the base grant. The After School & Safe Neighborhoods Initiative is completely state-sponsored; however, grantees are required to match 50% of the allocated state funds. This match may be in cash or in-kind services. Grantees may use USDA nutrition program funds as part of their 50% match.

Grantees may elect to seek additional funding from private and philanthropic sources. In collaboration with the CDE's Child Development Division, grantees received a portion of \$3.4 million in federal after school start-up funds to aid new projects in the purchase of equipment, materials, training, and/or program planning.

The Role of Collaboration

Keen attention was given to building on the strengths, resources, and dedication of local communities. As such, collaboration has been central to this effort. Even the initial drafting of the bill was a partner-oriented task that included the state legislators, the California Department of Education, non-profit agencies, and the Department of Social Services/Community Care Licensing.

The RFA requires schools and communities to develop partnerships to carry out the goals of individual projects. The legislation specifies that community organizations and members be a part of the collaborative and participate in the development, implementation, and evaluation of the program. They may not, however, be fiscal agents.

Collaboration is reflected further in the Initiative's educational component. Specifically, the RFA requires that this component of any funded project support the

First Year Funding Highlights

During its first year, the Initiative funded 99 grantees. They included the following:

- Ninety LEAs (including four county offices of education)
- Nine cities encompassing 126 school districts, 573 individual school sites—415 elementary schools serving over 37,000 students and 158 middle/junior high schools serving over 18,600 students
- Sixty-two grantees requested supplemental funds to serve students during summer, vacation, and intercession periods
- Thirteen grantees received 21st Century Community Learning Center grants in addition to the state-sponsored funds

Average award amount: \$499,493 (award range was \$36,000 to \$5,514,587).

California

Critical Initiative Components

State officials from California believe that the following Initiative components are important to the success of any state's extended learning Initiative:

- There must be academic buy-in from the education community, parents, and sign-off by the school principal.
- Programs should offer enrichment as a vehicle to developing the interpersonal and social skills necessary for success in life. This component also helps keep youth engaged.
- Staff development also is crucial. Projects must recruit and retain adults who understand children and the goals of the program. The result should be a cadre of staff and a program that reflects the educational goals, enrichment needs, and interests of the students.
- Successful programs must have "buy-in" from the community for the long haul. Collaboration is important to such buy-in and overall success.

school's core curriculum, and the district and/or state standards, and be developed in close collaboration with school staff. School teachers and administrators must participate in the collaborative that develops and implements any funded project. All applications are reviewed to assure collaboration with programs within and outside of the school building.

The Initiative's emphasis on collaboration and student results necessitates that local grantees meet the needs of individual students. Specifically, the RFA academic and enrichment components must describe how the funded project will address student diversity (e.g., ethnicity, language, students with disabilities, etc.) and learning needs.

Applications that demonstrate program components that are culturally appropriate and accessible for all students as well as those with an effective system that ensures that education activities reinforce classroom learning and individual students' assessed needs are awarded greater points.

The state education agency (SEA) models collaboration as well. Specifically, the SEA worked in partnership with the California Department of Social Services/Community Care Licensing Office to discuss requirement issues such as staff ratios, and health and safety standards. Within the SEA, the Elementary Academic Support Office, which includes Even Start and the McKinney Homeless Assistance Act, were involved in three statewide orientations for new grantees to strengthen the academic component and provide additional academic and life skills support for homeless children and families.

The Foundation Consortium, an alliance of 15 foundations in California, has been collaborating with the CDE since October 1998. It has been instrumental in providing quality technical assistance and training for funded projects throughout the state. Consortium members developed a memorandum of understanding about how to proceed and have constituted a Statewide Advisory Committee to advise on training, technical assistance, and policy issues.

Monitoring and Measuring Success

The After School Learning and Safe Neighborhoods Partnership Program relies on a number of ways to monitor demand and need and to ensure quality and overall effectiveness. For this Initiative, the definition of “quality” after school projects is linked to the goals of the individual program and student results in academics, attendance, and positive behavior. Quality is addressed with grantees, their partners, regional networks, and the state advisory committee as they meet and discuss all aspects of their school projects and the establishment of demonstration sites. The CDE is gearing up to initiate a project to identify demonstration sites as they emerge.

The legislation itself supports the supply of quality after school projects through funding systems of support. Specifically, the CDE recently announced a funding opportunity for the development of regional technical assistance networks. The intent is to develop support systems that are both locally driven and built upon the strengths, resources, and dedication of grantees and their partners within a region. Funds are to be used for the delivery of professional development programs in content areas identified by grantees in a particular region.

This allows schools, districts, and counties the opportunity to connect as a region to share experiences and expertise, to engage in joint planning and learning, and to further develop and expand quality after school projects for children in grades K through nine.

The CDE, in collaboration with University of California, Irvine, is providing guidance on local evaluation methods. Funded projects are encouraged to follow a cyclical process so that intended purposes are met and projects may be refined as local need changes.

Currently, the CDE is still working through developing how best to implement the statutory requirement for statewide evaluation of the Initiative. CDE staff have been working with providers, LEA representatives, foundations, researchers, U.S. Department of Education, and 21st Century Community Learning Centers staff toward this goal. It has been suggested that individual student

Other Related State Initiatives

California has developed and funded other education initiatives that focus on after school hours for extended instructions that are aligned with California's developing standards, assessments, and accountability systems. Examples include:

- \$110 million established Pupil Promotion/Retention (AB 1639, 1998) funds for grades two through nine
- \$75 million funds the Intensive Reading Program (AB 2X, 1999) for grades K through four

California

After-School & Safe Neighborhoods Partnership Program Website

This website provides detailed, up-to-date information on the Initiative and related extended learning issues. Features include links to:

- 1999 RFA
- Listing of critical dates
- Opportunities for collaboration
- Online grant calculator
- Program fact sheet
- Web resources
- Frequently asked questions

The site contains other useful information including a staff directory.

The site can be found at:
www.cde.ca.gov/cyfsbranch/lsp/asp

data will be collected by the sites and that there will be measures for academic performance, attendance, and positive behavioral change. Local projects will be required to submit annual reports. The student outcome data will be used by the SEA to determine technical assistance needs, to develop reports to the legislature, and to pursue additional funding.

Successful Strategies

Collaborative efforts underscore the “successful strategies” implemented by Initiative staff. They include:

- Collaboration with the Foundation Consortium;
- Provision of technical and logistical support for a number of projects, including 11 technical assistance sessions for potential grantees in January 1999 and three statewide orientations in August 1999 conducted in cooperation with the Foundation Consortium;
- Development of CD-ROM to assist and enhance local project implementation and growth by Dr. Joan Bissell, University of California, Irvine, in collaboration with Apple Computer; and development of a document entitled, “After School Learning and Safe Neighborhoods Partnership: Implementation Approaches,” by Dr. Andria Fletcher.

Lessons Learned and Barriers To Success

This Initiative is in its infancy. Part of its broader vision, however, is to strengthen student outcomes through linkages among the full complement of learning-based activities and state standards, assessment, and accountability. Currently, the CDE is working to resolve the disconnect among CDE/local systems’ standards, assessment and accountability systems, technical assistance systems, and other existing and/or emerging after school projects.

Additionally, California is an enormous state with a large population of students. Even with the new Initiative, the available pot of funds remains limited. This creates difficulties in developing and effectively implementing well-designed local projects.

Finally, California's Initiative requires a 50% match by grantees (cash or in-kind). However, state administrators have found that this requirement might be too much for certain communities. In particular, many rural communities find this very difficult to achieve and have avoided applying for sorely needed funding support.

Illinois

Snapshot Facts

Summer Bridges Pilot Program

Established
Spring 1999

Administered by the Illinois State
Board of Education's School
Improvement Initiatives Division

\$8 million appropriated in 1999

Targeted to districts that had one or
more schools with a significant per-
centage of third & sixth grade stu-
dents in the "does not meet" cate-
gory on the 1998 state reading
assessment.

Currently serves approximately
11,000 students

For more information on this
Initiative, please contact:

Sheryl Poggi
Division Administrator
Illinois State Board of Education
School Improvement Initiatives
100 North First Street
Springfield, IL 62777
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Summer Bridges

Beginnings

A consortia of six districts developed the original Summer Bridges design in 1998 from line item funds available in the State Board of Education budget. Concurrently, the Illinois legislature passed legislation requiring districts to adopt a policy that prevents social promotion while providing remedial assistance for students who do not qualify for promotion to the next grade. Summer Bridges is one option available to districts in relation to this legislation as identified in Section 105 ILCS 5/10-20.9a of the School Code of Illinois. The Initiative's primary focus is to increase student achievement. It is administered by the Illinois State Board of Education's School Improvement Initiatives Division. This project is separate from the city of Chicago Public Schools' Summer Bridge program. The state-sponsored Summer Bridges is linked to the state's Read to Succeed Initiative, which emphasizes developing reading and writing skills.

Program Highlights

This Initiative was officially born in the state General Assembly in spring 1999. Lead "actors" involved in this effort include the Governor and Deputy Governor of Education and the State Education Agency (SEA). Summer Bridges is one of three priorities of the Governor to assist Illinois students in meeting high standards. While it has a summer emphasis, the Initiative is a year-long, extended learning effort.

Summer Bridges is currently a pilot program. Prior to the summer session, the Initiative implemented its pre- and post-test assessment approach to evaluate effectiveness. Other measures of effectiveness included: student reading inventory results; a survey of student literacy habits; parent surveys; teacher surveys; program surveys; and participant focus groups. Data were presented to the Illinois State Board of Education and Illinois legislators in November 1999 to encourage expanded funding and to

revise the program as appropriate. Also, SEA officials hope the data will elicit support toward permanency for the Initiative.

In developing Summer Bridges, 11 non-negotiables were agreed upon between the Governor's office and the state education agency (SEA). These non-negotiables require that the Initiative:

- Be based on a balanced literacy approach and Illinois' 14 best practices in reading;
- Be aligned with the Illinois Learning Standards and focus on reading and writing;
- Assess students using a common reading inventory to ensure a consistent pre- and post-assessment of students participating across the state;
- Include other evaluation procedures to assess student literacy habits, teacher knowledge and skills, and parent involvement;
- Follow a format of a minimum of 90 hours of summer student instruction and 25 hours of teacher professional development;
- Engage students actively in their learning;
- Provide maximum student-teacher contact by limiting class size to 10 to 15 students;
- Stimulate students through a literacy rich environment where words and print are everywhere, where reading and writing are frequent, and where students' reading and writing efforts are celebrated;
- Require teachers to submit weekly lesson plans that address reading and writing, active learning, and a literacy rich environment;
- Continue to involve students and teachers in follow-up sessions during the 1999-2000 school year; and
- Involve a local university through activities such as providing pre-service teachers, recommending

Purpose of Initiative

"To provide students at risk of academic failure an opportunity to improve their reading skills through extended learning experiences with a focus on four specific goals:

1. Provide extended learning opportunities that allow participating students to become strategic readers who achieve the Illinois English Language Arts Learning Standards;
2. Provide daily curriculum and instruction that engage students and motivate them to read for purpose and pleasure;
3. Design literacy rich classrooms that display words and print, have an extensive collection of reading materials and use a design that supports whole group, small group, and individual instruction;and
4. Increase the knowledge of and use of best practices in reading by all participating teachers."

Illinois

Critical Initiative Components

State officials from Illinois believe that the following Initiative components are important to the Illinois Initiative's success:

- Professional development for teachers and administrators
- Quality materials
- Class size
- Curriculum and instruction

For detailed information on these critical components, see full text section entitled "Successful Strategies."

human and material resources, conducting program evaluation, and/or coordinating professional development.

After-school projects funded by Summer Bridges tend to be located in school buildings. Most staff working at the local after-school projects are teachers from the school. This facilitates alignment of the Initiative to state learning standards. Projects are meeting the needs of a range of students including students with mild disabilities and limited English proficient students.

The Administrative Structure

Summer Bridges involves 32 school districts that are organized into 12 consortia. Each consortium has been assigned a State Board of Education or Educator-in-Residence liaison. These individuals assist consortium governing/planning committees in developing their specific program; broker professional development; and communicate between the SEA and the districts/consortia. One consultant from the School Improvement Initiatives

Division coordinates the work of the liaisons as well as all tactics of the Summer Bridges plan. The Division Administrator provides leadership and works closely with the Deputy Governor for Education to ensure that the Initiative meets all agreed upon non-negotiables.

How the Initiative Is Funded

Summer Bridges is 100% funded through a separate line item in the state education agency budget for 1998-99. Currently, additional funding amounts and program permanency remain unknown. This pilot Initiative was funded at \$8 million. Some consortia contributed their own local resources; and their own Title I, School-to-Work, and other appropriate federal funds to their projects. Some consortia received private support from sponsor contributions.

A total of 36 school districts were eligible for Summer Bridges grants. Eligibility is based on districts having one or more schools with significant percentages of third and

sixth grade students in the “does not meet” category according to 1998 state reading assessment results. Of the 36 eligible districts, 32 districts participate in the Initiative. As mentioned previously, these 32 districts have been organized into 12 consortia. Each consortium developed and submitted a plan. Within consortia, actual grants were awarded to a range of entities including universities, regional offices of education, and/or school districts.

In sum, 22 grants were awarded across the 12 consortia. Grant amounts ranged from \$91,848 to \$830,167. In addition, a separate grant was provided to support continued parent involvement throughout the school year, continued professional development, and early identification of students. On average, costs were approximately \$500 per student.

The Role of Collaboration

Summer Bridges consortia partnered with universities and other community resources and organizations (e.g., libraries and park districts) to effectively implement the Initiative.

Currently, the state education agency is conducting a study of all agencies within the state that provide resources for extended learning. Findings from the study will help determine the extent of additional connections and collaborative efforts.

Monitoring and Measuring Success

The Summer Bridges Initiative uses the state’s best practices in reading as the framework for providing quality among funded projects. The Initiative monitors and measures overall success in a number of ways. First, each consortium has a general coordinator. The general coordinator submits a comprehensive program portfolio that includes recommendations for growth and refinement. Additionally, periodic meetings held with professional development providers and general and site-level coordinators ensure quality. A Summer Bridges conference con-

“Successful” Funded Projects

The following funded, extended learning projects are considered “exemplary” among Summer Bridges projects:

Cahokia School

District #187

Lora Jones, General Coordinator

618/332-3719

Peoria School

District #3150

Mike Lockett, General Coordinator

309/672-6742

Chicago Heights School District #170

Dolly Helsel, Superintendent

708/756-4156

Rockford District #205

Vinest Steele, General Coordinator

815/966-3104

Springfield District #186

Debbie Rigg, Professional

Development Provider

217/525-3026

Illinois

Summer Bridges Results

Reading skills for one-third of participating students were assessed and analyzed before and after Summer Bridges. Within this sample:

- 78.7% of 1st through 3rd grade students showed measurable gains in reading skills
- 64.2% of 4th through 6th grade students gained one or more instructional grade levels
- 20.4% of 4th through 6th grade students gained two or more instructional grade levels

The Illinois State Board of Education's website provides a planning guide for implementing Summer Bridges.

To view the manual, visit the website at www.isbe.state.il.us.

Click on "Read to Succeed" in left sidebar. Document is filed in PDF format.

vened for teachers provides additional information and support toward the delivery of quality projects.

As discussed previously, Summer Bridges is a pilot initiative with an evaluation component. All participating districts were required to use the same pre- and post-assessments and submit data to the state education agency. Students' reading ability at the beginning of the program was assessed to inform teachers of individual students' needs. Reading ability was re-assessed at the conclusion of Summer Bridges to determine gain. Pre-test data were collected in May and post-test data were collected in July and August. A sample of students will be assessed once more in December. These data will be used to ascertain how well gains have been sustained.

Students in grades K-3 were assessed using the Developmental Reading Assessment (DRA). The DRA is appropriate for students in grades K through 5. However, students in grades 4 through 6 were assessed using the Qualitative Reading Inventory II (QRI-II). The QRI-II has been shown to provide more valid and reliable results for students above grade 3. Because common reading inventories were used, generalizations regarding outcomes across individual projects, districts, consortia, and statewide were made possible.

The SEA intends to use these data to make the case that given the right conditions (e.g., teacher professional development, low class size, quality materials, and research-based curriculum, instruction, and assessment) students in low performing districts/schools can realize dramatic academic improvement. The data will allow SEA officials to bargain effectively with state legislatures for increased funding to support additional districts and students.

Successful Strategies

State education officials believe that their success to date has been a function of five critical factors. First, the Initiative provided personnel to act as state liaisons. These individuals provided immediate problem resolution, a crucial communication link that allowed continuous flow

of information between and among districts and the SEA, listening channels to keep state education officials informed of potential problems, and attention to maintaining the integrity of the program by conducting periodic and random site visits.

Summer Bridges personnel further believe that four of its program components were especially critical to success. These program components are as follows:

- *Professional Development for Teachers and Administrators.* Most participating teachers have had little or no training in teaching reading and writing. Summer Bridges' structure allowed for job-embedded professional development with teachers learning new strategies. Teachers could immediately apply their new skills in a real classroom. Administrators also were required to attend professional development sessions so that they would be well-informed on how to support teachers.

- *Quality Materials.* Most participating districts had high proportions of classrooms without sufficient materials to support quality reading instruction. Each classroom received from \$1,000 to \$2,000 in level-appropriate books and tapes.

- *Class Size.* While the research on class size remains inconclusive, participating teachers report that smaller classes (10 to 15 students) allow them to provide individual instruction and to individually assess student ability, which, in turn, informs appropriate instruction.

- *Curriculum and Instruction.* The balance between providing appropriate doses of direction and avoiding being overly prescriptive seems to be the appropriate role for the SEA in Illinois. Anecdotal data as well as consortia profiles show incredible support for this approach among both teachers and administrators.

Illinois

Final Thoughts

“There were approximately six weeks from the time this program was announced to the time of initial implementation. We took everything that research says works for extended learning, professional development, and reading/writing, blended them into a comprehensive program, and delivered. The people involved were eager to do something to help students and saw the many possibilities the plan provided. Everyone willingly jumped on board, worked hard, and enjoyed a very successful learning experience.”

Sheryl Poggi
Division Administrator

Lessons Learned and Barriers to Success

Summer Bridges staff have planned to analyze formal summary reports prepared by general/site coordinators. These findings, however, are not currently available. Nonetheless, preliminary information from site visits and monthly meetings with coordinators and professional development providers suggests the following Initiative refinements:

- More planning and professional development time for teachers and teacher assistants;
- Better preparation of teachers to conduct student assessments and more time prior to the beginning of the program session for the completion of assessments;
- More effective selection and training of general and site coordinators to enhance their capacity to fulfill administrative responsibilities;
- Dedication of state agency staff to serve in the coordination and liaison role; and
- Building more specifics into the follow-through (after-school) component. SEA officials further have determined that, in some instances, district level policies have erected some barriers to effectiveness. Namely, policies related to stipends, teacher selection, and purchasing were sometimes problematic. Finally, Summer Bridges staff believe that overall planning is made especially difficult since funding decisions are made on an annual versus multiple-year basis.

Kentucky

Extended School Services

Beginnings

A 1989 Supreme Court ruling found widespread spending inequities throughout the public school system. In response to such inequities, the state legislature in Kentucky passed the 1990 Kentucky Education Reform Act. The legislature's vision required the enlistment of national educators to design a complete reform of Kentucky's education program. From this effort, many programmatic strands emerged, including Extended School Services (ESS). Although the original lawsuit spurred many of the statewide reform initiatives, the effort was led by a number of other key players. For instance, the Governor appointed several task forces to study reform, while legislators simultaneously developed ideas and provided planning and development toward restructuring. Additionally, planning and development roles were played by the Secretary of Arts and Humanities and the Legislative Research Commission.

There was agreement on several issues among the body of lead actors to this effort. Everyone agreed that the prior method of educational funding was inequitable. There was agreement that a new testing system needed to be developed that would hold schools and districts accountable for student learning. Everyone further agreed that all children could learn at high levels if given enough time, opportunity, and effort. All agreed that many students need additional time if they are to succeed in school.

How the Initiative Works

Each year, the state allocates funds to every school district to operate programs for students at risk of not meeting the academic goals for their grade levels. In turn, districts allocate funds to each school to operate before school, after school, evening, Saturday, intersession or summer school programs. Over 90% of students served by ESS are served via after-school programming.

Snapshot Facts

Extended School Services

Established
Spring 1990

Administered by the Kentucky Department of Education's Division of Extended Learning, Office of Supportive Learning Environments

FY2000 Budget \$36,865,500

Serves students in grades K-12

During the 1998-99 school term, over 163,725 students were served. 41,432 students were served in summer programs.

Solid collaborative relationship with Kentucky's Family Resource and Youth Service Centers—the entity charged primarily with coordination with community programs to meet students' health and social needs.

For more information on this Initiative, please contact:

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Kentucky

Purpose of Initiative

The primary mission or goal of Extended School Services (ESS) is:

"To provide additional extended instructional time to students who need more time to meet the academic goals for their grade level in school."

ESS programs should:

- Sustain students' present level of performance to prevent them from falling behind;
- Provide extended programming for students who have been retained or who are at-risk of being retained or failing to graduate on time;
- Close the achievement gap of low-performing students so they will perform successfully at their appropriate age range.

The ESS program is primarily intended to be an intervention model, rather than a remedial program. The program intends to help students as soon as problems surface, rather than wait until they fall behind. The program is viewed as an extension of the regular classroom program and thus an integral part of the schools' total instructional program. It is not considered a separate, categorical, stand-alone program. Rather, it is viewed as a continuation of the regular classroom program. Instruction in the ESS program is expected to be closely aligned with the schools' curricula and the state's program of studies. As such, ESS is one of several tools used to achieve academic goals and state standards. Every district must provide ESS in every school. Although ESS programs are allowed to provide supportive, non-instructional services, the major emphasis of all local projects must be mastery of academic goals. Other non-academic components are generally covered under Kentucky's Family Resource and Youth Services Centers program.

The majority of local projects funded by ESS are located in public school buildings. However, ESS programs are sometimes based in community locations (i.e., libraries) and may be combined with other programs during the summer (YMCA, community recreation). Child care programs run by the Family Resource and Youth Services Centers often funnel children to ESS programs when both programs are located within a school building.

To receive a variety of state, federal, and local funds, including ESS funds, all schools/districts submit a two-year Consolidated Plan for school improvement that includes a list of prioritized needs, activities to achieve goals, and a continuous review plan. This must include a detailed budget outlining how funds will be used and a program report that highlights the types of services offered. The program designs submitted by districts must be based on the greatest needs of students. This Consolidated Plan covers the awarding of funds to individual programs within a district.

The Administrative Structure

The Extended School Services Branch is part of the Kentucky State Department of Education. The ESS Branch is administered under the Division of Extended Learning. The Branch consists of a branch manager, program consultants, a financial consultant, and secretarial support staff.

Originally, the ESS Branch was administered in the Division of Student/Family Support Services. After SEA reorganization in 1998, ESS was placed in the newly formed Division of Extended Learning. This placement more clearly links the ESS program goals to the state program of studies and curriculum. Programs related to safe schools, dropout prevention, etc., remained under the purview of the Division of Student/Family Support Services. The reorganization of the SEA was driven by increased emphasis on content instruction and state initiatives regarding safe schools.

The Branch Manager's primary duties with respect to this Initiative are as follows:

- Coordinate provision of technical assistance to local school districts;
- Develop and implement strategic plan activities;
- Coordinate integration of ESS program throughout Department initiatives;
- Provide oversight for implementation of competitive innovative grant initiatives; and
- Manage and support the professional and support staff.

Four program consultants also support the Initiative. Some of these activities include providing technical assistance regarding regulations, policies, and other related issues; reviewing and assisting with consolidated plans, ESS budgets, and financial reports; conducting focused site visits to districts and schools; and developing technical assistance materials and training. The Division Director plays a leadership role for the Branch and ensures integration and collaboration with other Department initiatives.

Types of Assistance Offered to ESS Students

FY 1999

Reteaching concepts/skills	86%
Homework assistance	56%
Study skills instruction	33%
Assessment preparation	32%
Counseling	3%

Reading, mathematics, and written language constitute the majority of goals for students in ESS programs throughout the state of Kentucky. Interesting highlights of these data include:

- Approximately 73% of all students served in grades 1-4 were referred for assistance in reading.
- Although reading continued to be emphasized in grade 4 (34%), the primary focus shifted to mathematics (38%).
- Significant emphasis on written language was noted in grades 7 and 12, while a significant emphasis on science was noted in grades 9-11.
- Written language was noted to be the primary subject of focus for students in grades 4-7.
- In 1996-97 and 1997-98, mathematics became the major goal of emphasis in 5th grade through high school with the exception of grade 7.

Kentucky

Useful Products

This Initiative attributes part of its success to the development and publication of a number of useful products. A few are listed below:

- *The Extended School Services Program Guidelines Book*—provides guidance concerning the implementation of ESS including promising practices and a set of topical questions & answers
- *Operational Guidelines for Extended School Services*—provides additional standards & actions required in the implementation of the Initiative
- *Extended School Services Promising Practices Book*—provides a one-page overview (with contact information) on promising practices at local projects. Descriptions are arranged by elementary, middle, and high school levels
- The “ESS Extra,” a newsletter and information packet published by ESS for ESS Coordinators
- Set of tri-fold, informational brochures written to specific audiences—school councils, students, and parents
- Extended School Services webpage: www.kde.state.ky.us/osle/extend/ess/default.asp

How the Initiative Is Funded

Extended School Services funds allow every school district to operate a program for students who have short- or long-term academic difficulties. The FY2000 budget appropriated \$36,865,500 for this purpose. Although the Initiative is wholly state-funded, some schools do use federal dollars for snacks and breakfast/lunch during summer programs. Additionally, some local school districts contribute local funds to support the cost of transportation. Federal, state ESS funds, and other state, local, and private funds are often combined to reach a larger group of students in summer programs.

Each year, school districts are notified of the funds that they are eligible to receive based on a formula that considers both average daily attendance and needs factors. Specifically, the funding formula is based upon one-half average daily attendance, one-sixth percentage of the number of students receiving free and reduced lunch (economic deprivation rate), one-sixth state test scores (academic index score), and one-sixth drop-out rate. Of the formula ESS funds, every school district receives at least \$15,000. Awards range from \$15,000 to \$5,260,523, with the average award ranging between \$100,000 and \$150,000. School districts, in turn, allocate funds to schools. Schools can be awarded competitive (innovative) grants directly from Extended School Services. Five percent of the overall state allocation is held for such awards. Approximately 30 to 40 local projects are funded through the competitive grant process each year. The average award is about \$25,000.

The Role of Collaboration

Schools throughout Kentucky currently use the Consolidated Planning process to identify school level needs. This approach also ensures collaborative planning and cooperative funding among various programs. Beginning in 1998, schools must submit two-year Consolidated Plans to their district that outline results of needs assessment, prioritized goals, activities to achieve

goals, funds to be used, and a continuous review plan. Also included in the school's Consolidated Plan are the activities of the Family Resource and Youth Service Centers (FRYSC)—the entity primarily charged with the coordination of community programs to meet students' health and social needs. ESS programs are coordinated on-site with FRYSC efforts (e.g., an after-school recreation/care program at the elementary level has an ESS component; or the after-school recreation or youth leadership program at the high school is linked with ESS). The FRYSC are education-funded, but the state-level administration is transferred to the Cabinet for Families and Children Office of FRYSC for administration with local schools. This assures coordination with the relevant services agencies and programs.

As mentioned previously, ESS is considered an extension of the regular school day and should align closely with the regular instructional program. Staff in the ESS program and the regular school program are expected to collaborate closely in the identification of students and the design, delivery, and evaluation of the impact of the ESS projects.

Monitoring and Measuring Success

All state initiatives in Kentucky are tied to the state's accountability system. Schools in Kentucky are required to maintain individual, student-level data. In fact, schools and districts throughout Kentucky are required to evaluate all programs—including ESS programs—as part of the consolidated planning process. ESS requires that student data forms are completed and submitted annually for every student served by the Initiative. These data include demographic information as well as quantitative (grade improvement) and qualitative (completing more homework) data. The state disaggregates test data for the ESS population. These data are collected by the state education agency at the end of the regular and summer terms. While there is no specific evaluation methodology (other than overall school accountability for student achievement measured against Kentucky's vigorous standards) required

Critical Initiative Components

Extended School Services staff believe the following components are critical to the effectiveness of any state's extended learning initiative:

- Adequate time to plan and develop the program
- Well-trained, competent teachers, coaches, and mentors who provide ongoing supervision and on-site technical assistance
- Comprehensive evaluation programs that identify and measure critical attributes
- Competent program managers (e.g., school building coordinators) who are knowledgeable and motivated
- Shared vision across agency programs with respect to the mission of an extended learning program

Kentucky

Students Served by Extended School Services

FY 1999

Demographic Statistics

- 163,725 students served
- 50% from primary to grade 6
- 26% from grades 7-9
- 24% from grades 10-12
- 51% male
- 49% female
- 85% caucasian
- 15% minority
- 41% required ESS transportation
- SY97-98 42,877 Title I students
- SY97-98 7,124 students with disabilities
- SY97-98 458 students with limited English proficiency
- SY97-98 1,151 migrant education students

for after-school programs, Extended School Services has developed a self-study process that is available to districts upon request.

The state education agency uses student outcome data to produce annual reports that outline services provided and program impact. Data are used to provide feedback to districts for planning purposes and to determine technical assistance initiatives.

Additionally, regular on-site monitoring is key as a vehicle for program and policy refinement. Specifically, ESS program consultants and legislative staff from Kentucky's Office of Educational Accountability visit schools and districts to help them stay on track with respect to ESS guidelines and their own individual designs. Districts have the authority to determine the schedules they will follow in meeting ESS goals. These schedules are usually based on their achievement results in the school accountability system balanced with a needs assessment of students who require extra time to reach their goals.

Successful Strategies

Kentucky has had a decade of experience in the administration and maintenance of a solid, state-sponsored extended learning initiative. The following are some strategies that have proved helpful in meeting the original purpose of Extended School Services:

- ESS has found that requiring each district to select a District ESS Coordinator and each school a Building Level Coordinator very useful. Both work closely with the school based decision making councils (SBDM).
- ESS staff have implemented a state conference as a forum for recognizing good work at the local level and for schools to share promising practices.
- ESS has found it useful to set general policies for teacher and other related staff pay.

■ ESS found it better to have one state agency program consultant responsible for a single region. This allows for more hands-on work with district coordinators and also facilitates regional training.

■ State officials have found success through the development of key publications (e.g., ESS Program Guidelines, ESS Promising Practices, etc.), of various training modules, and the development of an ESS webpage: www.kde.state.ky.us/osle/extend/ess/default.asp.

■ Working with an Advisory Council also has been helpful. The Advisory Council has been useful in assisting the state team to respond more sensibly to issues. It has been useful in helping to develop policies that are “livable” and reasonable. It also has been better to resolve administrative issues as they occur.

■ Program staff have found it better to limit the amount of funds used for field trips, instructional materials, and the like. Many schools started to spend a great deal of their funds on trips—without clear links to academic goals—until this practice was curbed.

■ Support from the legal office within the Department has been crucial since many legal questions arise.

■ Program staff encourage schools and districts to use peer- and cross-age tutoring in the local projects.

Lessons Learned and Barriers to Success

Program staff report that Extended School Services has been an exciting initiative, but not one without challenges.

With challenges, however, come opportunities to learn and strengthen programs. ESS officials report using both research and common sense approaches to cope with their particular challenges along the way. They have dealt with finding legal answers to a multitude of questions dealing with extended time programs—questions ranging from

Kentucky

Quality

Quality ESS after-school projects “identify and serve the neediest students—those most at-risk for failure—and allow time to meet the academic demands of their grade level. Other important factors include numbers served, types of instructional practices, engaged instructional time, classroom management design, and collaboration with regular programs.”

Jeffery C. Drake
ESS Program Consultant

certification to transportation, from child labor laws to private school issues.

They have dealt and continue to cope with issues regarding transportation, interference with extracurricular activities, motivating students to attend, collaborative planning by ESS and regular school staff, individualizing instruction for students, and providing research-based instructional strategies in extended time settings.

Program staff boast of the wonderful support received within the Department as well as from other agencies in resolving the myriad of issues that emerge over the years. The following are a few “lessons learned” by program staff in the administration of an effective, state-sponsored initiative:

- The state may be the best entity to set standards for teacher pay for extended time projects. Otherwise, there are greater risks for inequities from district to district.
- Transportation costs should be thoroughly considered and monies should flow from other sources to ensure service to students with the greatest need.
- Early technical assistance centered on the process of establishing and enrolling students in extended time programs. Limited attention was given to instructional and program design. As a result, “bad habits” crept into some local projects (e.g., doing only homework after school, etc.).
- On-site visits have strengthened the overall Initiative by helping ESS programs feel less isolated. Moreover, Branch staff are able to discover promising practices that should be recognized and publicized throughout the state.
- The state officials play a critical role in keeping schools focused on the intent of the Initiative.

Massachusetts

Academic Support Services Program

Individual Tutoring in Reading Program

Beginnings

State education officials point to the advent of high stakes testing in Massachusetts as the major catalyst for these two initiatives. Under the Education Reform Law, 10th grade students must pass the Massachusetts Comprehensive Assessment System (MCAS) exam in order to graduate from high school in grade 12. Educators, education administrators, state legislators, and the Governor recognized that this assessment would be challenging for many students, particularly since most students must participate in MCAS testing (including those with special needs and those who are English language learners who have been in the U.S. for at least three years). In response, ways of helping students succeed were sought.

The Academic Support Services Program (ASSP) was made available to districts to extend learning time for students who need extra content instruction and support to master the state's learning standards. The Individual Tutoring in Reading Program (ITRP) was designed to provide one-to-one tutorial services to help students who are at the pre- or basic reader level at the end of third grade read proficiently by the end of fourth grade. Legislators in the state senate worked in collaboration with administrators in the state education agency to draft the appropriation language that created the Academic Support Services Program. A decision was made to devote a small portion of ASSP funds on a pilot basis to the Individual Tutoring in Reading Program. By October 1998 (FY1999), both programs were operating under the administration of the state education agency's Office of Accountability and Targeted Assistance.

How the Initiatives Work

Academic Support Services Program: ASSP is designed to provide districts with resources to extend learning time

Snapshot Facts

The Academic Support Services Program (ASSP) and Individual Tutoring in Reading Program (ITRP) were newly established in FY1999

Both programs are administered by the Office of Accountability & Targeted Assistance in the Commonwealth of Massachusetts Department of Education

ASSP Funding: \$18 million
ITRP Funding: \$ 2 million

ASSP targets funds to school districts to help students who scored at the 'failing' or 'needs improvement' level on the statewide assessment (MCAS) or on other standardized assessment measures

ITRP targets 4th grade students who scored at the 'pre-reader' or 'basic reader' level on the 3rd grade Iowa Test of Basic Skills

In 1999, approximately 38,000 students in grades 1 through 11 were served by ASSP projects, while 1,919 4th graders were served under ITRP projects

For more information on this Initiative, please contact:

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Massachusetts

Purpose of Initiative

Academic Support Services Program

“The goal of the Academic Support Services Program is to develop or enhance academic support services for students who have performed poorly on the MCAS at grades 4, 8, or 10 or on standardized assessment measures at other grade levels. Student support services funded through this program are to be primarily academic in focus, may include appropriate cultural and recreational activities to encourage student participation and improve student performance, and are to supplement currently funded local, state, and federal programs.”

Massachusetts
Department of
Education

for students who need extra help to master state learning standards. School districts and charter schools are eligible to receive ASSP funds. Funds are allocated on the basis of districts’ performance on the MCAS.

In its first year of operation, ASSP was a competitive grant program, with priority given to local education agencies (LEAs) with high percentages of low performing students. In FY2000, maximum allocation amounts were established for districts with high percentages of low-performing students, based on MCAS test data. Specifically, districts and charter schools in which more than 20% of students taking MCAS tests in all subjects, across all grades, received a failing score are eligible to apply for grants under this program. In turn, districts are required to target funds to students who have performed poorly on the MCAS or other standardized assessment measures. Most programs take place in school buildings.

This programmatic change resulted from a desire to work more closely with districts that have the greatest need to develop effective academic support programs. The state education agency found it easier to meet this goal in the context of a non-competitive grant program. Additionally, there was consensus that an allocation formula would result in a more equitable distribution of resources across districts with high need for academic support programs.

Potential grantees must provide required program information in their applications. Specifically, they must describe the standardized assessment(s) used to select students eligible for program participation; describe the proposed program including specific teaching/learning model(s), goals, activities, setting, staffing, and incentives for student participation; describe the assessment tool or process to be used to determine students’ ongoing progress; describe the proposed program’s evaluation plan, including pre- and post-test data to determine gains in student achievement; describe the ways in which the program is linked to classroom instruction and promotes collaboration between staff; describe how parents and guardians will be involved in supporting their students’ academic progress, including planned outreach activities;

and describe how the proposed program will be integrated with, and build upon, currently funded local, state, and federal programs. Grant applicants also provided a comprehensive district improvement plan that includes specific goals for improved student performance established by the district; priority initiatives the district intends to undertake to meet these goals; a coordinated budget; and accountability measures for assessing performance and reporting on results.

On-site visits, data collection and analysis (e.g., student performance on MCAS on pre- and post-tests, MCAS results, evaluations, etc.), and telephone and in-person technical assistance are strategies used to gauge program effectiveness and support “quality” local projects.

Individual Tutoring in Reading: The ITRP began during the 1998-99 school year as a pilot program. It provides funding for districts to use in delivering one-to-one tutoring services in reading to fourth-grade students who scored at the pre- or basic reader level on the state administered grade three Iowa Test of Basic Skills. Funds pay for individual tutoring to its target population. Tutors who provide at least 25 hours of instruction and help students make exemplary progress—as measured by their 4th grade MCAS raw scores in reading—are eligible for a bonus payment of \$500 per student. As in the case of the ASSP, on-site visits, data collection and analysis (e.g., student achievement on MCAS and other specified measures), and telephone and in-person technical assistance are strategies used to gauge program effectiveness and support “quality” local projects. Most local projects are carried out in school buildings.

The Administrative Structure

The Academic Support Services and Individual Tutoring in Reading Programs are both administered by the Office of Accountability and Targeted Assistance in the Massachusetts Department of Education. The Program Coordinator has primary responsibility for both initiatives. Duties related to this position include preparation of the RFP (Request for Proposals); provision of technical assis-

Purpose of Initiative

Individual Tutoring in Reading Program

“The purpose of the Individual Tutoring in Reading Program is to provide direct tutoring services to current grade 4 students who scored in the pre-reader and basic reader categories on the grade 3 Iowa Reading Test administered in the spring of 1999. The goal of the program is to increase participating students’ skills in reading and to increase the numbers of students who score in the proficient or advanced categories in the spring 2000 administration of the MCAS English language arts assessment.”

Massachusetts
Department of
Education

Massachusetts

Funding Highlights

Academic Support Services Program

Actual FY 1999:

- 110 after-school projects received funds in 89 districts; an additional 207 summer projects were funded
- Average Award: \$41,975 per after-school project
- Average Award: \$51,879 per district for after-school projects

Projected FY 2000:

- 172 districts are eligible to receive \$17,950,800 in funds for after-school and/or summer projects

Individual Tutoring in Reading Program

Actual FY 1999:

- 28 projects received funds in 28 districts
- Average Award: \$70,671
- 36 districts were awarded funds for projects
- Average Award: \$55,553

tance to prospective applicants; coordination of the grant review and approval process; coordination of the data collection and analysis process; coordination of site visits to funded programs, including the development of an on-site observation form and interview guide; preparation of technical assistance materials from site visit and evaluation information; and preparation of reports on program impact.

In addition, both programs use Educational Specialists to provide training and technical assistance. These individuals also review and score grants; work with districts to revise grants; visit a sample of funded projects; conduct interviews with program staff, observe instructional activities, and complete on-site forms; assist in designing programs and forms; and analyze data. Data Specialists are employed by the Initiative to set up a database and provide allocation amounts. Clerical staff collect data, check data for completeness, and provide assistance to LEAs on submitting data electronically in a spreadsheet format.

How the Initiatives Are Funded

Academic Support Services Program: All funds for this program are state dollars. Funding is awarded by an allocation formula based on MCAS results. LEAs in which more than 20% of the students fail MCAS are eligible for funds. The allocation formula is grades 3 through 10 district enrollment x the district-wide percentage of students failing MCAS tests x \$125 per student. Amounts are rounded up to the nearest \$100. Over the past two years, the state budget has appropriated \$20 million annually for this Initiative. In FY1999, 317 projects in 202 districts received ASSP dollars, with an average project award of \$67,320. In that same year, 29.3% of awarded ASSP grants supported after-school projects, while 70.7% supported summer programs. In FY2000, 172 districts have been allocated \$17,950,800 in ASSP funds. Data on the distribution of these funds between after-school and summer school projects are not yet available.

The program requires that funds be used to extend learning time by “expanding successful programs or initiating new direct services for low-performing students.”

The specific services may include: tutoring and mentoring, extended school day and year programs, weekend and school vacation programs; summer programs, and school-to-work connecting activities that create worksite learning experiences as an extension of the classroom. Funds may be used for stipends to support direct services, planning, and program coordination; consultant fees to provide program-related professional development; program supplies; and necessary student transportation. No more than 10% of the total amount may be budgeted for supplies.

Individual Tutoring in Reading Program: This program is also totally funded by state dollars. Since its inception, it has been allocated \$2 million per year from the \$20 million available for Academic Support Services Programs. However, the ITRP continues to be a competitive grant program. Priority is given to districts with high percentages of students scoring in the pre-reader and basic reader categories in grade 3 as measured by the Iowa Test of Basic Skills. In FY1999, 28 projects in 28 districts received awards. The average award amount was \$70,671. In FY2000, 36 districts were awarded an average of \$55,500. Districts may apply for up to \$1,000 for each student to receive services. The state education agency establishes a reserve to cover the costs of bonus payments to eligible tutors. Awarded funds are used to provide tutoring services in reading to eligible students. This includes tutor stipends, transportation, and program coordination. No more than 10% of the total grant may be used for supplies. Tutors may be paid an amount not to exceed \$1,000 per student. However, tutors who provide at least 25 hours of tutoring and help students make exemplary progress as measured by their raw MCAS reading scores are eligible for a \$500 bonus per student.

The Role of Collaboration

Neither program has a formal collaboration arrangement with other state agencies. Nonetheless, districts are strongly encouraged to relate to and link with existing after-school projects in the school and in the community. They are also urged to collaborate with community organ-

Quality

Academic Support Services

Individual Tutoring in Reading Program

“Quality projects [under these Initiatives] are primarily academic in focus and substantive in nature (i.e., they are of sufficient duration and intensity to bring about improved student performance). Quality projects are standards-based (i.e., they promote mastery of state learning standards). They are linked with school and district curriculum and instruction. They involve parents and engage students. They provide individual tutoring or small group instruction and offer incentives for student enrollment and attendance. Staff are well-qualified and have opportunities to engage in planning and professional development around the program model and instructional strategies.”

Pam Spagnoli

Program Coordinator

Massachusetts

Lead Actors Agreed That ...

Academic Support Services

Individual Tutoring in Reading Program

- Preference for funding would be given to districts with high percentages of students scoring in Level 1 or 2 on MCAS
- Services must extend the school day and/or year
- Services must be primarily academic in focus
- LEAs must submit comprehensive district improvement plans as part of the applications for funding
- Appropriation would continue through August 31 of each year to allow for summer academic support services and professional development for educators
- Districts must report program activities, results, and expenditures directly to the SEA
- Funding must support individual or small group instruction only

izations so that students benefit from a continuum of services. The ASSP program design narrative requires, for example, that districts “describe the ways in which the program is linked to classroom instruction and promotes collaboration among staff providing various services to promote successful achievement, by participating students, of state learning standards.” Within the State Department of Education, staff involved in all out-of-school-time initiatives engage in ongoing communication to ensure that collaboration on the use of resources across programs is taking place.

Monitoring and Measuring Success

Academic Support Services Program: ASSP has been established to help students master state learning standards. The state uses MCAS to determine the extent of mastery at grades 4, 8, and 10. The state education agency requires the submission of data forms that provide information on cumulative hours of services, subject area(s), instructional group size, and pre- and post-assessment results for individual students. Outcome data is collected annually. The SEA uses the outcome data to evaluate the effectiveness of ASSP. Outcome data along with other program data are stored in a database. Collectively, the data will help state officials answer important questions such as, “Which districts (programs) report the best results?” “Are there any characteristics these programs share?” “Does the student/teacher ratio bear a significant relationship to student results?” “Is there a significant correlation between cumulative hours of services and student results?” “Is there a minimum number of hours required in order for a program to have a discernible impact?”

The SEA plans a long-term evaluation of the ASSP. This evaluation of the Initiative will examine correlations among data collected on individual students (e.g., cumulative hours of services under the program), MCAS performance, program assessment data, and high school graduation. Individual students, therefore, will be followed over a number of years.

Finally, the state education agency requires districts to conduct their own evaluations. Evaluation methods must be

described before funds are awarded. District evaluations must report on lessons learned regarding the effectiveness of instructional strategies; staff, student, and parent outreach; and program organization.

Individual Tutoring in Reading Program: The purpose of the ITRP Initiative is to help students become proficient readers by the end of the fourth grade. It is designed as a supplement to the regular curriculum. Evaluation is part of the program design. The Massachusetts Department of Education collects data for each student served to determine programmatic effectiveness. The primary measurement tool is MCAS 4th grade reading scores. The state education agency uses the data in a similar manner to that described above under the Academic Support Services Program.

Successful Strategies

The following lists strategies found useful in overcoming unforeseen obstacles and challenges with respect to both programs. State officials have found it helpful to:

- provide technical assistance sessions for districts struggling with the challenges involved in using data to target students, diagnose their learning needs, design quality after-school program to address those needs, and assess student growth on an ongoing basis;
- require the submission of evaluations and individual student data for FY1999 programs prior to considering funding for FY2000 proposals;
- require the submission of individual student enrollment data before funding programs for FY2000, and basing the funding amounts on the actual number of students that agree to participate. This prevents districts from overestimating the number of students that will be served and receiving funds in excess of the actual programming needs; and
- hire interns to help in scheduling and participating in site visits to funded programs, and in data collection activities over the summer.

Serving Students with Special Needs

“The Priorities section of the ASSP RFP states, ‘All proposed programs must provide individual or small group instruction that addresses identified gaps in students’ acquisition of knowledge and skills in English language arts, mathematics, and/or science and technology.’ Through technical assistance ASSP staff encourage districts to group students for learning. Students with similar gaps in their knowledge and skills in particular content areas are consequently taught together. This has resulted in some of the groups of students in after-school programs receiving instruction from certified special needs or bilingual teachers—sometimes their own resource room or TBE/ESL teachers. In other instances, bilingual teachers will team-teach with regular classroom teachers to maximize the opportunities for English language learners to acquire skills and knowledge in English. Students served in the ITRP initiative also include English language learners and students with special needs. In no case, however, do the services provided under either program supplant services required under students’ IEPs.”

Massachusetts

Participating Students

Academic Support Services Program

FY1999

Served approximately 10,300 in after-school projects and 27,700 in summer projects

FY2000

Initiative projections anticipate serving approximately 40,000 students in FY 2000

Individual Tutoring in Reading Program

FY1999

Served 1,919 students

FY2000

Initiative projections anticipate serving 2,182 students in FY 2000

Lessons Learned and Barriers to Success

State officials realize that these initiatives require a high level of maintenance. Districts need a great deal of training, technical assistance, and support in developing and implementing quality programs and meeting the accountability requirements. For overall program success, the state education agency must devote adequate staff and resources to helping districts build their capacity to meet the initiatives' high standards and expectations. Staff also understand that any meaningful assessment of overall programmatic effectiveness requires time. Both initiatives could be further strengthened through support for additional staffing and training for district program coordinators.

At this time, state officials are confident that the ASSP and ITRP initiatives have begun in a promising manner. However, there are some issues that staff believe may become barriers to continued effectiveness. These include:

- *Uncertainty regarding funding.* Massachusetts' FY2000 budget was not passed until late fall 1999. Consequently, after-school programs were unable to begin until later in the year and were thus able to offer fewer days of extended, instruction services.
- *Concerns about staffing.* As mentioned previously, both the ASSP and ITRP are high maintenance programs. Building district capacity to collect, analyze, and electronically submit data requires ongoing attention. Helping districts design quality programs that address the gaps in students' acquisition of knowledge and skills requires Department staff to provide technical assistance. Supporting districts as they organize extended-day and year programs that will attract those students most in need of services requires adequate staffing.

The recent addition of new staff to the Initiatives should help ensure that districts receive the kind of support they need to develop and deliver effective programs and services.

After-School and Other Out of School Time Program

Beginnings

The After-School and Other Out of School Time (ASOOST) Program was established in 1996. Specifically, the FY1996 budget consisted of a line item allocating \$750,000 for grants for after-school programs. Since that time, it has operated on a very limited basis through the provision of small grants to selected school districts. The funds were to be used to operate limited after-school enrichment projects that supported the Massachusetts Education Reform Act. The funded local projects supported a range of academic, social, and emotional needs.

This Initiative has seen significant change for the FY2000 funding period. The State Department of Education has received increased funding for this Initiative to \$5.07 million for the current school year. As a result of increased public interest and greater expectations, the program was redesigned in FY2000. The new program requires closer local coordination of the range of resources that the Department of Education and other state and local agencies are making available during after-school hours as well as stronger links to school day learning standards. It is also intended to bring much needed funds to increase the supply and quality of ASOOST programs in communities. Like Massachusetts' ASSP and ITRP programs, this Initiative is administered by the Office of Accountability and Targeted Assistance, which promotes coordination among these inter-related programs.

How the Initiative Works

As mentioned previously, this program has been significantly redesigned since its debut in 1996. It is expected to be funded at \$5.07 million. ASOOST dollars must be used to extend the school day/school year for students in grades K through 12. Funds are to coordinate and deliver programs and services before-school, after-school, during vacations, and/or on weekends.

Communities interested in these awards must form or

Snapshot Facts

After-School and Other Out of School Time Program

Established 1996

Redesigned for FY2000 to encourage linkage between school day programs and other relevant programs

Program administered by the Office of Accountability & Targeted Assistance in the Commonwealth of Massachusetts Department of Education

In FY1996-1999, 34 programs served students for an average of 1.5 to 2 hours per week.

Increased FY2000 funding provided grants to 78 communities providing more hours of service to greater numbers of students.

FY2000 budget allows \$5,072,932 for grants.

For more information on this Initiative, please contact:

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Massachusetts

Purpose of Initiative

“To increase quality after-school and other out-of-school time programs and services that meet the identified needs of children and youth. To promote an integrated system in which school and community-based after-school and other out-of-school time programs are coordinated with school day programs to maximize the benefits to children and youth.”

have formed a local council or partnership that has as one of its functions the coordination of after-school or other out-of-school-time programs. The council membership must include the mayor or other chief executive officer (or designee), the superintendent of the school district (or designee), representatives from school and community-based after-school and other out-of-school-time program providers, and students and family members who are current or potential users of such programs. Additionally, the local council should be representative of the community it serves. Local councils determine which member entity—a school district, a municipality, or a community-based organization—will be the applicant agency for the council. Only one council may represent a city or town. Towns may join together to form a joint local council. The local councils are charged with developing a collaborative system that provides access for children and youth to a range of ASOOST resources and services available in their communities and with ensuring that resources are used as efficiently as possible.

The ASOOST program lists several priorities. The local council must establish an infrastructure to ensure that the priorities of the After-School and Other Out of School Time program are met. Generally speaking, the program is designed to increase the integration of programs that take place after school and those that occur during the regular school day through the articulation of systems that link state learning standards to ASOOST programs and activities. Programs that are developed using these funds also are required to describe “innovative practices that integrate learning into a range of out-of-school-time programs” and require ASOOST staff to receive professional development that will support their ability to provide quality service.

Applicants must conduct an analysis of the school and community’s capacity to serve children and youth in out-of-school projects and identify unmet needs. Part of this analysis includes (1) developing a resource map that identifies existing school and community resources and programs available to children and youth during out-of-school hours. The resource map will help identify the gaps in local program availability; and (2) assessing families’ and students’ need for and interest in increasing out-of-school-time programming

and/or improving its quality and organization. In turn, grant proposals should be written using these data to add to the supply of quality out-of-school-time opportunities for children and youth. For example, the ASOOST program is designed to offer school based after school homework support, enrichment, arts, recreation, and academic support services using combined funding from the ASOOST and the state's Academic Support Services Program (ASSP) grants. The ASOOST program design also is intended to enable children who are enrolled in full-time, school-aged child care programs operated by the local YMCA and paid for by child care funded vouchers to be able to receive specialized tutoring in reading by an appropriately credentialed tutor paid for by the ASOOST grant funding.

In general, the ASOOST application process proceeds as follows: (1) local councils are formed, or an existing local collaborative group is configured to serve the function of coordinating local after school programs; (2) a local resource map is developed and needs assessment is performed by the local council; (3) FY2000 applications are completed and submitted to the State Department of Education; (4) the State Department of Education—with advice from related child and family serving agency representatives—reviews and scores the proposals; (5) technical assistance is provided, as necessary, to communities with priority for funding to develop quality program applications; and (6) recommendations for grant awards are presented to the Board of Education for approval. It is expected that grants awarded in FY2000 will receive a second year of funding in FY2001, pending legislative authorization of funds.

The Administrative Structure

Staff in the state education agency's Office of Accountability and Targeted Assistance are responsible for the administration of this program. Specifically, it is headed by the Administrator for School and District Improvement Planning and Support. The Administrator provides recommendations on policy and direction for after-school programs to the Commissioner of Education.

Quality

"Of primary importance [with respect to this particular Initiative] is the development of an inter-linking system within the community and school for after-school programs. Quality programs will provide a range of opportunities for children and youth that promote learning and growth. Quality after-school programs will provide creative time for students in which they will be able to engage in new and innovative activities and to develop new skills. Students will be guided to relate the new skills to learning standards they have been taught during the school day. School day and after-school faculty will work together to ensure common language and practices. Programs will collect data on student outcomes and will reflect on and adapt their programs in response to data."

Lise Zeig
Acting Administrator

Massachusetts

Students Served

In FY1996-1999, after-school projects funded under this Initiative were primarily located in schools. Some, however, were located in community centers, housing projects, etc.

While the range of student participants varies, higher funding priority is given to communities where in the median family income is at or below the statewide family median and/or the percentage of low-income students is reported at 14% or above.

Applicants for FY2000 grants are required to describe how the programs and services will accommodate students with disabilities and second language learners.

During FY1998 and 1999, programs reported an average of 17.2% students served with Individualized Educational Plans and 14% of students served were second language learners. An additional 25% of students were identified as “at risk” by the local projects.

The individual in this position recommends local grant recipients to the Commissioner and Board of Education; establishes program guidelines and implementation strategies; establishes intra- and inter-agency links to support local collaboration and implementation; establishes the data collection and accountability system to determine effectiveness of program implementation; and establishes technical assistance capacity to support local implementation. An additional staff person provides direct assistance to grantees and performs site visits of selected local programs. Additionally, this staff member played a role in the redefinition of the program and will establish data systems for local project reporting.

How the Initiative Is Funded

All funds for this grant program are state dollars. It is anticipated that the resources used to develop the comprehensive project at the local level will include some combination of local, federal, and private funds. The resource mapping process will be an important tool in indicating other sources of funding.

Since its beginnings in FY1996, this Initiative has grown from \$750,000 to \$5.07 million. During the years prior to redesign, grant applicants requested an amount that they believed was needed—within a recommended range of dollars—to provide services per student. In 1996 and 1997, 19 grants were awarded under the previous design. The range of the grants awarded was from \$10,000 to \$150,000. In 1998 and 1999, 34 grants were awarded—with the highest amount awarded being approximately \$70,000. This process proved inefficient and did not promote quality program design. The FY2000 redesign has provided a maximum amount for which applicants may apply based on the number of total students enrolled in a school district. FY2000 grants range from \$15,000 to \$565,000.

High priority for grants is given to communities with higher percentages of low-income students and family median incomes below the statewide average as reported by 1990 Census data. To receive “high priority,” the proportion of low income students must be at 14% or above. Moderate priority is given to communities meeting one of the two criteria mentioned above.

The Role of Collaboration

As mentioned previously, the redesign of this Initiative requires the formation of local councils whose members work to develop a collaborative system that will allow children and youth access to a full range of community services and resources. Additionally, the redesign requires development of a resource map that identifies the community's range of available services and resources. It is anticipated that local community-based organizations that provide after-school programs will become members of the local council. These agencies may, in fact, become the applicant agency on behalf of the council.

Monitoring and Measuring Success

Currently, the statewide program evaluation is still under design. However, it will require data collection, at minimum, on participation and program implementation. Local programs are required to establish a system to collect and maintain data to account for program participation, to evaluate effectiveness of programs and services, and to measure student performance.

In FY1996 through 1999, grantees were required to self-report data to the State Department of Education at the completion of each year's program. Outcomes varied and were based on the particular goals as defined at the local level. During FY1997 through 1999, grantees collected and reported data annually. These data were used as a factor in determining if the program would receive continued funding and to gain some information about program implementation.

During this period, state education officials provided technical assistance via telephone conversations. They did not provide direct support to increase the quality of ASOOST programs. Other organizations (e.g., National Institute on Out-of-School Time and Boston MOST as well as the state's Executive Office of Health and Human Services and the Office of Child Care Services) provided some statewide support to local communities on developing quality after-school programs.

Redesigned

A number of important changes have been made to "redesign" the After School and Other Out of School Time Program in Massachusetts:

- Local councils now are required to coordinate city/town resources that provide after-school programs
- Local councils include chief municipal leader & superintendent (or designee) and other community organizations that provide after-school care, as well as parents and students
- Programs must establish comprehensive local systems to effectively coordinate school day and after-school programs, and effectively link other school based and community based after-school programming

Massachusetts

Critical Initiative Components

Staff administering the After School and Other Out of School Time Initiative view the following elements as important to any after-school programming implementation:

- Flexibility to respond to the conditions that exist in communities
- Clear expectations from the outset about results and outcomes

Finally, as stated previously, FY2000 applicants are required to “describe the system that will be used to collect and maintain data to account for program participation, to evaluate effectiveness of programs and services, and to measure student performance.” Additionally, the resource mapping process mentioned previously provides data on the supply and demand for after-school resources. Grantees provided data on program participation in March 2000. Other programmatic and evaluative data will be collected after the end of the fiscal year in June.

Lessons Learned and Barriers to Success

FY2000 ushered in a thorough redesign for ASOOST. The redesign intends to improve the program based on knowledge gained from the first four years of the Initiative as well as from legislative and secretariat level policy initiatives. Its new approach further seeks to better integrate program resources with other funding sources.

According to program staff, there were several problems in the program's first four years of operation. They are hopeful that the FY2000 redesign addresses these issues. They report that major concerns fall within three main areas: (1) funding; (2) local program coordination; and (3) coordination with other SEA programs. More detail with regard to each area follows:

- *Funding.* It was apparent from the first and third year competitions for after-school funds that there was an overwhelming need for and interest in increasing after-school offerings in schools. The augmenting demand for these funds far outweighed the supply made available in this line item. As noted earlier, between \$750,000 and \$775,000 was made available for these grants in each of the first four years. However, in the first year, over 130 applications were received requesting approximately \$9 million in support. In year three, competition yielded over 110 applications and approximately \$4.5 million in requests. Because of increased leadership from the state and increased advocacy from parents and providers in this area, more funding was made available in the Department of Education line item. In

addition, school-aged child care and other after-school funding has been increased in other state agency budgets, notably in the Executive Office of Health and Human Services and the Office of Child Care Services program budgets.

■ *Local Program Coordination.* While clearly tied to education reform, the program has always been flexible enough to be responsive to local community needs. The flexibility has prompted local turf battles concerning the best use of after-school hours. Different groups advocated for childcare, violence prevention, community service learning, academic enrichment, tutoring, etc. While the earlier program required local coordination, there was little guidance about how this should occur or little opportunity for multiple parties to have a real stake in the program operation and results. The state articulated in its FY2000 budget requirements for local councils to coordinate after-school programs and guidance and flexibility about the councils' operation.

■ *Coordination with Other SEA Programs.* This Initiative was one of many small programs operated by the state Department of Education. It was coordinated on a very part-time basis by a professional staff person with several other responsibilities. The program now has become part of the Targeted Assistance efforts aimed at providing expanded resources to schools and districts to improve student performance outcomes. It is seen as part of the set of resources cities, towns, and school districts can use to improve student outcomes and to improve school and community collaboration. The program now has one dedicated staff person and an administrator who oversees this program along with several other related programs.

State officials view the redesign of ASOOST as a positive stride in the right direction. They report that there is not a single agency or partnership that leads after school programming throughout the state. However, several state level inter-agency committees are currently investigating funding and organizational issues to improve state level coordination.

Thoughts on Priority

"The After School and Other Out of School Time grants are intended to give priority to programs that have carefully developed systems that integrate school day and after school programs, and that design programs that meet the needs identified in their needs assessment. Awards have been made to programs that have developed plans that will produce desired results for the program participants, and will be able to document achievements."

Lise Zeig
Acting Administrator

Minnesota

Snapshot Facts

Minnesota After-School Enrichment Program

Established as a pilot initiative in 1996

Gained permanent status in 1999

This program is administered by the Minnesota Department of Children, Families, & Learning's Office of Community Services

Students served 1997-1998 (ages 9 through 13 years) 52,143

Beginning 2000-2001, students in grades K-12 participate

Last biennial funded the Initiative at \$10 million for 1999-2001

Duration of funding: 28 months

Estimated size of awards \$75,000 to \$1,000,000 for 28 months

For more information on this Initiative, please contact:

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Minnesota After-School Enrichment Program

Beginnings

In many states and urban communities around the nation, the mid-1990s ushered marked increases in the number of juvenile homicides. In Minnesota, former Governor Arne Carlson, in particular, responded to the sharp rise in such crimes by spearheading the Minnesota After-School Enrichment Program. Other lead actors in this effort included the Minnesota Department of Planning, community-based organizations, state legislators, and state education officials. Funding was intended to provide resources to community collaboratives. These collaboratives consisted of representatives of community organizations; representatives of the county, city, and school district; parents, and youth. Each collaborative group was required to develop a plan and provide programming to youth ages 9 to 13 based on an assessment of community needs. Legislation required that collaborative plans included an assessment of existing community resources; creative outreach strategies to assure youth participation; a description of inclusion strategies that engaged grassroots organizations and maintained community control over program design; and a description of ways to continue funding when access to grant funds expired. Additionally, funded collaboratives were required to provide at least five days per week of after-school programming. In its pilot year, the Initiative was funded at \$5 million. Up to 3% of awards could be used for administrative purposes. During this pilot year, 16 collaborative sites were funded. The awards distribution was as follows: three collaboratives serving seven neighborhoods in Minneapolis, three collaboratives serving six neighborhoods in St. Paul, two collaboratives serving the Twin Cities suburbs, and eight collaboratives serving Greater Minnesota.

How the Initiative Works

This Initiative is coordinated by the Minnesota Department of Children, Families, & Learning, which is

the state education agency. It is part of a series of grants awarded under the Prevention and Intervention Funding Program, which includes monies from both public safety and the state education agency. It targets school-age youth. Collaboratives targeting youth who are not involved in after-school programming and are struggling with academic success, and/or have been involved with the criminal justice system, are given priority for funds. The Initiative further gives priority to certain neighborhoods in Minneapolis and in St. Paul. Since 1998, After-School Enrichment has been a competitive grant. Each local funded project has a tutoring component. Eligible applicants include community and non-profit organizations. Collaboratives comprising representatives from youth-serving organizations, schools, local government, parks, grassroots organizations, and parents and youth also are a priority for funding. A collaborative must select one member as the contracting agency. Community control over the design of programming is required. Furthermore, applicants should address barriers such as transportation and fees in their proposals. The program is provided at no cost to participating youth.

There are seven outcome goals identified in the legislation. They are:

- more children participating in adult-supervised programs in non-school hours;
- greater support of academic achievement, including the areas of reading and math;
- less juvenile crime;
- improved school attendance and reduced school suspensions;
- increased number of youth engaged in community service and other activities designed to support character improvement, strengthen families, and instill community values;
- heightened skills in technology, arts, sports, and other activities;
- deeper support for the academic achievement and character development of adolescent parents.

Purpose of Initiative

“Funding is provided to increase the involvement of at-risk youth in before-school, after-school, and summer programming through partnerships that effectively utilize and build on existing community resources.”

Minnesota

Outcome Data 1996-97

These data represent the pilot year of programming for the collaborative groups. No formal evaluation took place. However, program information provided by the 16, newly funded collaboratives were interesting. Of the 16 local projects:

- 16 reported an increase in participation by 9-13 year old, at-risk youth
- 8 reported an increase in academic performance (increased to 11 of 16 during 1997-98 school year)
- 4 reported an increase in school attendance for 9-13 year olds (increased to 5 of 16 during 1997-98 school year)
- 3 reported a decrease in juvenile crime (increased to 5 of 16 during 1997-98 school year)
- 16 reported an expansion of programs for 9-13 year olds
- 12 reported an expansion of community-based program sites
- 7 reported expanded transportation for program participants

Local projects should focus their evaluation plans on one or more of the above-stated outcomes. Projects hire outside evaluators to conduct formal evaluations. They are required to submit an evaluation plan as part of the application. During the second year of programming (1997-98), the community collaboratives worked to stabilize programming and to establish standard policies and evaluation processes. Technical assistance was provided to the collaborative groups to assist them in strengthening their capacity to effectively share resources, decrease duplication of services, and assure efficient management practices. Among other things, the state education agency uses evaluation findings to formulate best practices training, and inform the legislature and general public on Initiative impact.

Programs are selected through the state's Prevention & Invention program (P&I). P&I uses citizen review groups as its application review process. In 1998, 400 people volunteered to review 558 applications. Reviewers are selected to reflect the diversity of the community. Based on fund categories, teams of six to eight reviewers may include a range of citizens such as youth, parents, educators, youth workers, county attorneys, county social service workers, juvenile justice service providers, public health specialists, law enforcement officials, state agency representatives, civic, business, and faith community members, and other citizens. Review sessions are facilitated by state staff to assure an appropriate review process. To minimize conflicts of interest, reviewers read and score applications for projects outside of their geographic region. Recommendations by review groups are submitted to state education officials for a second level of review that also considers geographical distributions, types of programming, and funding availability. The state is committed to recruiting young people between the ages of 16 and 20 as reviewers. They are provided a \$40 stipend for reading, scoring, and discussing proposals with the review team. State officials value their input highly and encourage participation as an opportunity for community service or political science learning.

The Administrative Structure

The Minnesota After-School Enrichment Program is part of a larger pool of prevention and intervention initiatives

sponsored by the State of Minnesota. This particular initiative is housed within the state education agency's Office of Community Services. The Manager of the Prevention Program is responsible for overall program and budget development issues. The leader of the Initiative is its Community Relations Coordinator/Grant Manager. This position focuses on programmatic and organizational technical assistance as well as financial monitoring. The Initiative also is staffed by two additional grant managers, one of which is also a training coordinator. The Grant Coordinator is responsible for finance and payments.

How the Initiative Is Funded

The After-School Enrichment Program is 100% state funded. During its first pilot year, the program was funded at approximately \$5 million. The second cycle (1997-1999) was funded at \$9.8 million. The first statewide competitive funds were awarded during this cycle. The most recent cycle (2000-2001) has approximately \$10 million to \$10.5 million available to grantees. Local projects are funded for 28 months. Average size of awards is \$75,000 to \$1 million for the 28-month period. The state education agency does not require grantees to match awarded funds. However, most programs document substantial in-kind and donated services.

The Role of Collaboration

Collaboration is the core of the After-School Enrichment Program. It is a major theme in the program's purpose. It is reflected in program eligibility criteria and general requirements. It is even part of how applications are read, scored, and ultimately funded. Specifically, funding is part of the state's Prevention and Intervention process that includes monies from both public safety and the Department of Children, Families, & Learning.

When the Initiative was originally conceptualized, lead actors mainly agreed on one primary issue—"communities could be best served by collaboratives that included schools, local units of government, grassroots agencies, youth serving organizations, parents, and youth." The state agency gives priority to collaboratives who have the above-mentioned

Programming 1996-1998

The following lists output information with regard to programming provided by type and by number of sessions for years 1996-97 and 1997-98:

Academic, Including Tutoring

1996-97:10,393

1997-98:18,010

Art Activities or Classes

1996-97:8,168

1997-98:6,406

Athletic Activities

1996-97:7,517

1997-98:11,307

Cultural Activities or Classes

1996-97:2,423

1997-98:2,767

Skill Training (Computer, Mediation)

1996-97:3,279

1997-98:4,417

Special Events

1996-97:1,408

1997-98:2,359

Mentoring Sessions

1996-97:881

1997-98:2,161

Minnesota

“Exemplary” Funded Project

Lincoln Park Youth Collaborative at Lincoln Park School

Fiscal Agent: Duluth Public Schools

Demographics

Approximately 800 students; 25% transfer annually; 68% free/reduced lunch; 20% enrolled in special education; 15% students of color (2.5% district-wide)

Results

Serves approximately 400 students; 2,850 hours of community service; improved reading levels and grades; improved school attendance; decreased juvenile crime in neighborhood; decreased number of neighborhood youth sent to juvenile court

entities as members. Non-profit, youth serving organizations tend to take the lead within the collaboratives. Through the needs assessment process, collaboratives identify special needs for certain student subgroups (e.g., English language learners, etc.) and use these data to partner with appropriate agencies to meet such needs. Because all communities are not the same, Minnesota maintains that using the collaboration configuration drives effective local programming and funding. In this view, the approach is necessary to appropriately meet the needs of youth in specific communities.

Monitoring and Measuring Success

Until 1999, this Initiative existed as a pilot program. During the first two years of After-School Enrichment, collaborative sites have focused evaluation on establishing baseline participant numbers and experimenting with both internal and external evaluation processes to measure impact. Additionally, local sites have been reporting on progress toward the seven outcome goals described in the Initiative’s program requirements. In December of 1998, the state education agency contracted with an external evaluation consultant to make recommendations relating to (1) increasing the effectiveness of data collection and use, and (2) identifying cost-effective, reasonable processes to more accurately measure success outcome impact of the programming provided. The consultant’s recommendations were reviewed by staff and program representatives in 1999 with resulting improvements in evaluation implemented for the 1999-2000 programming year. Data throughout the life of the Initiative have been and continue to be used to formulate best practices training and inform the state legislature and public on program impact.

Other activities geared toward monitoring demand, need, and success include the convening of quarterly meetings among program coordinators who are lead representatives of the local collaboratives and visiting program sites. With regard to quarterly meetings, program coordinators come together to exchange ideas, network, and receive training as appropriate. A good portion of the dialogue focuses on what works and how to make things better.

State officials report that they continue to work toward solutions to current evaluation challenges. For instance, there

are efforts to move toward the establishment of statewide measures and the use of common measurement tools in FY00-01.

Successful Strategies

State officials view the quarterly coordinators meetings as the most successful strategy implemented to overcome obstacles and challenges, whether unforeseen or predicted. These interactions allow a forum for local projects to share success stories and use networking to problem solve. It was further reported that site visits conducted by state-level grant managers have been helpful.

Lessons Learned and Barriers to Success

Each local after-school collaborative identified barriers to program participation as part of the initial community needs assessment. After its first pilot year (1996), communities reported the following barriers to program participation during 1997-98: transportation to and from program sites; problems in developing a stable collaborative of program providers; need for more volunteers and volunteer training; and staff turnover, which impacts program service delivery.

Among the aforementioned barriers, lack of affordable, dependable transportation was common across programs. State education officials reported that community collaboratives experimented with a variety of strategies to remedy this problem, including enlisting volunteer drivers, having local units of government cover bus fee, and working with local school districts to secure funds for bussing.

Another barrier of concern relates to general supply and demand. The FY2000-01 competitive process yielded 153 applications requesting \$47.4 million in funds. Unfortunately, fiscal limitations permitted only \$10.5 million in awards to 33 local projects, 20 of which were continuations. These are issues that state education officials continue to process.

Overall, Minnesota has found that the best collaboratives are those that are inclusive and have come together around all youth (in terms of ethnicity, culture, socioeconomic status, and level of ability, to name a few factors). They have found it better when youth, parents, and other community members are driving policy and playing integral roles in project spending. When these factors are present, the state agency reports that monies seem to be used more advantageously.

Complementary Programs

In addition to the After-School Enrichment Program, a range of other complementary state programs are available under the Minnesota Department of Children, Families, & Learning's Prevention Unit.

- Substance Abuse Prevention
- Violence Prevention
- Child Abuse Prevention
- Health Promotion
- Community Education
- Family Education Collaboratives

For additional information on these complementary programs, please email the Department at: cfl.state.mn.us, or call the Application Hotline at: 651/582-8447 or 1-800/934-7113

Texas

Snapshot Facts

Texas Optional Extended Year Program

Established as a pilot program in 1993-94 known as the Retention Reduction Pilot Program. The pilot was continued in 1994-95 across 53 districts.

Gained permanent status in 1996

This program is administered by the Texas Education Agency's Division of Student Support Programs.

In 1999-2000, approximately 700 school districts were funded and participated in the Initiative.

In 1999-2000, the Initiative was funded at approximately \$59.2 million. Its 2000-2001 budget is anticipated to be approximately \$61.6 million.

All eligible districts receive a per pupil allocation with no less than a \$5,500 award.

For more information on this Initiative, please contact:

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Texas Optional Extended Year Program

Beginnings

Leaders in the Texas education community agreed that some students need to be provided “additional instructional time” to master the state’s challenging content and student performance standards. To meet this challenge, the Texas State Board of Education proposed the Optional Extended Year Program (OEYP).

In 1993, upon recommendation from the Texas State Board of Education, the 73rd Texas Legislature established the state-funded program to address the needs of first-grade students who might be retained because they had not successfully mastered the curriculum presented to them in the traditional school setting. The State Board of Education and members of the Texas Legislature set aside 5% of the State Compensatory Education allotment to fund a program to promote student success and reduce retention. The Initiative was originally funded at \$10 million over a two-year period.

OEYP was originally implemented during the 1993-94 school year as a discretionary project for grades 1 and 2 known as the Retention Reduction Pilot Program. As a result of program success, the Initiative was expanded to serve students in grades K through 8 as a permanent, formula funded program. The Initiative funds only public school districts and is administered as a highly instructional initiative solely by the state education agency. As such, the program does not emphasize collaboration in its structure. State officials mention, however, that any coordination of community resources and organizations would occur at the school district level.

The Initiative allows up to 30 additional days of instruction to acquire the necessary skills required for promotion among first-grade students identified as likely to be retained. Fifty-three districts were part of the pilot. The average cost of implementation of a local project was \$517 per pupil. The second year of pilot implementation was designed to include the first cohort of students who had advanced to the second grade along with current first-grade students identified as not having the necessary skills for promotion.

How the Initiative Works

In Texas, public school districts where at least 35% of the students in grades K through 8 are from economically disadvantaged families are eligible to receive funding under the OEY Program. Those districts seeking funds must submit an application to the state education agency. Applications are mailed to eligible districts and are available through the Texas Education Agency's website with topics ranging from general information, budget summary, and payroll costs to program needs assessment, program description, and program evaluation design.

An optional extended-year program may extend the day, the week, or the year. The program must be conducted beyond the required instructional days and may include intersessions for year-round programs. An OEY Program may not exceed 30 instructional days for students in grades K through 8. The 30 days are not required to be consecutive. Follow-up activities may be provided only to those students that participated in a 30-day instructional program.

Students who do not meet district standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of subject matter of a course or grade level are eligible for services under OEYP. Academic criteria must be established to identify eligible students for participation. Student eligibility criteria must be based on the criteria the school district uses for retention. School districts must demonstrate a parent/family awareness component of the local project. They also must provide transportation for each student who is required to attend OEYP and who is eligible for regular transportation service.

Each OEYP class must be taught by a teacher who has successfully completed a program that provides training to teach a class under the Initiative. No more than 16 students may be enrolled in a single class. Required training must provide teachers with the knowledge and skills necessary to help students meet the state's content and student performance standards. Training must occur prior to program implementation; however, additional professional development may be provided throughout the implementation of the program. OEYP instruction is aligned with students' regular education-

Purpose of Initiative

"The purpose or mission of the OEY Program is to provide students with 'additional instructional time' to master the state's challenging content standards and student performance standards. Students served by the OEY program are those students who are identified as likely not to be promoted to the next grade level for the succeeding school year because they do not meet district standards or policies for academic achievement or demonstrated proficiency of the subject matter of the course or grade level."

Texas

Funding Highlights

Funding for the Optional Extended Year Program grows significantly each year. The following charts the funding pattern since its pilot years in 1993 through 1995 to projected 2000 to 2001 appropriations.

1993-94 and 1994-95
\$10 million

1995-96
\$49 million

1996-97
\$51 million

1997-98
\$54,818,719

1998-99
\$58,474,092

1999-2000
\$59,200,000
(approximately)

2000-2001
\$61,600,000
(approximately)

al program, particularly since most program staff are from the students' home campus. A student is promoted to the next grade level at the beginning of the next school year if the student has attended 90% of the program days and has satisfied the academic requirements for promotion under Texas Education Code, Section 28.021. Parents may present written requests to school principals requesting that their student not be promoted to the next grade level after participating in the program. Thereafter, as soon as practical, the principal must hold a formal meeting with the student's parent, OEYP teacher, and counselor. During the meeting, the principal, teacher, or counselor must explain the longitudinal evidence on the academic performance of students who are promoted to the next grade level and provide information on the effects of retention on a student's self-esteem and propensity toward school drop-out. After the meeting, the parent may withdraw the request that the student not be promoted to the next grade level. If parent withdraws the original request, the student is promoted.

The Administrative Structure

The Texas Education Agency's (TEA) Division of Student Support Programs administers this Initiative. The Senior Director for the Division of Student Support Services serves as lead administrator on program implementation.

Day-to-day program management and issues of state coordination are delegated to the OEY Program Director (Program Administrator). The Program Director's primary duties range from activities such as developing application and instruction documents; developing program evaluation strategies; ensuring OEYP operation in accordance with state laws, guidelines, and regulations; coordinating and disseminating program information to developing program reports; conducting training and workshops; and providing support, training, and follow-up activities for Division staff.

The Commissioner of Education, the Deputy Commissioner for Programs and Instruction, and the Associate Commissioner for Special Populations play roles concerning this Initiative as well. The Commissioner adopts rules for the administration of the Initiative. The Deputy

Commissioner for Programs and Instruction and Associate Commissioner for Special Populations provide general programmatic oversight, in addition to responding to inquiries made from the state legislature. In addition to the above-named players, there are eight Program Specialists who spend a percentage of their time reviewing OEYP applications and responding to local education agencies' telephone calls and inquiries.

How the Initiative Is Funded

All OEYP monies are from state sources. Specifically, the Initiative's funding is equal to 5% of the state compensatory education allotment. The state education agency decides on how much funding specific local projects will be awarded based upon three major criteria. First, school districts are eligible for funding if at least 35% of their students are from economically disadvantaged families in kindergarten through grade 8. Second, 10% of the district's at-risk population in kindergarten through grade 8 as reported to PEIMS (Public Education Information Management System) is used for determining the district entitlement. No appeals for funding consideration due to incorrect submission of PEIMS data are granted. Third, a per capita amount is determined by dividing the total 10% at-risk K through 8 students attending schools in eligible school districts into the total OEYP allocation. State education officials report that there is no average OEYP award. However, all eligible school districts will receive a pupil allocation with no less than a \$5,500 award. Funding for the Initiative is adjusted annually based upon certain district statistics.

Monitoring and Measuring Success

The Optional Extended Year Program in Texas defines quality after-school project as improved student performance. All funded projects are required to submit an evaluation design that addresses a range of important questions. Districts report annually the number of students retained and promoted as a result of participation in OEYP.

As mentioned above, the major criterion for measuring success is student achievement. To determine effectiveness,

Students Served

Since its inception, a significant number of Texas independent school districts have been served through OEYP funds. The following documents the growth over the past several years.

1993-94 and 1994-95

53 pilot districts

1995-96

380 school districts

2,068 campuses

137,890 students

120,093 promoted

1996-97

539 school districts

2,809 campuses

165,018 students

142,865 promoted

1997-98

651 school districts

3,243 campuses

190,175 students

148,320 promoted

1998-99

664 school districts

1999-2000

over 700 school districts
(anticipated)

2000-2001

over 800 school districts
(anticipated)

Texas

Target Population

According to the Texas Education Code, Section 28.021, the Optional Extended Year Program considers the following as its target population:

“School districts in which at least 35% of the students in kindergarten through grade 8 are from economically disadvantaged families will be eligible for funding. Students that are served under this program must be identified as likely not to be promoted to the next grade level for the succeeding school year because they do not meet district standards or policies for academic achievement or demonstrated proficiency of the subject matter of the course or grade level.”

state education officials use the Texas Learning Index (TLI). The TLI is a statistic that allows comparison across years and across grades within a subject area for reading and mathematics at grades 3 through 8 and at the 10th grade exit level. The TLI is not provided for Spanish-version reading or mathematics examinations. Scores on the TLI range from zero (0) to the maximum score possible given a subject-area test. When presented, the TLI score is preceded by a digit representing the grade level shown (e.g., 3-65 for grade 3; X-83 for exit level). The minimum expectations score of 70 represents the same amount of achievement at each grade tested and at each test administration. As such, the TLI score can be used to access learning progress within any given subject area across grade levels. On-site monitoring and evaluation data are used collectively to monitor programmatic effectiveness. Results are reported to the Texas state legislature.

Successful Strategies and Lessons Learned

The Optional Extended Year Program has grown exponentially over the past several years. Each year, data indicate that students who might otherwise be retained are successfully supported and promoted to the next grade level. State education officials report that they have had success in providing written guidance in an easily understandable format. Specifically, they have found that effective implementation requires clear guidance. They have used a simple “question and answer” format to support appropriate implementation in the over 3,000 participating school campuses.

Solid evaluation data also are important to SEA officials. They have learned that grant awards should be made only when evaluation requirements have been met. They believe that school districts should submit the names of students who participate so that student performance can be monitored. Finally, OEYP staff believe that strong instructional programs must have well-prepared teachers. Therefore, they encourage their peers in state education agencies to develop rigorous professional development requirements. This is an area that they continually seek to strengthen and modify within their own Initiative.