



Statewide Afterschool Initiative Learning Task Force

Report

March 2017

Statewide Afterschool Initiative Learning Task Force

The following report is submitted to the Clerk of the House pursuant to House Resolution No. 39, sponsored by Majority Leader Valerie Longhurst (RD 15) and Speaker Pete Schwartzkopf (RD 14), enacted during the 148th General Assembly by the Delaware House of Representatives on June 29, 2016.

Meetings of the Task Force were held as follows:

- August 30, 2016 at Legislative Hall, Dover
- September 23, 2016 at Delaware Technical Community College, Georgetown
- October 28, 2016 at Carvel State Building, Wilmington
- November 29, 2016 at Buena Vista, New Castle
- January 27, 2017 at Colwyck Building, New Castle

The membership of the Task Force included:

- Jack Polidori, Chair
- Rep. Valerie Longhurst, Vice-Chair, State Representative
- Sen. Nicole Poore, Vice-Chair, State Senator
- Ashley Biden, Delaware Center for Justice
- Dusty Blakey, Superintendent, Colonial School District
- Sheila Bravo, Delaware Alliance of Nonprofit Advancement
- Susan Bunting, Secretary of the Department of Education (former Superintendent of the Indian River School District)
- Rep. Timothy Dukes, State Representative
- John Fisher-Klein, Newark Day Nursery & Children's Center
- Rich Heffron, State Chamber of Commerce
- Amelia Hodges, Department of Education
- Mike Jackson, Director of the Office of Management and Budget (former Deputy Controller General)
- Frederika Jenner, Delaware State Education Association
- Jim Kelly, YMCA
- Cynthia McKenzie, Delaware Association of School Administrators
- Carol Scott, Delaware Afterschool Network
- Michelle Taylor, United Way of Delaware

Invaluable staffing assistance and professional support were provided by:

- Lauren Vella, House of Representatives
- Jillian Lucher, Afterschool Alliance
- Janelle Cousino, Afterschool Alliance
- Tynetta Brown, United Way of Delaware
- Karen Lantz, House of Representatives Attorney

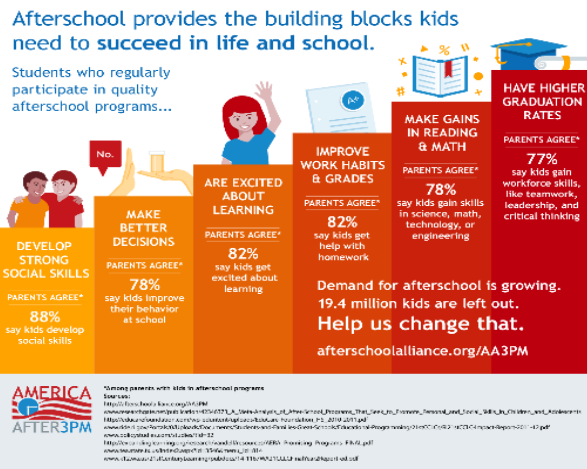
Statewide Afterschool Initiative Learning Task Force

The Task Force would like to note for the public record that efforts from its membership were contributed without compensation or reimbursement for expenses (except to the extent that certain members and staff, as duly noted, are State of Delaware or public school district employees) as a public service to the State of Delaware. The Chair offers profuse thanks to all involved for this generous act of conscientious citizenship.

The Task Force views its work and this report as the starting point for the much-needed development of a thoughtful, comprehensive public policy regarding extended learning opportunities for Delaware's school-age children. We offer what follows with a newfound sense of camaraderie among providers and public policy professionals. This sense of camaraderie allowed the Task Force to consider matters with a constructively critical eye and without a defensive, 'turf protection' mindset. This resulted in a set of thoughtful recommendations to the General Assembly that, if pursued promptly and with vigor, will provide a strong foundation of data undergirding a best practice-based public policy construct on which action can be taken as fiscal resources are made available.

SECTION 1: THE ESSENTIAL IMPORTANCE OF AFTERSCHOOL AND SUMMER BREAK EXTENDED LEARNING OPPORTUNITIES

Only 20% of a child's waking hours during the course of a year occur during the traditional school day¹. Afterschool and summer break programs help bridge gaps between school and home, especially in the hours between 3 and 6 PM and during the summer when children are most in need of safe, engaging places to spend their time, and working parents most benefit from the additional support.



Afterschool and summer break programs provide a combination of academic supports through intellectual and social activities that attract and excite children of a specified age cohort, enriching their daily activities, and providing health and wellness components (e.g., opportunities for physical activity and a healthy meal or snack). Of equal importance, these kinds of organized, thoughtfully-structured, and well-run programs provide needed opportunities for the social and personal development of children.

Program content will vary based on the needs and interests of students, schools and their larger community. They can focus on a wide range of themes such as computer coding and robotics, soccer, career explorations, art, and music, to provide just a few examples.

¹ Schools Alone are Not Enough (2002): <http://onlinelibrary.wiley.com/doi/10.1002/yd.06/abstract>

Programs can be operated by schools, community providers, non-profit organizations (e.g., YMCA, Boys and Girls Clubs), faith-based providers, national organizations or other qualified entities.

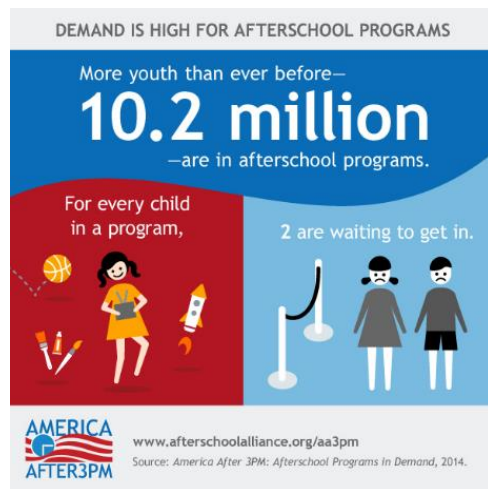
Lastly, programs can be offered before school, after school, during summer break period, or more likely, during some combination of these options.

KEY POINT 1: The need and demand for afterschool and summer break extended learning opportunities is strong in Delaware.

Afterschool programs are strongly supported by Delaware parents, up and down the state. Based on the most recent survey conducted (According to America After 3PM, an independent parent poll collected in 2014) by the National Afterschool Alliance, **84% of Delaware parents support public funding for afterschool programs.** However, afterschool programming in Delaware falls far short of meeting demand.

From a national perspective (76.3% on average nationally) most afterschool programming is supported through parent fees. This can leave many parents and families outside the proverbial fold. According to the America After 3PM survey, **40% of Delaware parents, representing 48,000 children, would like to enroll their child in an afterschool program if one was available to them.**

Also of note, the State of Delaware conducted a market rate study of part-time (less than 4 hours per day) school-age care centers for 5-12 year olds and found the 75th percentile for care (the percentile recommended by the Federal Office of Child Care for reimbursement) to be in a cost range from \$16.50-20.00 per day². The maximum costs shared in the study were 23.00 per day in Kent & Sussex Counties and \$30.40 per day in New Castle County. For a parent who does not qualify for subsidies this means up to \$152 a week in New Castle County and as much as \$760 per month in a 5-week month. This exceeds parent reports in the America After 3PM survey where Delaware parents reported paying an average of \$89 a week.



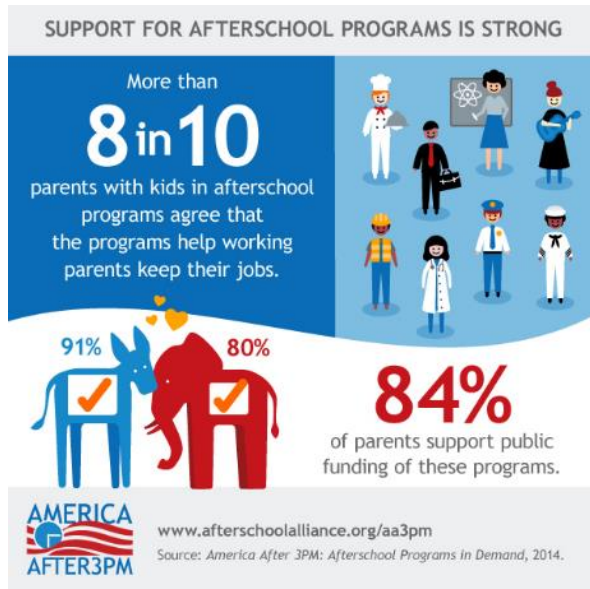
By way of example, for a minimum wage worker making \$8.25 an hour (\$330/week), quality afterschool programming for one or more children is substantial and often an unaffordable cost despite being worthwhile to a given child. It is worth noting that costs vary depending on operators, locations, staffing, volunteerism and community resources and other program variables³.

² www.dhss.delaware.gov/dss/files/mrs2015.pdf

³ <http://www.wallacefoundation.org/knowledge-center/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx>

Despite the tremendous investment that has been made by the State of Delaware in recent years to support and develop its youth, challenges remain. For example, please note the finding from the highly-respected Annie E. Casey Foundation’s Kids Count Database for the State of Delaware⁴:

- *Working families are struggling to make ends meet:* 73% of Delaware students have both available parents in the labor force. 1 in 5 children live in poverty and 1 in 4 children in the state live in a low-income working family. Communities of concentrated poverty have compounded struggles as well.⁵



- *Some children are falling off track in the education pipeline:* 21% of fourth graders were found to be chronically absent from school (calculated as missing 4 or more days in the last month); 30% of fourth graders and 27% of 8th graders are performing below basic in their reading proficiency levels and 23% of students are not graduating high school on time.
- *Health and Wellness requires additional focus:* 43% of children 6-11 and 38% of children age 12-17 were characterized as obese in the 2011 Delaware Survey of Children’s Health. The Food Action Research Coalition reports that 12% of Delaware families are classified as food insecure⁶.

Moreover, entrenched, highly-concentrated poverty can be met head on with increasing access to afterschool and summer break opportunities for all students where they receive academic enrichment and physical activity opportunities that occur within behavioral expectations that promote solid emotional and social development.

Afterschool and summer break programs help to narrow and close equity, opportunity, and achievement gaps^{7,8}. Currently, families in the top 20% of the income distribution nationally spend



⁴ <http://datacenter.kidscount.org/locations>

⁵ http://afterschoolalliance.org/imgs/AA3PM/AA3_poverty1.jpg

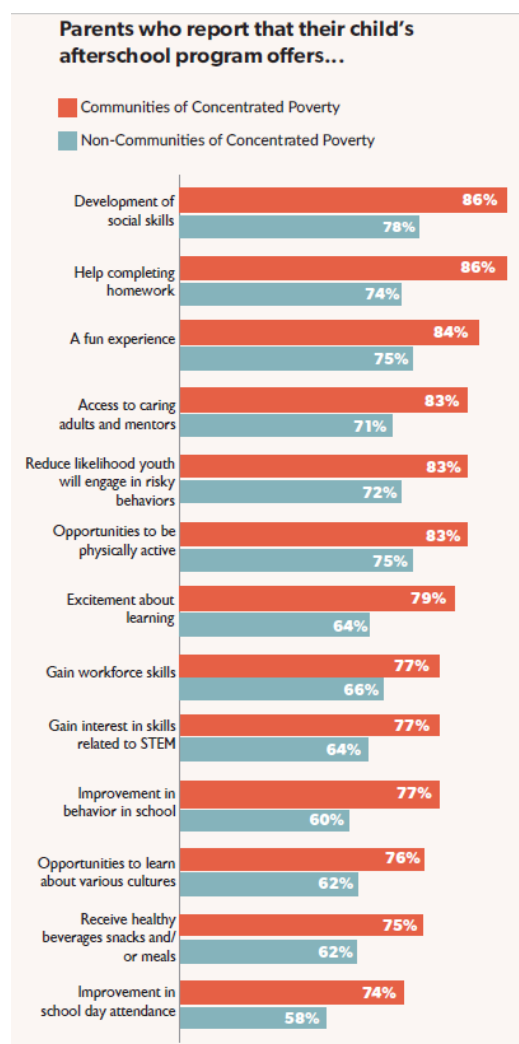
⁶ <http://frac.org/reports-and-resources/national-and-state-program-data-2/>

⁷ <http://www.ymca.net/sites/default/files/pdf/achievement-gap-loving-literacy.pdf>

⁸ <http://afterschoolalliance.org/imgs/AA3PM/AA3-closing-the-gap.jpg>

almost 7 times more on enrichment opportunities for their children than those in the lowest 20% bracket⁹. The gap also exists between middle and low-income students. By 6th grade, middle-income students have on average been exposed to 6,000 additional hours of learning compared to low-income students¹⁰. Stepping up to meet parental demand for affordable afterschool and summer break extended learning opportunities for children can help ‘level the playing field’ and prepare all students for success, thus helping in a demonstrable way to produce a citizenry and competent workforce regardless of family income level.

KEY POINT 2: The need for afterschool and summer break extended learning opportunities in areas of concentrated poverty is particularly acute and produces pronounced positive effects.



More than 2 out of 3 (67%) parents living in areas of concentrated poverty report that finding an enriching environment for their child in the after-school hours is a challenge, compared to less than half of parents living outside of these areas (46%). Moreover, 42% of these parents report that their communities do not have access to afterschool programs at all. And, regardless of access, 61% say that current economic conditions make placing their child in a program difficult to afford - compared to 47% of parents outside communities of concentrated poverty.

Yet, when parents in these communities do have accessible and affordable programs, they are highly satisfied and report strong benefits to their student on a range of factors from building social skills to improving school day attendance, at levels far beyond the already high levels reported by parents outside concentrated poverty geographies.

Seventy-seven percent of parents living in communities of concentrated poverty with a student in an afterschool program believe their student is improving their behavior in school and gaining workforce skills. Eighty-three percent believe the programs reduce their student’s likelihood of engaging in risky behaviors and the same percent

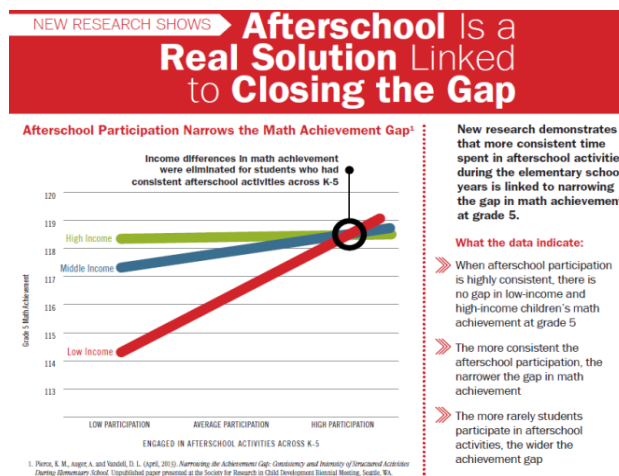
believe the programs give their child exposure to caring adults and mentors.¹¹

⁹ <https://www.brookings.edu/research/thirteen-economic-facts-about-social-mobility-and-the-role-of-education/>

¹⁰ <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap#sthash.GGEMp9OO.dpbs>

¹¹ Ibid.

Research studies, such as a 2014 Evaluation of LA's Best programs¹², have found that not only do afterschool programs support low-income students, but the positive results of these programs in reducing dropout and increasing graduation rates are actually greater for low-income students, thus working to diminish achievement gaps. Additional research¹³ shows consistent participation in high quality afterschool programs can eliminate achievement gaps between low and high-income students by 5th grade.



KEY POINT 3: Federal funding helps meet the need, but a gap in funding remains nonetheless.

In 1994, the federal government created the 21st Century Community Learning Centers (21st CCLC) program to allow states to offer competitive grants for afterschool, before school and summer break expanded learning opportunities. The program, initially funded at \$40 million in 1998 when the first awards were made, has been a strong success. As a result, federal appropriations now exceed \$1 billion and program grantees serve about 1.7 million students across the United States.

The newly reauthorized major federal education law, the Every Student Succeeds Act (ESSA), continued authorization of the 21st CCLC program as a designated funding stream in 2015 with bipartisan, near-unanimous support from members in both the chambers of the U.S. Congress. In Delaware, as of the most recent state report, the 21st CCLC program was funding 37 afterschool and summer programs reaching 2,764 students through \$5.7 million in federal funding.

Funds from the Federal Child Care Development Block Grant (CCDBG) also help support access to afterschool and summer programming. The block grants provide states with funding for subsidies to working parents for use in the selection of child care options for children through age 12; this program is called purchase of care (POC) in Delaware. States must provide a match to the federal funding in order to access the federal grants. Data shows POC vouchers and outlays from this funding stream were used at 444 child care centers across Delaware, providing support to 7,400 children on a monthly basis. Approximately 46% of those children served are ages 5 to 12 (i.e., school-aged).

Additional federal support for afterschool and summer programming also comes from a wide variety of other sources including Title 1 funds, the state Department of Children, Youth &

¹² Huang, D., Kim, K. S., Marshall, A., & Perez, P. (2005). Keeping kids in school: An LA's BEST example—A study examining the long-term impact of LA's BEST on students' dropout rates. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.

¹³ Vandell, Deborah. Expanded Learning Research <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>

Families, the Bond Bill's support of Delaware nonprofit entities, juvenile justice funds, Temporary Aid to Needy Families (TANF), and local school districts.

KEY POINT 4: Positive results are evident from afterschool and summer break extended learning opportunity programs.

Afterschool and summer break expanded learning opportunities contribute to keeping kids safe, healthy, academically on track, engaged in school and learning, and the development of the social and personal skills necessary for future success. The evidence base is strong and growing.

The Harvard Family Research Project (HFRP) conducted a summary of 10 years of available afterschool research¹⁴ and found positive effects from afterschool programs in:

- Academic achievement – including test scores in reading and math achievement.
- Social and emotional development – including self-image and self-efficacy.
- Prevention of risky behaviors – including reductions in juvenile crime, drug use, and teen pregnancy.
- Health and wellness – including knowledge of a healthy lifestyle.

The HFRP Summary also found that the amount of time students participated, the quality of the programming and staffing, strong partnerships, and a balance of academic supports with engaging, structured activities produces the most consistent positive results¹⁵.

In Delaware, an external evaluation of the federally funded 21st CCLC programs conducted by the RMC Research firm (February 2014) concluded: ***“The changes in grades reported by local programs in both 2012 and 2013 are consistent with, if not conclusive evidence of, a positive impact of the Delaware 21st CCLC program on student achievement in reading and mathematics¹⁶.”***

Parents with children in Delaware afterschool programs also agree that these programs support their students across multiple indicators of success and wellness:

- 73% of Delaware parents think their student's participation in programs reduces the likelihood their child will engage in risky behaviors.
- More than 7 in 10 Delaware parents with children in an afterschool program say their child has access to more physical activity.
- 74% of Delaware parents believe snacks and meals served at their child's program are healthy.
- 65% of Delaware parents think the programs excite their children about learning and prepare them for the workforce.

¹⁴ http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html

¹⁵ Ibid.

¹⁶ Schenk, Allen, Project Director. *External Evaluation of Delaware's Twenty-First Century Community Learning Centers: Final Report*; RMC Research Corporation. February, 2014.

Positive outcomes from consistent participation in quality programming reap rewards in other important ways. Studies on the return on investment to afterschool programs have been conducted in other states. Maryland, for example, calculated a \$3.36 ROI for each dollar invested in afterschool programs¹⁷. Other studies from states including Vermont¹⁸ and Minnesota¹⁹ calculate returns on investment in afterschool programs in a range from \$2 to more than \$5 per \$1 invested and researchers report these returns are conservative given the full range of program benefits. Cost savings can be attributed to the multiple issues that quality afterschool programs tackle at once including:

Improved high school graduation rates: Estimates on the return on investment in terms of increased high school graduation rates show that the community gains about \$127,000 over course of a graduate's lifetime compared to them dropping out²⁰. Afterschool programs improve students' grades, on-time promotion and graduation rates, which means investments today pay dividends today and tomorrow. High school graduates benefit from higher employment and wages over their career and the community benefits from a more solid tax base and fewer expenditures on social services²¹.

Support for Working Parents: Parent entry into and continuation of job training, higher education and the workforce is often contingent on childcare supports. The need for supports continues far beyond early-care. Worry by parents of older children is a large component of parental stress estimated to cost business between \$50-\$300 billion each year in lost productivity²². Nationwide lack of access to childcare costs families over \$8 billion each year in lost wages including reduced hours, missed days, tardiness and stress²³.

An Alternative Investment to Incarceration: The average rate of youth incarceration nationally is **\$240 a day**²⁴. This would pay for almost 2.5 weeks of an alternative investment of funds in community programs that engage youth in constructive activities and deter risky behaviors (also known as positive youth development interventions) via afterschool programming. Moreover, statistics show better results when youth are diverted from incarceration into a coordinated system of strong community-based supports²⁵.

¹⁷ http://mdoutofschooltime.org/penn_station/folders/resources_links/research_data_and_recommendations/MOST_final-web.pdf

¹⁸ <http://197yqv2yy2wnqk9ni14nx82z.wpengine.netdna-cdn.com/wp-content/uploads/2014/11/ROI-Summary-2014.pdf>

¹⁹ <http://www.extension.umn.edu/youth/research/youth-programs/docs/economic-return-afterschool-programs.pdf>

²⁰ <http://www.nytimes.com/2012/01/26/opinion/the-true-cost-of-high-school-dropouts.html>

²¹ <http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/>

²² <http://www.catalyst.org/knowledge/after-school-worries-tough-parents-bad-business>

²³ <https://www.americanprogress.org/issues/women/reports/2016/09/22/143877/the-cost-of-inaction/>

²⁴ <http://www.yapinc.org/Portals/0/Documents/Safely%20Home%20Preview/safelyhome.pdf?ver=2.0>

²⁵ <https://www.prisonfellowship.org/2016/02/new-report-highlights-need-to-reform-kansas-juvenile-justice-system/>

SECTION 2: THE SEARCH FOR DEFINITION

The State of Delaware has stressed the expansion and development of high-quality early childhood education during the past decade as a complement to its steadfast efforts to improve public school opportunity and performance. Two achievements in this effort stand paramount: (1) the establishment of the Delaware Stars for Early Success quality rating and improvement system for licensed childcare and school-age care programs; and (2) the award of one of the earliest federal 'Race to the Top – Early Learning Challenge' grants.

But to understand and begin to address public policy development in the area of after school and summer break extended learning opportunities and how this body of policy work complements the early childhood policy and implementation work to date, the Task Force realized that it must devise a definition to describe the body of work to be accomplished over coming years.

AGREED-UPON DEFINITION: An “extended learning opportunity program” is a designated set of activities for school-age children that takes place outside of the formal school day and/or year, and provides academic or enrichment activities or both in addition to recreational activities (*e.g.*, free or structured play).

In reaching consensus on this definition, the Task Force considered comparable definitions from the various sources below. Any additional detail in such a definition is determined by what the program is intended to accomplish and who it is intended to serve. For example, the California program specifically references teen-aged children. These definitions include, among others:

Federal 21st Century Community Learning Center definition (20 U.S.C. § 7171(b))

(1) Community learning center. The term "community learning center" means an entity that--
(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that--
(i) reinforce and complement the regular academic programs of the schools attended by the students served; and
(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and
(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

California 21st Century High School After School Safety and Enrichment for Teens (Cal Ed Code § 8421)

There is hereby established the 21st Century High School After School Safety and Enrichment for Teens program. The purpose of the program is to create incentives for establishing locally driven after school enrichment programs that partner schools and communities to provide

academic support and safe, constructive alternatives for high school pupils in the hours after the regular school day.

(b) A high school after school program established pursuant to this article shall consist of the following two elements:

(1) (A) An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 3. The assistance shall be coordinated with the regular academic programs of the pupils.

(B) For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content.

(2) An enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities.

California After School Education and Safety Program (Cal Ed Code § 8482.1)

(a) "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Maryland After-School AND SUMMER Opportunity Fund Program. (repealed in 2016)

(c) "After-school AND SUMMER opportunity programs" means enrichment programs for school age children that take place:

- (1)** before school starts each day and after school ends each day;
- (2)** on weekends;
- (3)** on holidays;
- (4)** during vacations; and
- (5)** during summer break.

Connecticut Afterschool Grant Program (Conn. Gen. Stat. § 10-16x)

For purposes of this subsection, "after school program" means a program that takes place when school is not in session, provides educational, enrichment and recreational activities for children in grades kindergarten to twelve, inclusive, and has a parent involvement component.

Connecticut statute dealing with administering allergy treatment (Conn. Gen. Stat. § 19a-900)

(1) "Before or after school program" means any educational or recreational program for children administered in any building or on the grounds of any school by a local or regional

board of education or other municipal agency, before or after regular school hours, or both, but does not include a program that is licensed by the Department of Public Health;

Georgia joint after-school programs for at-risk students (O.C.G.A. § 20-2-256(1))

(a) As used in this Code section, the term:

(1) "After-school program" means any academic program conducted after regular school hours to serve only:

(A) Students who have previously dropped out of school;

(B) Students who are in a regular day time school who have previously failed courses; or

(C) A combination of students described in subparagraph (A) of this paragraph and subparagraph (B) of this paragraph.

Tennessee Pilot After School programs (Tenn. Code Ann. § 49-6-705)

No explicit definition of "after school program"

Statement of purpose "to increase performance for at-risk students on the ACT or SAT examinations, in order to expand the number of students in the at-risk population eligible for lottery scholarships and to increase the abilities of students to excel in postsecondary education. The programs shall serve at-risk students in grades seven through nine (7-9). The programs shall prepare students to take the EXPLORE and PLAN ACT preparatory examinations or the PSAT/NMSQT preparatory examination and eventually to take the ACT or SAT examinations."

Rhode Island Urban after-school programs (R.I. Gen. Laws § 16-7.1-17(b))

"Each program shall be located in or near middle schools or junior or senior high schools in school districts identified as "at risk" by the legislature in accordance with § 16-7.1-16 and which have an equity index below one. The purpose of the programs is to provide students an opportunity to engage in a gainful activity, such as an athletic, cultural, arts, academic, community service, remediation, and/or career exploration activity after-school or during the time the schools are not in session."

Colorado Before and after-school dropout prevention programs (C.R.S. 22-27.5-103)

"...grant program to fund before- and after-school arts based and vocational activity programs for students enrolled in grades six through twelve. The goal . . . is to reduce the number of students who choose to drop out of school prior to graduation."

SECTION 3: STATES ARE MOVING FAST IN THE AREA OF EXTENDED LEARNING OPPORTUNITIES

Our survey of extant and developing public policy around the United States in the area of extended learning opportunity policy was greatly aided by the work of Jillian Luchner, Policy Associate, Afterschool Alliance. A list of the states with existing policy and programs is shown in Appendix 1.

Two recent, excellent reports (with recommendations) to which the Task Force pays particular attention originate from the states of Texas²⁶ and [Washington](#)²⁷. We believe the thinking exhibited in these two initiatives provides a thoughtful exposition of extended learning opportunity public policy in terms of their creativity as well as their thoughtful integration with other spheres of related public policy. Noteworthy findings and recommendations from the two reports follow.

Texas

The table of recommendations from the recently-issued Texas report follows:

TABLE OF RECOMMENDATIONS: HIGH-QUALITY AFFORDABLE ELO IN TEXAS
Contribute to State Accountability Ratings: Research clearly shows that ELO programs are a proven option and a wise investment in our youngest Texans and future workforce. The Council recommends that TEA include high-quality ELO programs in the state’s accountability rating system and prioritize high-quality affordable ELO under Title IV, Part A formula grant programs that will begin in 2017-2018.
Fund Sustainable Competitive Demonstration Programs: The ELO Council recommends that the Texas Legislature fund a competitive grant opportunity for districts to demonstrate how high-quality affordable ELO programs produce positive outcomes for Texas students that are most in need. The competitive grant program is fully scalable with a per student cost of \$7 per student per day plus state-level administration. For example, for \$105,000 – 70% in state contributions and 30% in local match – a demonstration site would serve a minimum of 75 students for 200 days, including summer. Local match would allow in-kind and cash contributions. Using this rate, \$5 million plus a local match of at least \$2,140,000 would serve approximately 5,100 students annually; \$10 million plus a local match of at least \$4,280,000 would serve approximately 10,200 students annually; \$25 million plus a local match of at least \$10,700,000 would serve approximately 25,500 students annually
Encourage Higher Education Partnerships: Allow institutions of higher education, particularly community and technical colleges, to receive credit under the higher education rating system for engaging in partnerships with high-quality affordable ELO programs that prepare students for college and career.
Support Workforce Partners: Create a tax credit to encourage public-private partnerships that support ELO in Texas schools to align with the governor’s Tri-Agency Workforce Initiative promoting workforce development, affordable post-secondary education, and career awareness (Texas Office of the Governor, 2016).
Implement State Standards for High-Quality ELO: State-funded programs and programs that receive credit through TEA or higher education accountability systems should adhere to one set of TEA-approved standards that align with TXPOST standards and Texas 21 st CCLC requirements.
Recognize Outstanding Programs: Create a recognition program to highlight high-quality affordable ELO programs that model best practices and demonstrate critical improvement outcomes, thereby encouraging the funding of innovation, coordination, and exceptional outcomes.
Develop Resources for Underserved Communities: Develop a network of Texas ELO professionals to increase access to high-quality programs for students and families who are the most in need; apply engaging ELO approaches such as service learning, problem-based learning, and inquiry-based learning; and implement successful partnership models.
Raise Awareness about the Importance and Impact of High-Quality Affordable ELO: Maintain the ELO Council to continue the study and state-level guidance around the important impact of high-quality ELO programs on students, families, and communities across the state. The council is an essential venue for building statewide awareness about the large gap in access to programs and developing important policy recommendations about how to create and scale high-quality affordable programs that work for Texas communities.

²⁶ Appendix 2- Texas Expanded Learning Opportunities Council

²⁷ <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2016Report.pdf>

Washington

- A comprehensive approach that includes before or after school, during school, during intersession breaks, and/or during summer break periods.
- A call for school year calendar modifications, such as extended learning time and/or rearranging school breaks to create the time and space needed for extended learning opportunity (ELO) programs, all to be determined locally.
- An objective to increase the state’s capacity to provide ELOs to all students, but first and foremost, to provide expanded learning to historically underserved students such as low-income students, students of color, students with special needs, and English language learners ... students who have been historically disadvantaged by the education system.
- “The current capacity to implement and sustain ELOs in Washington is inadequate and inequitable. As of now, providing ELO services involves a patchwork of independent efforts brought together by individual neighborhoods and/or schools, funded by a medley of grants and other sources, and regulated by so single authority.” (Page 2)

SECTION 4: EXTENDED LEARNING OPPORTUNITIES IN CONTEXT

Delaware has a wide range of organizations delivering varying kinds of childcare, recreation and enrichment activities, and to varying degrees, educational activities. The Task Force’s forthright discussions proved illuminating in a number of ways, giving way to certain ‘insight’ moments noted below. The notebooks prepared for each of the Task Force’s four meetings comprise a copious public record that contains numerous detailed documents prepared by various members of the Task Force and/or the entities for which they work.

INSIGHT #1: The complexity of the mix of current service providers ranges geographically and demographically as well as by the type of entity (e.g., for-profit, community based non-profit, faith based organizations and public schools).

PRIVATE NON-PROFIT ENTITIES: One major example of a private, non-profit entity that expends a sizeable amount of its own resources is the YMCA, a large and longtime provider of before and after school programs, and summer break programs. Their six organizations, present in all three Delaware counties, draw students from 59 schools to programs located at 49 school sites and one YMCA site (Walnut Street in Wilmington which draws students from 19 schools). The YMCA served 2,164 students in 2016, 7% (148) of whom receive YMCA financial assistance. Another 24% (526) receive state-financial subsidies through the Purchase-of-Care (POC) program²⁸.

“EXTRA TIME MATCH”: The annual state Budget Act does not contain specific line item funding for public schools to offer afterschool educational programming. One source of state funds, however, formerly called “Extra Time”, was eliminated from the operating budget in FY 09.

²⁸ Appendix 3- YMCA Delaware Before & After School Enrichment

Extra Time funding was exclusively used to provide additional instructional time for low achieving students in four primary content areas: mathematics, science, social studies, and English/language arts. Another major example is public school districts where 13 of the state's 19 districts and a yet undetermined number of charter schools provide a vast array of after school and/or summer extended learning opportunity programs. Once the funding was eliminated from the Budget Act, school districts were still allowed to continue to levy the Extra Time Match (30% local match versus the previous state 70% appropriation) via budget epilogue language (resulting increased per pupil expenditures from the 'use of "Extra Time" is passed through from the participating school districts to charter schools pursuant to the funding formula found in Delaware Code). This local tax does not require a referendum to levy but it does require an affirmative vote of the local school district Board of Education. This tax generates approximately \$3 million in revenue to school district statewide for a combination extended learning opportunities and reading math/specialists.²⁹

OTHER LOCAL SCHOOL DISTRICT FUNDING: Overall, without a dedicated source of state funding, local public school districts are using a combination of their Extra Time local revenue, current expense property taxes, discretionary state funding (*e.g.*, Educational Sustainment Fund), and a portion of their federal funds (*e.g.*, Title I) for after school and summer break extended learning programs.³⁰

TITLE 1 FEDERAL FUNDS: Title I funds, originally established more than 50 years ago through the Elementary and Secondary Education Act, are appropriated through the current Every Child Succeeds Act and allocates federal funding to the state Department of Education and local school districts.³¹

IDEA FEDERAL FUNDS: The Individuals with Disabilities Education Act (IDEA) allocates federal education appropriations to the state and local school districts.

PURCHASE OF CARE: 'Purchase of care' (POC) funds originate from federal and state appropriations (FY 16 totaling \$33.5 million in federal funds and \$33.8 million in state funds) [the age range for children covered by POC funds ranges from 0-12 years of age]. In recognizing the complexity of the current mix of funding, the Task Force especially wants to acknowledge the POC program; it's presently based on a 2011 market rate study due to a lack of funding to bring the rate up to the 2015 market rate. While not a charge of this Task Force, a review of the current POC rates is important.

COMMUNITY SERVICES BLOCK GRANT: Community Services Block Grant (CSBG) federal funding provides approximately \$384,000 (\$179,000 in CSBG funds and \$185,000 from 'other sources') distributed through the First State Community Action Agency (FSCAA), funds after school programs at nine locations across the state.

²⁹ Appendix 4- Extra Time Revenue Collections & Appendix 5- Local District Programs

³⁰ Appendix 6- Briefing on State and Local Funding for Afterschool Programs

³¹ Appendix 7- Delaware Title I Federal Funds

DEPARTMENT OF SERVICES FOR CHILDREN, YOUTH, AND THEIR FAMILIES: State funding is appropriated to the Department of Services for Children, Youth and Their Families in the amount of \$2.25 million for afterschool programs focused on youth and suicide prevention. This funding is distributed to non-profit organizations, where a portion of it supports afterschool homework assistance.

STATE ANNUAL GRANT-IN-AID BUDGET BILL: There also is a sizeable amount of funding included annually in the Grant-in-Aid Bill. The Office of the Controller General is presently clarifying data submitted by grant applicants to determine of the funds given to nonprofit organizations that provide afterschool programs how much of the funding is specifically spent on afterschool programs since funds could be supporting other functions of their nonprofit. With this caveat, the chart in Appendix 8 produced by the Office of the Controller General, which indicates 27 grant awards providing \$2.19 million being provided in Fiscal Year 2017, at least to a meaningful degree, for after school and summer break programs. These grants are provided to Delaware organizations that provide important and essential services to our children in all four corners of our state.

INSIGHT #2: The array of age and school grade levels for existing after school and summer break programs run the full gamut from kindergarten through high school. However, the distribution of programs appears unequal in terms of number at the various grade levels.

Delaware lacks a standard repository that captures information about available programming pursuant to the agreed-upon definitional standards and/or comprehensive quantitative or qualitative information about standards or outcomes specific to extended learning programs.

As Delaware extended learning opportunity policy is developed and implemented, it is extremely important that this compilation of programmatic information be utilized via a user-friendly, widely-disseminated web site that enables parents from across the state easy access to information about the type, quality, and cost of services that are available.

Insight #3: There appears to be service availability and delivery gaps in terms of age, grade level, and sufficiency of program and program variety/content in certain high need areas, particularly those with intense concentrations of poverty.

The service delivery gaps require careful study, 'cataloguing,' and mapping. While both rural and urban areas seem underserved, there are also very specific local 'micro' gaps in areas of intense concentrations of poverty, based on firsthand knowledge from Task Force members, which also appear underserved.

INSIGHT #4: Delaware finally has been brought formally into the decade-old National Afterschool Alliance planning process through its receipt of a major MOTT Foundation grant.

The fiscal agent for this three-year grant is the United Way of Delaware and its primary mission is to help with the initial startup of the Delaware Afterschool Network (DEAN). For the first time, a major non-governmental, Delaware entity is resourced to help existing and organize new program sites for the delivery of extended learning opportunities. The MOTT Foundation funding will help DEAN to work statewide with existing providers and policymakers in the area of technical assistance and the best practices (documented through empirical social science research).

INSIGHT #5: 21st Century Community Learning Centers are an under-utilized resource especially in light of the fact that in the 14-year history of the program, only 1 grantee has continued operation after cessation of its grant period.

The 21st Century Community Learning Centers (21st CCLC) program was first authorized by the U.S. government in 1994 in order to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during after-school hours. The first grants were awarded in 1998. The 21st CCLC program was reauthorized under both the *No Child Left Behind Act (NCLB)* in 2001 and *Every Child Succeeds Act (ESSA)* of 2016 [both of these laws were reauthorizations of the original Elementary and Secondary Education Act]. When appropriations became available under NLCB in 2002, program administration was transferred from the US Department of Education to the state level (*i.e.*, state Department of Education).

21st CCLC's goal is to establish community learning centers that help students in high-poverty, low-performing schools to meet academic achievement standards by offering a broad array of additional services designed to complement the regular academic program of a public school and provide to students' families opportunities for educational development. This goal, if achieved, will help students to demonstrate educational and social benefits, thus producing positive behavior changes. In addition, the programs will offer high quality enrichment opportunities that positively affect student outcomes such as improved school attendance and academic performance.

The 21st CCLC program is a competitive grant program administered by the State Department of Education. Successful applicants have an initial grant period usually ranging from three to five years in duration. It is important to note that 21st CCLC grant awardees receive reduced funding in years four and five of the grant period in order to show that they can become self-sustaining. To date, only one grantee has been able to generate sufficient non-federal funding to continue delivering program. Under the new ESSA, existing programs will be permitted to apply for continuation funding. While this change is a positive one, it very like will mean that there will be fewer funds available on an annual basis for new program start-up centers if continuation grants are awarded.

A community learning center (CLC) generally offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). In addition to academic programs, centers also provide students with a broad array of other

activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs. CLCs must also serve the families of participating students, e.g., through family literacy programs.

Due to so-called ‘supplement, not supplant’ provisions pertaining to federal funding, a new state after-school program should be designed so that it will not jeopardize federal funding already in place.

According to data from the Delaware Department of Education, in Appendix 9 you will find the aggregate 21st CCLC current award allocation is available as well as the what is expected to be the funding available for award during the next three and five-year periods (\$2.39 million and \$2.91 million, respectively). In Appendix 10, a list of the awards by Cohort and related relevant data are shown.

In terms of 21st CCLC program characteristics and performance, reference is made to the “External Evaluation of Delaware’s Twenty-First Century Community Learning Centers – Final Report” (RMC Research, February 2014).³² Some key important findings from that report include:

- The overwhelming number of program grants were made to community organizations and public school districts or charter schools [page 5].
- About 60% of the programs were operated in public school district or charter schools [page 6].
- In 2012, 40 of the 43 program centers operated after school programs with 27 of them operating both after school and summer break programs. In 2013, 35 of the 37 operated during the school year with 24 of them operating both after school and summer break programs [page 8].
- For both years of the study review, more than 80% of the staff were paid with more than 40% of them being school-day teachers [page 11].
- The total number of unique students served each year (between after school and summer programs) totaled 2,953 in 2012 and 2,764 in 2013 [page 13].
- While the number of programs over the two-year review period decreased from 43 to 37 as did the number of unique students from 2,953 to 2,764, the average number of students per center increased from 69 to 75 [page 13].
- Consistent with a key element of the 21st CLC target population, 78.7% and 76% of students, in respective program years, came from families eligible for free or reduced lunch benefits, and 19.2% and 15.5% were students with disabilities [page 15].
- The grade distribution of students participating was distributed over the entirety of grade levels with the highest concentrations in grades 2 (9.7%) to 8 (9%), and single highest grade concentration in grade 3 (11.6%) [page 15].

³² Appendix 11- External Evaluation of Delaware’s Twenty-First Century Community Learning Centers – Final Report (RMC Research, February 2014)

- Partnership entities from the ‘for-profit’ sector of the economy constituted 42.1% of the 195 total partners [page 16].
- However, the report noted that “Partners also mentioned challenges in maintaining sustainable levels of funding for partner services.” [page 18]
- School-year activities such as academic enrichment, tutoring, homework help, mentoring, and recreation were provided most frequently (four to five times per week) with academic enrichment and tutoring provided for an average of at least four hours per week in each year under review [page 19].

It is especially important to note the following part of the RMC Research report [page 41]: “Due to difficulties encountered in accessing state assessment, attendance, and disciplinary data for participating students, the evaluation of program impact on these students was limited to an examination of changes in reading and mathematics grades for regularly attending students reported to PPICS by local programs. The changes in grades reported by local programs in both 2012 and 2013 are consistent with, if not conclusive evidence of, a positive impact on the 21st CCLC program on student achievement in reading and mathematics. In both reading and mathematics, half of the regular attending students who had not already achieved the highest possible grades in the fall increased their grades between fall and spring, while less than 20 percent decreased their grades.”

SECTION 5: RECOMMENDATIONS FOR ACTION

The Statewide Afterschool Task Force makes three recommendations for consideration by the General Assembly regarding extended learning opportunities for school-aged children.

RECOMMENDATION 1: Creation of a Delaware Extended Learning Opportunities Council (DELOC)

Many states have moved in recent years to start or expand extended learning opportunity programs after and, in some cases, before the school day, as well as during the summer break period. To advise on public policy development in this area, very often a policy body is created to perform a number of advisory activities for the executive and legislative branches of state government.

The Task Force recommends that the Delaware General Assembly create in Delaware Code such a council to research and recommend new public policy, set program standards, suggest funding protocols, establish standards for program performance/evaluation, and use gathered data and ‘best-practice’ research to make regular (*e.g.*, annual) recommendations for improvements in state public policy and implementation pertaining to extended learning opportunities for school-aged children.

Membership on the council should represent institutions that currently provide extended learning opportunity programs, individuals with expertise in disciplines related to the provision of these services, public school districts, the general public, and relevant state government

Statewide Afterschool Initiative Learning Task Force

agencies (e.g., state Department of Education, state Department of Health and Human Services, Department of Children, Youth and Their Families). In order to maximize coordination with early learning afterschool program providers, the chair of the ELO council should sit as a member of the Interagency Resource Management Committee (IRMC) [Delaware Code Title 14, Section 1703 (n)(1)]. The Task Force is particularly cognizant of the need to prevent silos of thinking in terms of the work underway in early childhood education and expanded learning opportunities. The Task Force also believes that it makes great sense to assign lead staffing responsibilities to the state Department of Education due to the existing expertise found there that is applicable to the public policy subject matter.

States with exemplary councils assigned responsibilities that include:

Massachusetts- [Chapter 254](#)³³

(d) The council shall review existing state and local programs and policies on afterschool and out-of-school time programs and make recommendations to the department of early education and care, the department of elementary and secondary education and the department of higher education on model approaches including, but not limited to, the following areas: (i) the alignment of efforts between the department of early education and care, the department of elementary and secondary education and the non-profit sector on afterschool and out-of-school time programs; (ii) opportunities for coordination and collaboration between school districts and community-based afterschool and out-of-school time programs; (iii) methods for improving quality and retention in the afterschool and out-of-school time workforce, including enhancing opportunities for professional development and technical assistance; (iv) methods to increase access for all children and families to high quality afterschool and out-of-school time programming; and (v) public and private support to build a sustainable infrastructure for afterschool and out-of-school time programs.

Maryland, [HB 6 \(1999\)](#)³⁴

The comprehensive plan shall address at least the following issues:

- (I) Integration of public and private funding sources
- (II) Maximization of federal funding opportunities
- (III) Consideration of special needs of developmentally disabled children, including the needed services, supports and appropriate provider training.
- (IV) Promotion of the use of school buildings and local public transportation resources for after-school opportunity programs
- (V) Where applicable, use of local child care resources and referral centers of the Maryland child care resource network for technical assistance purposes
- (VI) Promotion of continued expansion of high quality after-school opportunity programs in the state
- (VII) Consideration of implementing a full range of options for improving the delivery of

³³ <https://malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter254>

³⁴ <http://mgaleg.maryland.gov/1999rs/bills/hb/hb0006e.pdf>

after-school opportunity programs, including the potential expansion of the purchase of care voucher system

Texas- [SB 503](#)³⁵

(a) The council shall:

- (1) study issues related to expanded learning opportunities for public school students;
- (2) study current research and best practices related to meaningful expanded learning opportunities;
- (3) analyze the availability of and unmet needs for state and local programs for expanded learning opportunities for public school students;
- (4) analyze opportunities to create incentives for businesses to support expanded learning opportunities programs for public school students;
- (5) analyze opportunities to maximize charitable support for public and private partnerships for expanded learning opportunities programs for public school students;
- (6) analyze opportunities to promote science, technology, engineering, and mathematics in expanded learning opportunities programs for public school students;
- (7) study the future workforce needs of this state's businesses and other employers; and
- (8) perform other duties consistent with this subchapter.

(b) In carrying out its powers and duties under this section, the council may request reports and other information relating to expanded learning opportunities and students in expanded learning opportunities programs from the Texas Education Agency and any other state agency.

Washington- [SB 6163](#)³⁶

(1) The expanded learning opportunities council is established to advise the governor, the legislature, and the superintendent of public instruction regarding a comprehensive expanded learning opportunities system, with particular attention paid to solutions to summer learning loss.

(2) The council shall provide a vision, guidance, assistance, and advice related to potential improvement and expansion of summer learning opportunities, school year calendar modifications that will help reduce summer learning loss, increasing partnerships between schools and community-based organizations to deliver expanded learning opportunities, and other current or proposed programs and initiatives across the spectrum of early elementary through secondary education that could contribute to a statewide system of expanded learning opportunities.

(3) The council shall identify fiscal, resource, and partnership opportunities; coordinate policy development; set quality standards; promote evidence-based strategies; and develop a comprehensive action plan designed to implement expanded learning opportunities, address summer learning loss, provide academic supports, build strong partnerships between schools and community-based organizations, and track performance of expanded learning opportunities in closing the opportunity gap.

³⁵ <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.33.htm#33.251>

³⁶ <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

Research and recommend state Expanded Learning Opportunity program standards

The council should:

- Identify and recommend adoption of Expanded Learning Opportunity standards based on best practices for implementing high-quality programs that will help achieve intended student outcomes. These standards will guide the development of program standards and subsequent evaluation.
- Review program standards from other states, national organizations, and existing programs (i.e. 21st CCLC).
- Review and evaluate existing state standards affecting school-age programs, across function and funding in order to align programmatic standards and eliminate duplication.
- Identify and document the evidence supporting:
 - Topics such as safe environment, academically enriching activities, mentors, healthy snacks and meals, opportunities for physical activity.
 - Student needs and may include data related to academic outcomes, student improvement of work habits, demonstration of high levels of persistence and other student behaviors/outcomes.
- Investigate other potential program standards topics such as safety, child behavior, child nutrition, family engagement, alignment and integration between schools and community organizations through community partnerships and school partnerships, staff development, evaluation, and financial sustainability.

Research and recommend state Afterschool and Summer Programs requirements and priorities aligned to recommended standards

The council should identify standards-based program requirements, which will guide grant application development, program oversight, data collection and reporting, and program evaluation practices.

The council should consider the following factors when developing required program elements, and look to other states with in-place programs for guidance. In addition, the Task Force recommends that the work of the forthcoming council also pay close attention and incorporate state standards for content at the respective age/grade levels:

- Program activities (e.g. core academic enrichment, arts/cultural activities, social/emotional supports, physical fitness).
- Minimum number of students served.
- Program location(s).
- Allowable hours and days of operation.
- Minimum annual hours of service to students.
- Attendance requirements.
- Minimum qualifications for staff member (in light of job descriptions).
- Grantee data collection and reporting.
- Student transportation.
- Nutritional component.

- Program sustainability provisions.
- Standards-aligned and evidence-based program priorities for grantee selection such as:
 - Student demographics.
 - Program location(s).
 - Student-to-staff ratio.
 - Partnerships with community organizations.
 - Wrap-around services (nutrition, health, social-emotional services).
 - Family and community engagement.

Ongoing program evaluation is vital and will serve three purposes:

1. Assess program effectiveness for grant awardees and for the statewide program.
2. Help grant awardees improve/strengthen their programs.
3. Inform program state-level adjustments to policies and practices.

Recommendations should consider the following factors when developing specific program evaluation timelines and metrics:

- Program evaluation metrics used in other states and existing programs (i.e. 21st CCLC).
- Program evaluation best practices (e.g., <https://www.cde.state.co.us/fedprograms/programevaluationppt>)

Research and recommend program costs for existing programs

The council should recommend an annual program appropriation based on the market study, specifying priorities to fill identified gaps in services, addressing also the application/grant award process. This process should minimize cost and bureaucracy, utilizing and consolidating existing procedures wherever possible. In this regard, the Task Force urges that a process be developed to consolidate the award of all current verified streams of funding for extended learning opportunity programs (*i.e.*, after school and summer break programs) from various existing federal/state funding processes and we emphasize the need to consider the key factor of program sustainability. Examples of factors to be included:

- Number of new programs to be awarded each year.
- Length of grant programs.
- Total grant funds recommended each year.
- Estimated expenditure per student and rationale.
- Minimum and maximum grant awards.
- Data reporting system and elements.
- Evaluation of program effectiveness.

The council should also identify opportunities for grant awardees to align existing federal program funds with state program funds, specifically:

- ESSA, Title I, Part A.
- ESSA, Title IV, Part A.
- ESSA, Title IV, Part B (21st CCLC) .

As described previously in this report, the current 21st Century Community Learning Centers (21stCCLC), which are federally-funded and state administered, offer a sound, proven structural foundation on which to build a state initiative for after school and summer break expanded learning opportunities program.

In the subsequent drafting of any statutory language, the Task Force recommends that care be taken to consider the so-call ‘supplement, not supplant’ language found in many element of federal programs (e.g., 21st CCLC Program excerpt of Every Student Succeeds Act supplement, not supplant text, ESSA, Title IV, Part B, §4203(a)(9)) language:

“(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;”

Program Options for Consideration by the Proposed ELO Council

In order to maximize services to students by using both federal and new state program funds, a new state afterschool program could be designed in a way that will either:

- 1) Provide sustainment funding for programs that were initiated under 21st CCLC but are no longer funded;
- 2) Provide funding for a specific expanded learning opportunity program activity that is allowed but not required for a 21st CCLC program in order to maximize the use of federal funds;
- 3) Fund program providers not eligible for 21st CCLC partnerships; or
- 4) Serve a different population of students than the 21st CCLC program.

Focus on Sustainability

The Task Force wishes to reiterate its fundamental concern that the 21stCCLC funds, while properly vetted and monitored to ensure quality programming content and implementation, have not been able to be sustained at the end of their grant period. The task force was particularly troubled that only one 21st CCLC program continued after the federal funding expired, evoking questions around the factors that lead to viable programs. Each 21st CCLC grantee was required to submit a business plan for their program sustainability as part of the funding requirements. The task force recommends that a deeper evaluation of sustainability include not only the business plan, but also funding streams, leadership capacity, organizational priorities of the lead grantee and its partners, and volunteer versus paid staffing structure. The ELO Council should research the factors that influence sustainability of afterschool programs, particularly those funded by the 21st CCLC and determine if this is a phenomenon unique to Delaware or a reality that exists in other states.

The Task Force strongly recommends that future policy planning be developed with a specific focus on how to integrate 21st CCLC funding awards with existing and/or new sources of funding in order to ensure continuity past the initial funding period.

RECOMMENDATION 2: Provide a One-Time Allocation to Conduct a Detailed Market Study

Legislation establishing the council should also include an initial funding allocation from the General Assembly (e.g., \$150,000) to retain a qualified independent entity with experience in both the conduct of a statewide needs/current service delivery analysis as well as program planning with a particular focus on implementation in time for consideration in the formulation and passage of the FY 2019 state budget.

This would be a market study that documents in detail current afterschool and summer program offerings throughout the state in order to identify gaps in services. Findings of the study are to include:

- Information about the types of programs offered by public schools, early learning providers and community organizations, including the types of activities offered to students.
- Data showing the kinds of students that existing programs are currently serving and are waiting to be served in order to identify students with little or no access to quality programs. The demographic of participating students would include at a minimum:
 - Socio-economic status.
 - Age/grade.
 - Geographic location- where child lives and where child is being served.
- Data showing which student populations have the most profound need (e.g., social, behavioral, academic, economic status) for program services and for whom there will be minimal overlap with existing providers.
- Parent, community and provider perspectives on why services are lacking in certain communities.

The Task Force recommends that the Delaware Extended Learning Opportunities Council work in conjunction with the proposed market study firm, relevant state agencies (e.g., Department of Education, Department of Services for Children, Youth, and their Families, Office of Management and Budget) to develop a more detailed explanation of the content of the work to be accomplished. In addition, the Task Force recognizes that time is of the essence for the completion of a market study.

RECOMMENDATION 3: Reinstitution of the State Funding for Public School District Extended Learning Opportunities Programs

As a first step to ensure adequate funding for extended learning opportunities, the Task Force recommends reinstatement of state funding for public school districts to that end. Extra time funds were appropriated since Fiscal Year 1997 until Fiscal Year 2008 to school districts to be used for before or after school programs as well as approved school day interventions. In 2008, the State of Delaware was facing an \$800 million shortfall; the funding for extra time was cut from the Fiscal Year 2009 budget and not included in any subsequent budget.

In the last year of funding, Fiscal Year 2008, \$10.4 million in extra time funds were appropriated to school districts. The following parameters were given for the expenditure of these funds:³⁷

- Each school district had to submit an application to the Department of Education to receive the money.
 - Within that application, school districts had to indicate the student populations being served, type of programs proposed, measurement/evaluation processes to determine program effectiveness, and the transportation costs.
- Funding was only for academic instruction or remediation programs that are offered to a targeted population of low achieving students.
- School districts had to get approval from the Secretary of Education, Director of the Office of Management and Budget and Controller General in order to use funds during the school day. Those funds had to be used to hire additional instructional staff to provide supplemental instruction or remediation to the targeted population in one of the four core curriculum areas.
- The funds could not be used for curriculum development or staff training, but could be used to purchase supplies for the extra time programs.
- In order to maximize resources provided under this program, local school districts were encouraged to match their allocation, on a 70/30 state/local basis.
- Local school districts were allowed to use the funds to contract with private or non-profit instruction or tutoring services as long as there were building level collaboration.
- \$400,000 of the appropriation was directed toward the Early Intervention Reading Program to serve students in kindergarten through third grade who are identified as being inadequately prepared to succeed in reading or are performing below grade level. The funding was to provide supplemental services taking place outside the normal school day or during the normal school day as long as the services were supplemental.

The Department of Education estimates that in the last year of the program, at least 80% of these funds were spent by school districts for out of school day programs including afterschool and summer programs. The remainders of the funds were used for school day interventions.

The Task Force recognizes the difficult fiscal situation facing the state in the development of the Fiscal Year 2018 budget. However, reinstatement of this program, at whatever level of appropriations that the General Assembly ultimately deems appropriate, will be a major first step in establishing these programs as a budget priority. In the interim, the recommended Expanded Learning Opportunities Council (see Recommendation 1), can be working with the state Department of Education and other designated state agencies and providers to complete the market study (see Recommendation 2) and develop the necessary state policy construct.

³⁷ Appendix 12- House Bill 250 of the 144th General Assembly- Appropriations Bill Extra Time Fund Parameters

Statewide Afterschool Initiative Learning Task Force

The Task Force further believes that programs developed with funding allocated for the reinstitution public school district afterschool – or as this Task Force recommends, Extended Learning Opportunities – programs should be done with the approval of the state Secretary of Education, subject to specific provisions that may be included in the budget along with the recommended appropriation, to ensure inclusion of the core concepts enunciated elsewhere in this report: (1) partnerships at the local community level with organizations possessing the ability to provide or assist with the delivery of extended learning opportunities; (2) content and activities as described in this report (*e.g.*, enrichment activities, academic support, recreational, nutritional, social development); (3) concentration of programming for children in areas of highly concentrated poverty; (4) evidence of program and financial sustainability over time including strong encouragement of the state/local share match ; and (5) that said decisions by the Secretary or her/his designee be done in coordination both with the new Extended Learning Opportunities Council and the Interagency Resource Management Council.

TO: SAIL Task Force
FROM: Jillian Luchner, Afterschool Alliance
RE: State Afterschool Legislation and Per Pupil Information
DATE: September 9, 2016

The below memorandum looks at two national definitions of “afterschool” and four state definitions. For each state, a link to the legislation, the funding amount/source, and a program summary are also provided. The final table highlights three different cost figures on Delaware afterschool. The first (\$89/week; about \$3,240 a year) from a parent survey shows what parents reported paying for afterschool programs in Delaware, but due to many programs combining parent fees with other funds, may not account for the full cost of the program. The second figure (\$25.40/day; about \$4500/year) shows the daily program reimbursement rate given as part of the Child Care Development Block grant for vouchers for school age care. The third figure (\$2,300/yr) is the amount per student per year a program applying for a 21st Century Community Learning Center grant is expected to operate under.

NATIONAL

[America After 3 PM – Afterschool Alliance’s Parent Research Survey](#)

Definition of Afterschool: A program that a child regularly attends that provides a supervised, enriching environment in the hours after the school day ends, typically around 3 p.m. These programs are usually offered in schools or community centers and are different from individual activities such as sports, special lessons, or hobby clubs, and different from child care facilities that provide supervision but not enrichment.

[21st Century Community Learning Centers – the main Federal Education Law for Afterschool \(ESSA\)](#)

Definition of Afterschool: ‘(b) DEFINITIONS.—In this part:“(1) COMMUNITY LEARNING CENTER.—The term ‘community learning center’ means an entity that—“(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that—“(i) reinforce and complement the regular academic programs of the schools attended by the students served; and“(ii) are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and “(B) offers families of students served by such center opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

STATE

California -Prop 49

Legislation: California [Prop 49](#) – Afterschool Education and Safety Program (2002)

Funded By: \$85 million in existing statutory appropriation; an additional \$465 million from growth in state revenues

Definition of Afterschool: Each component of a program established pursuant to this article shall consist of the following two components: (1) An educational and literacy component whereby tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science. (2) A component whereby educational enrichment, which may include, but need not be limited to, fine arts, recreation, physical fitness, and prevention activities, is provided. A program may operate a before school component of a program, an after school component, or both the before and after school components of a program, on one or multiple school sites.

Program Description:

The legislation provides universal afterschool incentive grants to any applying program in grades K-9. Applicants can be LEAs (including charter schools) or cities, counties and non-profit that partner with an LEA. Priority is given to programs with 50% or more free and reduced lunch program areas. Grant awards range from \$50,000 for elementary to \$75,000 for middle school and are available in 3 year cycles with options for renewal. Grants require a 50% match in local funding. The law specifies that all programs must be planning through a collaborative process including: parents, youth, and representatives of participating school sites public schools, governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector.

Connecticut

Legislation – [Afterschool Grant Program for Grades K-12](#)

Funded By: \$5.5 million budget allocation to the SEA

Definition of Afterschool: From legislation: , an “after school program” means a program that takes place when school is not in session, provides educational, enrichment and recreational activities for children in grades kindergarten to twelve, inclusive, and has a parent involvement component. From the grant RFP: The specific purpose of the grant is to implement or expand programs outside of regular school hours that offer students both academic/educational and enrichment activities, such as youth development activities, drug, violence and pregnancy prevention programs, counseling, project based learning, art, music, technology education programs, service learning, character education and recreation programs

Program Description:

The legislation provides grants to local and regional boards of education, municipalities, and not-for-profit organizations. It is modeled very similarly to the Federal 21st CCLC program. Programs must operate for at least 25 weeks (Elementary schools must operate 9 hours a week), curriculum must include literacy, math and wellness, as well as a broad range of activities for students, and for parent engagement. Programs apply either as an elementary school, a middle/high school, or a STEM program. Applications require needs assessments and measured outcomes include student achievement, school attendance, and the in school behavior of participants.

New York:

Legislation: [Extended School Day/School Violence Prevention Grants](#)

Funded by: \$24.3 million state allocation.

Definition of Afterschool: Extended day “programs (are) conducted outside the regular school day whereby students can participate in extra-curricular enrichment activities including but not limited to athletics, academic enrichment, art, music, drama, academic tutoring, mentoring, community services and related programs that will increase student achievement and contribute to school violence prevention. Such activities conducted outside the regular school day shall be offered collaboratively between not-for-profit educational organizations, community based organizations, other agencies approved by the commissioner and public elementary or secondary schools, and where applicable, school districts.

Program Description: The competitive grant pool has two separate components, a school safety components (eg metal detectors, diversity programs, school-based interventions) and the extended day component. Funds are given to school districts and non-profits working in collaboration. Programs must offer a minimum of 2 hours per day 3 days a week. The maximum allocation is \$1600 per student and \$350,000 per grant. Up to 5% may be used in Professional Development.

Minnesota:

Legislation: Community Education [Youth Afterschool Enrichment Program](#)

Funded by: Levy revenue: To obtain total community education revenue, a district may levy the amount raised by a maximum tax rate of 0.94 percent times the adjusted net tax capacity of the district. The money designated for youth enrichment is \$1.85 times the greater of 1,335 or the population of the district, as defined in section 275.14, not to exceed 10,000; and (2) \$0.43 times the population of the district, as defined in section 275.14, in excess of 10,000. Youth after-school enrichment revenue must be reserved for youth after-school enrichment programs.

Definition of Afterschool: The legislation does not have a specific definition but does specify “youth after-school enrichment program to maintain and expand participation by school-age youth in supervised activities during non-school hours. The youth after-school enrichment

SAIL Task Force- Appendix 1- Other State Policies

programs must include activities that support development of social, mental, physical, and creative abilities of school-age youth; provide structured youth programs during high-risk times; and design programming to promote youth leadership development and improved academic performance.

Program Description: School boards can choose to initiate community education programs, these programs have directors and established plans which include reducing and eliminating program duplication within a district. The goals of the “Youth after-school enrichment program” are : (1) collaborate with and leverage existing community resources that have demonstrated effectiveness; (2) reach out to children and youth, including at-risk youth, in the community;(3) increase the number of children participating in adult-supervised programs during non-school hours;(4) support academic achievement; and(5) increase skills in technology, the arts, sports, and other activities.

COSTS

Estimated Cost of Afterschool in Delaware

America After 3 PM – Cost Delaware parents report paying per week	\$89/ week, so about \$18 per day or about \$3,240 per school year
Child Care Reimbursement for school age care	\$25.40/ day or about \$4,500 per school year
Delaware 21st CCLC RFP	Prioritizes programs with costs under \$2,300 per student per school year

Texas Expanded Learning Opportunities Council

BIENNIAL REPORT TO THE TEXAS LEGISLATURE ON
EXPANDED LEARNING OPPORTUNITIES IN TEXAS
NOVEMBER 2016

The Texas Expanded Learning Opportunities (ELO) Councilⁱ recognizes that there is a critically important relationship between participation in high-quality ELO and positive academic and youth development outcomes. In many communities, expanded learning programs are the primary resource used by communities to fully support their students' progress in meeting and exceeding the state's academic requirements, preparing for careers, and increasing academic performance, not only for students who are most in need, but also for entire campuses and communities.

High-quality affordable ELO is an important strategy districts can employ for struggling students and campuses, but it also provides students and families with the prevention-oriented supports necessary for students to thrive and for parents to maintain regular work schedules and gain practical skills to help their students.

“Schools are hubs for kids living in poverty. Kids love being at the school at the end of the school day because it’s a safe and healthy environment.”

– Dr. Kurt Hulett, Middle School Principal

High-Quality ELO Programs Improve Student Outcomes, Help Families, and Support the Texas Workforce

State-funded ELO programs would have a positive impact on academic outcomes for Texas school districts, individual campuses, families, students, and communities.

Research shows that Texans support high-quality afterschool and summer programs that keep students safe, inspire learning, and help working parents (Afterschool Alliance, 2014).

- ELO programs reduce absences and decrease dropout rates (Chang, H. and Jordan, P., 2014; Auger A., et al., 2013).
- Consistent participation in ELO programs narrows and can eliminate the gap in math achievement (Pierce, K., Auger, A. and Vandell, D., 2013).
- ELO programs that are intentionally designed to relate directly to the school day curriculum increase retention of academic material (Becket, M., et al., 2009).
- Community health outcomes are improved through reducing education disparities, and academic gains are made when we invest in programs that increase student health and fitness (Wilson, K., 2016).
- In Texas, academically-focused interventions in existing afterschool programs have positive impacts on participants when coupled with academic enrichment (Devaney, E., et al., 2016).

Texas Students Need More Access to Expanded Learning Opportunities

The ELO Council found that high-quality affordable ELO programs are unavailable for tens of thousands of Texas students, especially those in rural and high poverty areas.

Although many school districts and privately funded partners are able to support some ELO-type programs, very few have sufficient resources to sustain consistent high-quality affordable ELO options. Texas has one dedicated federal funding source for high-quality ELO – the federally-funded 21st Century Community Learning Centers (CCLC) program. This is a very large program, serving a respectable number of 145,000 students during the 2015-16 school year. However, this number represents only 2.8% of all public school students and 4.7% of the more than *three* million economically disadvantaged students enrolled in public schools (Texas Education Agency, 2016).

While the federal 21st CCLC program serves students in communities across the state, funding levels cannot meet demand. In some instances, community organizations have stepped in to help, but the demand outpaces available resources. Over the past ten years, public school enrollment increased by 18.9 percent while enrollment of economically disadvantaged students – a major driver in the need for programs – increased by 28.2 percent (Texas Education Agency, 2016).

To fill this gap, the ELO Council recommends that, with support from the Texas Legislature, state funding be dedicated for high-quality affordable ELO demonstration programs designed to increase academic performance. Competitively-funded need-based programs would focus resources on programs that increase grade advancement, post-secondary academic readiness, and align with high school graduation program endorsements and post-secondary career readiness. A crucial state investment of \$7 per day per student, along with required local investment and partnerships, can provide the resources needed to meet the specific needs of Texas communities that cannot start ELO programs on their own. More detail on how proposed demonstration grants can improve access to high-quality affordable programs is outlined in on pages 5 and 6.

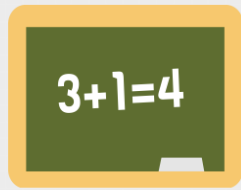
ELO Programs Help Maintain Texas’ Investments in Prekindergarten, Pathways, and Prevention

The importance of high-quality affordable ELO is garnering attention in Texas as a viable and sustainable foundation for: (1) supporting significant state and local investments in our youngest students by continuing to provide safe and academically enriching environments; (2) exposing students to graduation, college, and career pathways with meaningful hands-on activities; and (3) preventing lower academic outcomes before they occur.

“The 84th Texas Legislature made a large investment in prekindergarten school readiness through the passage of House Bill 4. Unless we continue to invest in students as they enter elementary school, we stand to lose the value of the important pre-K programs that serve them.”

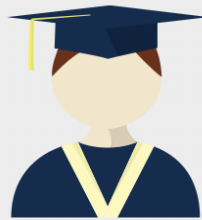
- Terry Conner, Haynes & Boone, LLP

Expanded Learning Lays the Foundation for Student Success



Pre-K

Leverage the state investment by providing afterschool and summer programs for school age youth



Pathways

Support schools, families, and students in exposing students to career pathways so they can make informed decisions about their futures



Prevention

Provide pro-active prevention to at risk students to help them stay on track and make gains that outpace baseline expectations

High-quality affordable ELO programs protect our investment in the youngest Texans.

Through the passage of House Bill 4 in 2015, the Texas Legislature recognized the importance of increasing access to high-quality affordable education programs for prekindergarten students. As these students progress through elementary school, it is just as important to protect that investment and maintain our commitment to early education. State-funded ELO programs can provide our youngest Texans with high-quality engagement in elementary learning programs that keeps them safe, supports working families, increases school day attendance, decreases the achievement gap, and helps students retain material they learned in the regular classroom setting (Chang, H. and Jordan, P., 2014 and Becket, M., et al., 2009).

High-quality affordable ELO programs provide students with hands-on exploration of career pathways. Early experiences with endorsement options and graduation requirements help students and families make the most informed decisions and build confidence as they begin to pursue pathways as early as 4th and 5th grade. In high-quality ELO, trained professional staff use approaches such as service learning, problem-based learning, inquiry-based learning, and discovery-oriented approaches that directly relate student experiences to school curriculum. Partnerships with area employers can help students learn about real-world careers in a hands-on way. ELO can also provide schools with more time for academic tasks and relevant support for students.

High-quality affordable ELO programs provide prevention-oriented supports that help students and improve low-performing schools. Communities benefit the most from programs that help support active learning and positive youth development. High-quality ELO programs not only keep students excited about learning and allow students time to experience school day curriculum in a different way, but also prevent students from falling behind in school. ELO programs support working parents and area employers; the most affordable programs benefit the lowest income and most rural settings, by helping parents maintain regular work schedules and learn how to support their students in academics.

“Kids are learning all the time. Having fun is merely the delivery format.”

– Susan Baskin, Owner and CEO, Camp Champions

Partnerships are Essential for High-Quality Sustainable ELO Programs

The ELO Council recommends strong locally-based partnerships that build and deliver high-quality and sustainable programs. ELO works best with strong partnerships among school campuses, local employers, community- and faith-based organizations, colleges and universities, community volunteers, and private supporters. In the highest need communities — often the most rural and low-income areas — partnerships are the only means by which programs can continue.

Just as essential is a district’s commitment to planning and coordination of local, state, and federal resources to support consistent high-quality ELO, but doing so provides its own set of challenges. Federal funding sources such as the Carl D. Perkins Career and Technical Education and the Every Student Succeeds Act, Title I, Part A can help to support ELO, but these funds have historically been used for in-school time activities and there can be competing demands for limited funding. Many districts are left with too few state and local resources to provide consistent, high-quality ELO programs.

State Standards for High-Quality ELO Programs Make Programs Better

Research shows that the quality of ELO programming makes a difference in achieving outcomes. Since the 83rd Texas Legislature created the ELO Council in 2013, the Texas Partnership for Out of School Time published the [Texas Standards of High-quality Afterschool, Summer and Expanded Learning](#) and an accompanying assessment tool. The standards and tool serve to guide ELO programs toward high-quality elements that increase the likelihood of success and sustainability. Components include the following:

- Learning activities that are intentionally designed and relate to school curriculum
- Engaging, age-appropriate activities
- Dedication to ongoing staff development, support, and resources
- Commitment to engaging families and community partners
- Focus on organizational practices that ensure sustainability (Travis, R., 2014)

“We are going to have to make an investment in more time for kids in quality programs to have the caliber of workforce we need.”

– Mark Kiester, Chief Professional Officer
Boys & Girls Clubs of the Austin Area

Recommendations for High-Quality Affordable ELO in Texas

The ELO Council has identified several opportunities for the 85th Texas Legislature and the Texas Education Agency to increase access to high-quality affordable ELO programs for students who are most in need. A shorter summary is in the Table of Recommendations on the following pages. Although some of these recommendations may require funding, most are of minimal or no cost to the state.

Contribute to State Accountability Ratings: As Texas develops its plan for the federal Every Student Succeeds Act (ESSA), it has a unique opportunity to specify that high-quality affordable ELO programs are a viable strategy in the state’s accountability system that will improve student, campus, and district performance. Research clearly shows that ELO programs are a proven option and a wise investment in our youngest Texans and future workforce. Specifically, the ELO Council recommends that TEA do the following:

- Provide accountability system credit for districts that partner using high-quality ELO with community-based organizations, businesses, and higher education to prepare students as part of “Domain IV: Postsecondary Readiness.”
- Include high-quality ELO programs in the state’s accountability rating system as one or more indicators in what is currently “Domain V: Community & Student Engagement.”
- Include high-quality ELO programs in the state’s accountability rating system and prioritize high-quality affordable ELO under Title IV, Part A formula grant programs that will begin in 2017-2018.

Fund Sustainable Competitive Demonstration Programs: The ELO Council recommends that the Texas Legislature fund a competitive grant opportunity for districts to demonstrate how high-quality affordable ELO programs produce positive outcomes for Texas students that are most in need, especially those in grades 3-5 and 6-8. Grant programs would focus on grade advancement, increasing post-secondary academic readiness, and exploring endorsement and career options and include the following components:

- Competitive funding and statewide resources for supplemental, high-quality affordable ELO programs to increase local access and promote high-quality program development statewide. Programs will focus on realizing and continuing the benefits of investment in high-quality pre-K, strengthening pathways to graduation, and preventing academic failure before it begins.
- A portion of funds from the grant program could provide competitive yet flexible supplemental dollars to address local needs that “fill the gaps” in providing full-service, high-quality ELO, including late-summer school year preparation programs, and allow expenditures on targeted needs such as transportation, targeted enrichment, and preventative interventions so that students can learn and families can work.
- Sustainability and community partnerships are essential for long-term success. To that end, programs must contribute flexible matching funds through private funding, dedicated expenditures, sliding scale fees, and/or in-kind contributions.

The proposed competitive grant program is fully scalable with a per student cost of \$7 per student per day plus administration and program evaluation. For example, for \$105,000 – 70% in state contributions and 30% in local match – a demonstration site would serve a minimum of 75 students for 200 days, including summer. Local match would allow in-kind and cash

contributions. Using this rate, \$5 million plus a local match of at least \$2,140,000 would serve approximately 5,100 students annually; \$10 million plus a local match of at least \$4,280,000 would serve approximately 10,200 students annually; \$25 million plus a local match of at least \$10,700,000 would serve approximately 25,500 students annually.

Education, Higher Education and Workforce Partnerships: The ELO Council recommends state-level partnerships continue among the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission to encourage higher education and workforce partners at the local level to work with ELO programs to meet the needs of local communities. By allowing education partners to receive credit in the higher education rating system and allowing workforce partners to receive tax credits, local programs will have more access to the partnerships that are essential for success. Formal professional networks can work on behalf of these partnerships to increase access to high-quality programs; promote engaging ELO approaches such as service learning, problem-based learning, and inquiry-based learning; and implement successful partnership models. Specific recommendations are as follows:

- Allow institutions of higher education, particularly community and technical colleges, to receive higher education rating system credit for engaging in partnerships with high-quality affordable ELO programs that prepare students for college and career.
- Create a tax credit to encourage public-private partnerships that support ELO in Texas schools to align with the governor's Tri-Agency Workforce Initiative promoting workforce development, affordable post-secondary education, and career awareness (Texas Office of the Governor, 2016).

Strengthen Existing Networks and Programs: The ELO council requests that TEA create a state-level recognition program that highlights high-quality affordable ELO programs that model best practices and demonstrate critical improvement outcomes, thereby encouraging innovation, coordination, and exceptional outcomes. In addition, the state should support developing and sustaining a network of Texas ELO professionals that will increase access to high-quality programs for students and families who are the most in need; apply engaging ELO approaches such as service learning, problem-based learning, and inquiry-based learning; and implement successful partnership models.

Implement State Standards for High-Quality ELO: Program standards based on best practices are essential for implementing high-quality ELO and achieving real outcomes. Standards address areas such as safety, nutrition, interactions, programming, diversity, family engagement, community partnerships, school partnerships, staff development, evaluation, and sustainability. State-funded programs and programs that receive credit through TEA or higher education accountability systems should adhere to one set of TEA-approved standards that align with TXPOST standards and Texas 21st CCLC requirements.

Increase Awareness: Finally, the ELO Council would like to recognize the importance of continuing the discussions around policies that encourage high-quality ELO programs. Sharing information among stakeholders, programs, parents, and policymakers is necessary in order to raise awareness about the important role that ELO programs play in our communities. Continuing the ELO Council translates to increasing the quality and affordability of programs offered to students, increasing the access that is critical for students who otherwise would not participate in programs, and ultimately increasing performance on student, campus, district and statewide academic indicators.

TABLE OF RECOMMENDATIONS: HIGH-QUALITY AFFORDABLE ELO IN TEXAS

Contribute to State Accountability Ratings: Research clearly shows that ELO programs are a proven option and a wise investment in our youngest Texans and future workforce. The Council recommends that TEA include high-quality ELO programs in the state's accountability rating system and prioritize high-quality affordable ELO under Title IV, Part A formula grant programs that will begin in 2017-2018.

Fund Sustainable Competitive Demonstration Programs: The ELO Council recommends that the Texas Legislature fund a competitive grant opportunity for districts to demonstrate how high-quality affordable ELO programs produce positive outcomes for Texas students that are most in need.

The competitive grant program is fully scalable with a per student cost of \$7 per student per day plus state-level administration. For example, for \$105,000 – 70% in state contributions and 30% in local match – a demonstration site would serve a minimum of 75 students for 200 days, including summer. Local match would allow in-kind and cash contributions. Using this rate, \$5 million plus a local match of at least \$2,140,000 would serve approximately 5,100 students annually; \$10 million plus a local match of at least \$4,280,000 would serve approximately 10,200 students annually; \$25 million plus a local match of at least \$10,700,000 would serve approximately 25,500 students annually

Encourage Higher Education Partnerships: Allow institutions of higher education, particularly community and technical colleges, to receive credit under the higher education rating system for engaging in partnerships with high-quality affordable ELO programs that prepare students for college and career.

Support Workforce Partners: Create a tax credit to encourage public-private partnerships that support ELO in Texas schools to align with the governor's Tri-Agency Workforce Initiative promoting workforce development, affordable post-secondary education, and career awareness (Texas Office of the Governor, 2016).

Implement State Standards for High-Quality ELO: State-funded programs and programs that receive credit through TEA or higher education accountability systems should adhere to one set of TEA-approved standards that align with TXPOST standards and Texas 21st CCLC requirements.

Recognize Outstanding Programs: Create a recognition program to highlight high-quality affordable ELO programs that model best practices and demonstrate critical improvement outcomes, thereby encouraging the funding of innovation, coordination, and exceptional outcomes.

Develop Resources for Underserved Communities: Develop a network of Texas ELO professionals to increase access to high-quality programs for students and families who are the most in need; apply engaging ELO approaches such as service learning, problem-based learning, and inquiry-based learning; and implement successful partnership models.

Raise Awareness about the Importance and Impact of High-Quality Affordable ELO: Maintain the ELO Council to continue the study and state-level guidance around the important impact of high-quality ELO programs on students, families, and communities across the state. The council is an essential venue for building statewide awareness about the large gap in access to programs and developing important policy recommendations about how to create and scale high-quality affordable programs that work for Texas communities.

Thank you to the 2016 Expanded Learning Opportunities Council members for dedicating their time and expertise to this work.



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ⁱ Senate Bill 503, 83rd Texas Legislature, Regular Session, 2013, created the Expanded Learning Opportunities (ELO) Council to study issues concerning ELO and develop a statewide plan with recommendations for ELO programs for public school students in Texas. Texas Education Code, Chapter 22, Subsection 1, Subchapter G, defines expanded learning as opportunities provided to public school students before school, after school, during summer hours or during an extended school day, an extended school year, or a structured learning program.

Before & After School Enrichment

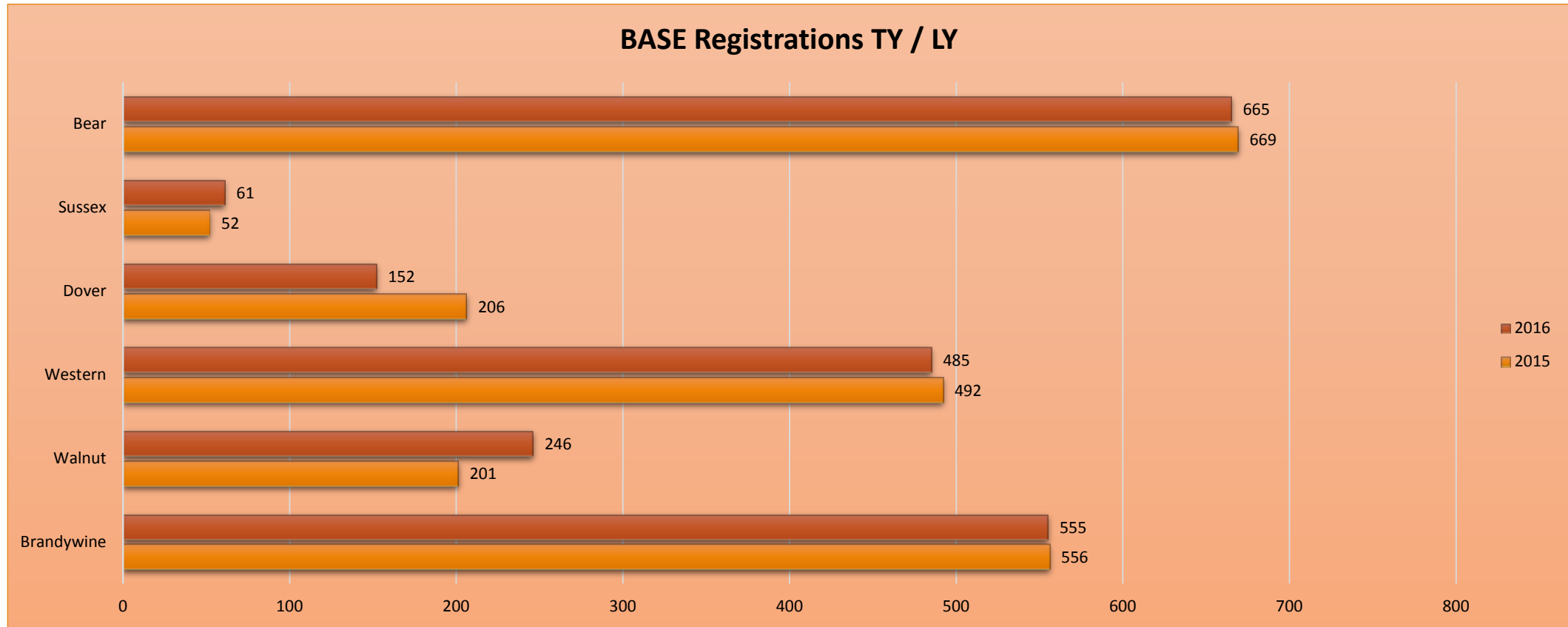
YMCA OF DELAWARE



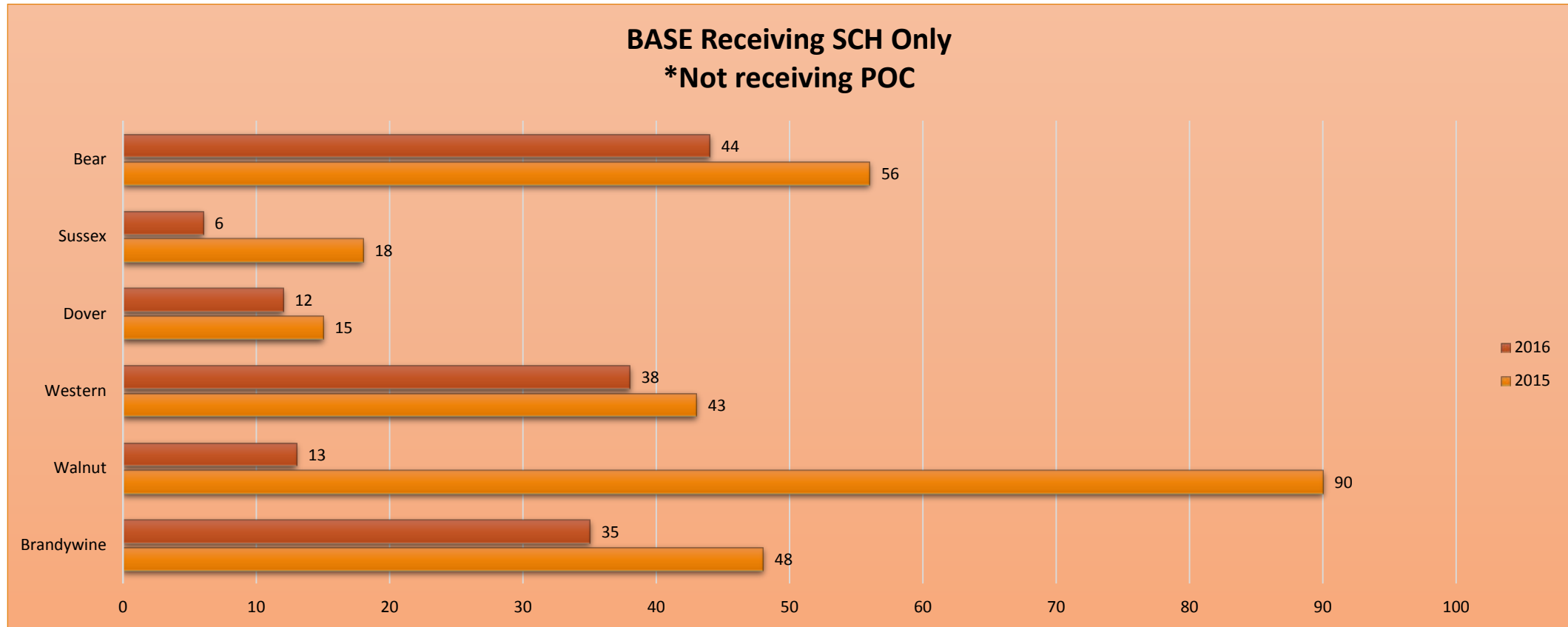
Site Information

Branch	# of Sites	Type of Care	Age Range	Teen Afterschool	Licensed	STARS	CACFP
Brandywine	7	School Aged AM/PM – Brandywine School District	5 -12 Years	No	Yes	Yes	No
Walnut	19 schools at 1 site	School Aged AM/PM – Brandywine, Christina, Red Clay Districts & Private and Charter	5 -12 Years	Yes	Yes	Yes	Yes
Western	10	School Aged AM/PM – Red Clay and Christina Districts	5 -12 Years	Yes	Yes	Yes	Yes
Dover	5 schools at 4 sites	School Aged AM/PM – Capital School District	5 -12 Years	2 days a week	Yes	No	Yes
Sussex	2	School Aged AM/PM – Cape Henlopen School District	5 -12 Years	2 days a week	Yes	Yes	No
Bear-Glasgow	16	School Aged AM/PM – Christina, Colonial & Appoquinimink Districts	5 -12 Years	No	Yes – 11 Provisional - 5	Yes	Yes – 13 No - 3

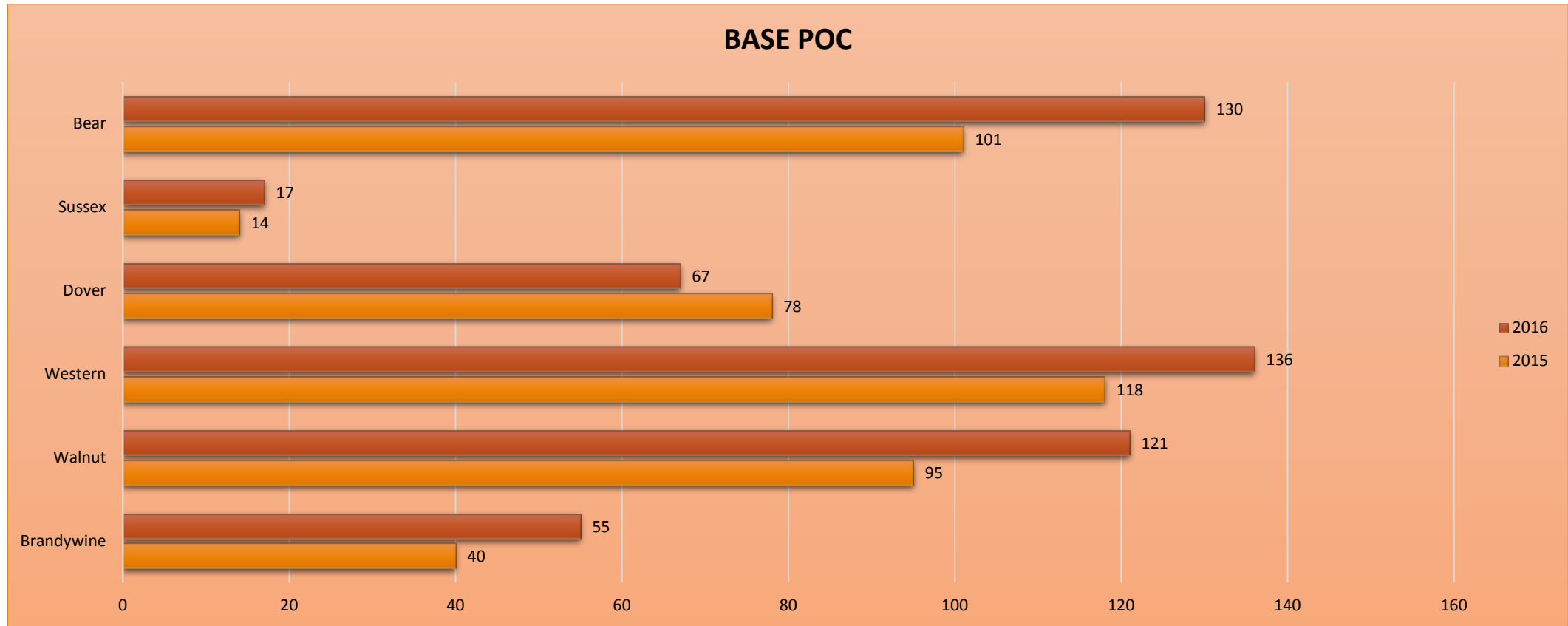
BASE Registrations = 2,164 in 2016



Children Receiving YMCA Financial Assistance = 7% of youth (148 total)



Children Receiving Purchase of Care = 24% of youth (526 children)



SAIL Task Force- Appendix 4- Extra Time Revenue Collections

	EXTRA TIME REVENUE COLLECTIONS	READING/MATH SPECIALISTS REVENUE	
Appoquinimink	270,235	453,125	Extra Time Match and Reading/Math Specialist Levy
Brandywine	-	620,000	No Extra Time, but levy Reading Specialist Match Tax
Caesar Rodney	222,339	344,922	Extra Time Match and Reading/Math Specialist Levy
Cape Henlopen	180,800	450,000	Extra Time Match and Reading/Math Specialist Levy
Capital	191,685	230,022	Extra Time Match and Reading/Math Specialist Levy
Christina	718,135	840,000	Extra Time Match and Reading/Math Specialist Levy
Colonial	270,000	435,000	Extra Time Match and Reading/Math Specialist Levy
Delmar	-	-	No Extra Time or Reading/Math Specialist Tax Levy
Indian River	-	-	No Extra Time or Reading/Math Specialist Tax Levy
Lake Forest	125,787	29,097	Extra Time Match and Reading/Math Specialist Levy
Laurel	82,039	60,323	Extra Time Tax Levied
Milford	-	-	No Extra Time or Reading/Math Specialist Tax Levy
NCCVT	-	-	No Extra Time or Reading/Math Specialist Tax Levy
Polytech	-	-	No Extra Time or Reading/Math Specialist Tax Levy
Red Clay	432,977	744,641	Extra Time Match and Reading/Math Specialist Levy
Seaford	122,614	166,473	Extra Time Tax Levied & Reading Specialist levied
Smyrna	153,114	191,879	Extra Time Match and Reading/Math Specialist Levy
Sussex Vo Tech	52,824	-	Extra Time Tax Levied/No Reading/Math Specialist Tax Levied
Woodbridge	70,214	45,290	Extra Time Match and Reading/Math Specialist Levy
TOTAL	2,892,763	4,610,772	

Local District Expanded Learning Programs

School District	Description of Program	When?	Ages of Children Served	Funding	Source of Funding
Appoquinimink	Enrichment and Intervention: After school activities to promote increased student achievement and engagement in school. Tutoring and club activities	After School	Grades 6-8	\$ 29,855	Extra Time Match Tax
Appoquinimink	Students needing additional instruction in reading and math receive 30 minutes of additional targeted instruction by trained paraprofessionals	During School	K-5	\$ 69,872	Extra Time Match Tax
Appoquinimink	Summer learning opportunities to keep students learning during the summer to reduce summer slide in reading and mathematics.	Summer	K-5	\$ 207,569	Extra Time/Title I
Caesar Rodney	Summer School	Summer	Secondary	\$ 70,452	Extra Time Match Tax
Caesar Rodney	Success Academy		incoming HS	\$ 52,811	Extra Time Match Tax
Caesar Rodney	Twilight, Homework Club, and SAT Program		High School	\$ 33,256	Extra Time Match Tax
Caesar Rodney	Bussing		Secondary	\$ 1,200	Extra Time Match Tax
Caesar Rodney	ELL Support - Back to Basics		Middle School	\$ 13,515	Extra Time Match Tax
Caesar Rodney	German Tutoring - Back to Basics		High School	\$ 7,560	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Caesar Rodney	Middlebury-German		High School	\$ 32,606	Extra Time Match Tax
Caesar Rodney	Support Teacher Partial Salary		Middle School	\$ 73,162	Extra Time Match Tax
Cape Henlopen	Beacon Middle HYPE: Homework help and tutoring	After School	Grades 6-8	\$ 60,000	Local Funding
Cape Henlopen	Mariner Middle - MASP Mariner After School Program: Homework help and tutoring	After School	Grades 6-8	\$ 60,000	Local Funding
Cape Henlopen	High School Daylight/Twilight: Provides opportunity during the school year for credit recovery	After School	Grades 9-12	\$ 50,000	Local Funding
Cape Henlopen	Cape Carousel: Enrichment program which offers a variety of courses focusing on fine arts, technology, language (foreign and English reading/literature), natural and physical sciences, STEAM learning, physical education, world cultures, culinary arts, echnology, language (foreign and English reading/literature), natural and physical sciences, STEAM learning, physical education, world cultures, culinary arts, and more.	After School	Grades 4-8	\$ 55,000	Local funding
Cape Henlopen	First State Community Action: Homework, tutoring	After School	Community Based	\$ 50,000	Local funding

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Cape Henlopen	HO Brittingham: Learning through the arts provides students iopportunities to develop their creativity and and improve their fluency and comprehension through strategic instruction in the performing arts and literacy	After School & Summer Camp	Grads 2-5	\$ 260,000	21st Century Grant
Cape Henlopen	Milton Elementary School: FAME partners with Children and Families First of Delaware to provide tutoring, club activities and parenting classes.	After School /Summer	Grade 2-5	\$ 293,065	21st Century Grant
Cape Henlopen	Shields program yutoring for academically struggling students	After School M-F	Grades 1-5	\$ 64,055	21st Century Grant
Cape Henlopen	Rehoboth Elemtary: Introduces students to careers in our community and works with local businesses to teach them about the skills necessary for each job and homework support	After School T W Th	Grades 3-5	\$ 265,600	21st Century Grant
Cape Henlopen	Opportunity to preview upcoming courses at CHHS or Credit Recovery	Summer	Grades 8-12	\$ 50,000	Local Funding
Cape Henlopen	Shields			\$ 36,000	Local Funding
Capital	High School: Academic, Enrichment, STEAM, homework help, social clubs, recreation, field trip, parent workshops, community partnerships, literacy, health, career readiness, college and career readiness, test preparatain, swimming lessons, robotics, and life skills. KCCS students and ILC students are included in this program.	After School	Grades 9-12 KCCS	21st Century \$250,000 Extra Time \$16,000	21st Century Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Capital	East Dover 21st Century Academic, Enrichment, STEAM, homework help, social clubs, recreation, field trip, parent workshops, community partnerships, literacy, health, and life skill. This is an inclusive program. ILC students are included in this program.	After School	Grades K-4	21st Century Grant \$200,000 Extra Time \$13,000	21st Century Extra-Time Match Tax
Capital	William Henry Middle School: Academic, Enrichment, STEAM, homework help, social clubs, recreation, field trip, parent workshops, community partnerships, literacy, health, career readiness, swimming lessons, robotics, and life skills This is an inclusive program and includes KCCS students.	After School	Grade 5-6 KCCS	21st Century \$112,500 Purchase of Care \$25,000 Extra-Time \$25,000	21st Century Purchase of Care Parent Fees Extra Time
Capital	North Dover Elementary: Little Senators (early childhood readiness), STEM/Energy Club (focus on conservation, efficiency, STEM, & environmental issues), Girls on the Run (wellness, positivity), Boys & Girls Club (after school activities, mentoring, homework help)	After School, summer	pre K- 4	\$ 15,000	Extra Time Match, grants, donations
Capital	Capital Middle School: Police Athletic League	All Year	7th/8th Gr		
Capital	Fairview Elementary: YMCA	All Year	K-4		Parent Money
Capital	South Dover Elementary: Girls on the Run	Fall	3rd & 4th		
Capital	Hartly Elementary: Girls on the Run	Fall & Spring	3rd & 4th		Parent Money
Capital	CMS: Books & Ball	Fall & Winter	7th & 8th Gr. Boys		

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Capital	Supports are offered for students identified with needs for additional supports in Literacy and Math for sessions running after school for 5-12 weeks, depending on the school.	Fall and Spring	Grades 2-10	\$ 100,000	Extra Time Match Tax
Capital	TPE: After School Program run by City of Dover	School Year	All		Parent and/or Purchase of Care
Capital	STEM- 5 Week (12-15 days) - collaboration with Dover Downs using resources to connect hands-on activities with technology.	Summer	7th	\$ 25,000	Extra Time Match Tax
Capital	East Dover Elementary: Entering kindergarten summer camp for entering Kindergarten students to increase key readiness skills in order to improve their overall outcomes in the areas of academic and social-emotional.	Summer	Entering Kindergarten	\$ 23,262	Focus/Title I
Capital	Hartly Elementary: Saturday Basketball League	Winter	2nd, 3rd, & 4th		PTF Supported
Capital	South Dover Elementary: YMCA	After School	K-4		
Capital	Fairview Elementary: Girls on the Run	Spring	3rd & 4th		
Colonial	Carrie Downie - Art club so students can explore their creativity with art	After School	9 - 12 in grades 4-5	\$ 500	Extra Time Match Tax
Colonial	Castle Hills: Parent class that focuses on helping parents as they assist their children here at Castle Hills	After school/Saturday	parents	\$ 1,000	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Colonial	Wilmington Manor: Teachers work with own students for math/reading support	Before/After School	K-5	\$ 3,000	Extra Time Match Tax
Colonial	Elsenberg: 2/3 hired staff work with students from grades K-5 on math enrichment and intervention programs in math.	During School	Grades K-5	\$ 9,512	Extra Time Match Tax
Colonial	McCullough Elem: Provide additional support with Tier reading intervention groups and SAM social studies classes. Working one-on-one with a non-English speaking ELL student using the Discovery Intensive Phonics Program. (Tuesday, Wednesday, and Thursday) - provided by retired teacher	During School	13-15 in grades 6-8	\$ 11,300	Extra Time Match Tax
Colonial	Pleasantville: We use our extra time money to support students during the day. We hired a retired teacher who has been trained in our reading & math intervention programs to provide support to our 3rd, 4th, & 5th grade classes during RTI (9:05 - 11:15)	During School	3rd, 4th, & 5th grades (ages 8-10)	\$ 10,650	Extra Time Match Tax
Colonial	Southern: Academic support through us of a qualified substitute for approximately 80 days throughout the school year. This additional resource provides support in small group instruction and Rtl. The exact placement of the support is determined based on need.	During School	KN - 5th grade	\$ 10,650	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Colonial	Wilbur: Reading and math support program held during the day using paid tutors for struggling students	During School	K-5	\$ 11,000	Extra Time Match Tax
Colonial	Wilmington Manor: Retired teacher works with student for math/reading support	During School	K-5	\$ 3,000	Extra Time Match Tax
Colonial	Carrie Downie: Tutoring with use of certified retired teachers to come and help staff with one on one instruction, progress monitoring, and small groups	During School	5-12 in grade K-5	\$1000 - 3000	Extra Time Match Tax
Colonial	Castle Hills: K - 2 focus on ELA skills and 3 - 5 participate in our Innovation Spaces, a study skills class and a courtesy club	Saturdays	5 - 11 in grades K - 5	\$ 5,000	Extra Time Match Tax
Colonial	William Penn HS: Provide homework help and tutoring in Core Content areas	Saturdays	Grades 9-12	\$ 15,000	Extra Time Match Tax
Colonial	Castle Hills: English as a second language class to teach English to parents of students; students also have the opportunity to receive extra instruction in PEG (online writing program), Dreambox (online math program) or other skills	After School	5 - 11 in grades K - 5; parents of students	\$ 4,000	Extra Time Match Tax
Colonial	Castle Hills: Enrichment sessions for students in grades 4 and 5 (i.e. sewing, board games, volleyball, sign language, etc.)	After School	9 - 11 in grades 4 and 5	\$ 4,000	Extra Time Match Tax
Colonial	George Read - Tutoring support in all content areas with focus on math and reading	After School	11-15 in grades 6-8	\$ 5,000	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Colonial	Gunning Bedford tutoring support in all content areas with focus on math and reading	After School	11-15 in grades 6-8	\$ 11,000	Extra Time Match Tax
Colonial	McCullough - Tutoring and homework help in Core Content areas	After School	13-15 in grades 6-8	\$ 10,000	Extra Time Match Tax
Colonial	New Castle NCE After School Explorations exposing students to all sports, calligraphy, STEM and drama	After School	Grades 3-5	\$ 1,600	Extra Time Match Tax
Colonial	New Castle NCE - Academic program supporting students who are struggling in the area of Reading and Math	After School	Grade 1-5	\$ 9,600	Extra Time Match Tax
Colonial	Wilbur - Program held after the school day using paid teachers for struggling students in reading and math	After School	K-5	\$ 6,000	Extra Time Match Tax
Colonial	William Penn HS: Credit recovery programs to increase graduation rates	After School	Grade 11-12	\$ 9,000	Extra Time Match Tax
Colonial	William Penn HS: Provide homework help and tutoring in Core Content areas	After School	Grades 9-12	\$ 10,000	Extra Time Match Tax
Colonial	Wilmington Manor math club for 1 day/week focusing on improving math skills/prob solving	After School	3rd - 5th grade	\$ 3,000	Extra Time Match Tax
Colonial	Wilmington Manor - STEAM Program during Fall & Spring session that focus on STEAM themes - 1day/wk	After School	3rd- 5th grades	\$ 3,000	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Colonial	Carrie Downie - Girls on the Run, a character development and healthy living program for girls.	After School	8 - 12 in grades 3-5	\$ 500	Extra Time Match Tax
Colonial	Carrie Downie - Let Me Run Boys, a character development and healthy living program for boys.	After School	9 - 12 in grades 4-5	\$ 500	Extra Time Match Tax
Colonial	Carrie Downie - STEM Club program is for students that struggle often with traditional curriculum to enable them to tinker, make, create, code, and write about robotics. Also involves Virtual Reality and how this can be incorporated into new experiences for kids.	After School	9 - 12 in grades 4-5	2000 - 5000	Extra Time Match Tax
Indian River	GMS - Math League; students compete with other schools in mathematics	After School	6-8	\$ 1,903	Local
Indian River	Title I ELA Tutoring: HQ teachers work with students who need extra help/support	After School	9-12	\$ 1,800	Title I
Indian River	Title I Math Tutoring: HQ teachers work with students who need extra help/support	After School	9-12	\$ 1,800	Title 1
Indian River	Long Neck: After School Reading for Tier 2 Bubble Students get extra reading help	After School	K-5	\$ 4,000	Title I
Indian River	MMS-BPA meetings	After School	6-8	N/A	
Indian River	MMS-FFA: Community events, banquets, meetings	After School	6-8	N/A	
Indian River	MMS: Math League	After School	6-8	\$ 1,903	Local

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Indian River	Philip C. Showell - 21st Century Grant: Tutoring/Homework help, physical activity, 4-H activities	After School	1-5	\$ 3,500	21st Century Grant
Indian River	Fitness/Academic Assistance: For students with IEPs, and many of thier typical peers, have the opportunity for some athletics and scaffolded peer interaction as well as weekly assistance with academics and IEP goals as needed.	After School	6-8	N/A	
Indian River	SDSA Robotics: Students work on teams to complete robotics activities.	After School	5-6	N/A	
Indian River	DSSA Show Choir: Students practice and compete in choir	After School	6-8	N/A	
Indian River	Selbyville Middle: BPA Meetings/Competitions	After School	6-8	N/A	
Indian River	Selbyville Middle: Homework help for special education students	After School	6-8	\$ 6,500	IDEA
Indian River	ELL students receive extra support and language development	After School	6-8	N/A	
Indian River	Selbyville Middle: Robotics with Lego	After School	6-8	N/A	
Indian River	Selbyville Middle: Math League competitions with other schools	After School	6-8	\$ 1,903	Local
Indian River	Selbyville Middle: Robotics competitions with other schools-state, national, world	After School	6-8	N/A	
Indian River	Sussex Central Bowling Club: students who would not otherwise be involved in athletics have a chance to be part of a competeative group from the fall through the spring	After School	9-12	N/A	

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Indian River	Sussex Centra: Math League where students compete with other schools in mathematics	After School	9-12	\$ 1,903	Local
Indian River	Sussex Central: SC STEAM Lab where students work with several advisors on STEM related projects with an emphasis on arts also involved. they have worked to build their own drone and other robotics with a 3D printer, for example	After School	9-12	N/A	
Indian River	Students in Action: Students meet weekly and focus on service projects	After School		N/A	
Indian River	Sussex Central: Title I tutoring program each October and it runs through April, providing extra help & assistance in academic areas (primarily math). Some years it runs once a week on wednesdays, while other years, it has run twice a week, Tuesday & Thursday. Transportation provided.	After School	9-12	\$ 5,810	Title I
Indian River	EME - ESY: Identified Students	Summer	K-5th	\$ 25,000	IDEA
Indian River	George Washington Carver: ESY for identified Students-IEP's	Summer	All	\$ 25,000	IDEA
Indian River	Georgetown Elementary: ESY for identified Students - IEP's	Summer	1-5	\$ 25,000	IDEA
Indian River	Georgetown Elementary: Title One Summer School; summer Enrichment Program	Summer	1-5	\$ 75,000	Title I
Indian River	GMS - ESY for identified Students	Summer		\$ 25,000	IDEA
Indian River	Howard T. Ennis: 12-month program for Identified students who need 12 month services	Summer		\$ 670,000	Tuition

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Indian River	For EL newcomers; summer school program for high school aged newcomers	Summer	9-12	Combined with above	Title I
Indian River	JMC -ESY for identified Students- IEP's	Summer	1-5	\$ 25,000	IDEA
Indian River	LB - ESY for identified IEP Students	Summer	K-5	\$ 25,000	IDEA
Indian River	Identified students in grades K-2 who demonstrate ELL or Reading difficulties are brought in for 2 weeks in the morning ths acceerate their transition back to school.	Summer	K-2	\$ 15,000	Title I
indian River	Identified IEP students	Summer	6-8	\$ 25,000	IDEA
indian River	Inorth Georgetown: ESY for identified Students-IEPs	Summer	1-5	\$ 25,000	IDEA
indian River	North Georgetown: Summer Enrichment Program	Summer	1-5	\$ 75,000	Title I
indian River	Philip C. Showell: 4-H Activities, STEAM, field trips, physical activity	Summer	1-5	\$ 3,500	21st Century Grant
Indian River	Phillip C. Showell: ESY for identified Students-IEP's	Summer	1-5	\$ 25,000	IDEA
Indian River	Selbyville Middle: ESY for identified IEP students	Summer	6-8	\$ 25,000	IDEA
Indian River	Sussex Central: Summer school program for high school aged newcomers	Summer	9-12	\$ 40,000	Title I
Indian River	Sussex Central: Students attend summer school for credit recovery/tutoring	Summer	9-12	\$ 17,200	Title I
Lake Forest	Summer School	Summer	K-12	\$ 126,110	Extra Time Match Tax

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Milford	Tutoring for students who need extra support in Math and ELA. Time is also offered for library research and assistance in other content courses.	After School	Grades 6-8	\$ 6,500	Local
Milford	After the bell - Time for students to make up work missed during the week including exams.	After School	Grades 9-12	\$ 2,600	Local
Milford	Content course tutoring for students who need extra support.	After School	Grades 9-12	\$ 10,500	AP Incentive Grant
Milford	Sports Study Hall for student who play sports after school but need to wait for their coach to finish their instructional day.	After School	Grades 9-12	\$ 2,600	Local
Milford	After school and reading tutoring for students identified with reading delay/difficulty and struggling in content courses.	After School	Grades K-5	\$ 20,000	Title I
Milford	Credit Recovery Program for students who received failing grades and need to recover credits in order to advance to the next grade level	Summer	Grades 6-12	\$ 30,000	Local
Milford	ELL and Newcomer Summer Instruction	Summer	all	\$ 15,000	Title I, Title III
New Castle Voc Tech	The arts and academic supports	After School	At DTHS and Howar only	\$ 50,000	21st Century Grant
New Castle Voc Tech	After school assistance to provide students with tutoring once per week	After School	Grades 9-12	\$100,000 for transportation	Local
New Castle Voc Tech	Credit Courses: Students can opt to take original credit courses to get ahead	Summer	Rising Seniors	Approx \$25,000	Local
Seaford	Elementary school extra instruction for students in grades 3-5	After School	Grades 3-5	\$ 140,000	21st Century Grant

SAIL Task Force- Appendix 5- Local District Expanded Learning Programs

Seaford	HS: SAT Prep. Courses recovery	After School	Grades 9-12	\$ 9,082	Extra Time Match Tax
Seaford	Middle School: Extra instruction for students in grade 6-8	After School	Grades 6-8	\$ 8,975	Extra Time Match Tax
Seaford	Summer School	Summer	K-12	\$ 60,535	Extra Time Match Tax
Seaford	Summer School: Course Recovery	Summer	Grades 6-12	\$ 43,416	Extra Time Match Tax
Smyrna	Extra instruction for students in grades K-8 offered during the day and after school for grades 9-12 which includes a credit advancement program to assist students with keeping pace for graduation	During / After	K-12	\$ 100,000	Extra Time Match Tax / Local
Smyrna	Summer School	Summer	K-12	\$ 215,000	Extra Time Match Tax
Sussex Tech	Techademic Coaching: Year long program to assist students with tutoring/instruction	After School	14-18 Grades 9-12	\$ 165,000	Federal Grants & Local
Sussex Tech	Academic Challenge: Sussex county program for advanced learners	During School	14-18 Grades 9-12	\$ 150,000	Local
Sussex Tech	SCOPE: Intervention Program for Sussex County	During School	14-18 Grades 9-12	\$ 61,250	Local
Sussex Tech	Summer School: 10-day summer program for Sussex Tech students' credit recovery in core content, language, and physical education	Summer	14-18 Grades 9-12	\$ 15,826	Local Budget & State CP & D

SAIL Task Force Appendix 6- Briefing on State and Local Funding for Afterschool Programs

TO: Members of the Statewide Afterschool Initiative Learning Task Force

FROM: Mike Jackson, Deputy Controller General

SUBJECT: Briefing on State and Local Funding for Afterschool Programs

DATE: August 29, 2016

State Funding

The annual Budget Act does not contain specific line item funding for school district and charter school afterschool educational programming. This funding, formerly called Extra Time, was eliminated from the operating budget in Fiscal Year 2009.

Extra Time funding was exclusively used to provide additional instructional time for low achieving students in the four primary content areas (Math, Science, Social Studies and ELA). The following provisions, via budget epilogue, guided the usage of the funds:

- Districts were provided the flexibility to use up to 15% of their allocation for an Extended School Year and up to 10% for Limited English Proficient services.
- Flexibility allowed districts to use the funds during the regular school day provided the funding was used as specified for the targeted population and were used to hire additional instructional staff.
- Districts were able to contract with private or non-profit instruction or tutoring services provided conversation occurred at the building level about using such contracted services.
- To maximize resources, school districts were encouraged to match their allocations with a local match tax in which this match tax was authorized via epilogue and required only a local board vote to establish.
- Once the funding was eliminated, school districts were allowed to continue to levy the Extra Time Match Tax via budget epilogue.

State funding is appropriated to the Department of Services for Children, Youth and Their Families in the amount of \$2,225,000 for afterschool programs focused on youth and child suicide prevention. This funding is distributed to non-profit organizations where a portion of it supports afterschool homework assistance. The attachment outlines the Fiscal Year 2016 allocation of funds as well as the performance measures used by each entity that was funded.

Local Funding

As mentioned, once the state Extra Time funding was eliminated from the annual Budget Act, school districts were authorized, via budget epilogue, to continue levying a match tax that previously supplemented Extra Time funding. This local tax does not require a referendum, but does require an affirmative vote of the school board to levy. The tax generates approximately \$3.0 million in revenue to school districts statewide.

Of the 19 school districts, 13 school districts levy the Extra Time match tax and 6 do not levy the tax. The following do not levy the tax:

- Brandywine
- Delmar
- Indian River
- Milford
- New Castle County Vo-Tech
- Polytech

Overall, without a dedicated source of state funding, school districts are using a combination of their Extra Time local revenue, current expense property taxes, discretionary state funding (such as the Educational Sustainment Fund) and a portion of federal funding for afterschool programs. Some examples include:

- Cape Henlopen expends local monies for non-school hour assistance;
- Polytech provides after school tutoring;
- Christina uses federal Title I federal funds for academic help for middle and high school students;
- Delmar previously used federal Race to the Top funds for an after-school tutoring program but was suspended as funding expired;
- Red Clay utilizes federal (Title I and 21st Century Community Learning Center) and local funding for after school activities and Saturday libraries; and
- Sussex Tech has Techademic coaching, an afterschool program held Monday thru Thursday.

Delaware Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

Background

[Excerpted from U.S. Department of Education website:](#)

The Title I, Part A program provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Funds are allocated to LEAs through four statutory formulas based primarily on census poverty estimates.

LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of children from low-income families are eligible to use Title I funds for schoolwide programs designed to upgrade their entire educational programs to improve achievement for all students, particularly the lowest-achieving students.

Under Title I, LEAs are required to provide services for eligible private school students, as well as eligible public school students. The ESEA requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools.

Delaware Context

Each LEA and school conducts a needs analysis and develops a plan to help all students; including Title I targeted populations, meet state standards. Title I funds, along with other federal, state, and local funds are then used to implement that plan. There are many allowable uses for Title I funds. Afterschool programs implementation, including educator and/or other support services provider pay, instructional materials, other support service materials, and student transportation are allowable uses of Title I funds.

Typically, Delaware districts and schools use Title I funds to provide additional services to students during the school day. Data on actual Title I expenditures for afterschool programs is not readily available; however, a breakout of allocations from the 2015-2016 Consolidated Grant Application indicates

Title I funding distributed to LEAs in the 2015-2016 school year:	\$42,289,332
Estimated 2015-2016 Title I allocations for afterschool programs:	\$468,481
Estimated % Title I funding allocated to afterschool programs:	1.11%

Delaware Department of Education - 21st Century Community Learning Centers
FY17 Funding

Cohort 11 - Year 5 (50%)	
UD / DASL / Paul Laurence Dunbar	\$56,250.00
University of Delaware / Gauger-Cobbs MS	\$87,500.00
Christina School District / F.D. Stubbs Elem	\$75,000.00
Lewes Presbyterian Church / Shields Elementary	\$50,000.00
Communities in Schools of Delaware / Milford	\$75,000.00
Boys & Girls Club of DE / Shortlidge Acad	\$56,250.00
NCC Vo-Tech SD / Delcastle / Howard High	\$50,000.00
Capital School District / William Henry MS	\$75,000.00
Red Clay CSD / Baltz / Mote / Warner Elem	\$112,500.00
Sussex Tech Adult Division / Wheatley MS	\$60,955.00
Campus Community School	\$112,500.00
UD / DASL / Seaford School District	\$93,750.00
Christina SD / Albert Jones Elementary School	\$112,498.00
Cohort 11 Total	\$1,017,203.00

Cohort 12 - Year 4 (75%)	
Del Tech - Red Clay Consolidated S.D.	112,500.00
Delaware Futures/Bayard Middle School	150,000.00
University of Delaware/Shue Medill Middle	168,750.00
DASL - McIlvaine/Stokes/Reily Brown	171,323.00
Capital School District/East Dover Elementary	150,000.00
Cape Henlopen SD/Milton Elementary	219,799.00
Cape Henlopen SD/Rehoboth Elementary	199,200.00
Cape Henlopen SD/HOBrittingham Elementary	187,500.00
Sussex Tech School District	122,850.00
Cohort 12 Total	1,481,922.00

Cohort 13 - Year 3 (100%)	
Red Clay School District - SMART Academy	250,000.00
East Side Charter School	250,000.00
Cohort 13 Total	500,000.00

Cohort 14 - Year 2 (100%)	
Capital School District / Dover High School	250,000.00
University of Delaware/Lake Forest South Elementary	70,000.00
University of Delaware/W.T. Chipman Middle	70,000.00
University of Delaware/Indian River School District	150,000.00
Cohort 14 Total	540,000.00

Cohort 11 - 14 Grand Total: \$3,539,125.00

21CCLC FY16 PASS THRU - LEFTOVER: \$ 768,263.00
21CCLC FY17 PASS THRU \$ 5,430,861.00

Amount available to be AWARDED for Cohort 15 - Year 1 \$ 2,659,999.00

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
1	Cohort 10 Boys and Girls Club of Greater Smyrna	Boys and Girls Club of Greater Smyrna	Smyrna Middle School	Trisha Moses tmoses@bgclubs.org Pat Mann pmann@bgclubs.org	\$50,000 2012	This program provides hands-on project-based and evidence-based activities in math, science, and reading, as well as tutoring, homework help, and recreation.	After-School Program Summer Program
2	Cohort 10 Kuumba Academy Charter School	Kuumba Academy Charter	Kuumba Academy	Sally Maldonado sally.maldonado@kuumba.k12.de.us Tamara Price tprice@kacsde.org tamara.price@kuumba.k12.de.us	\$150,000 2012	This program is designed to provide an enrichment program which includes a thematic academic component.	After-School Program Summer Program
3	Cohort 10 Metropolitan Urban League	HB DuPont Middle School; Al DuPont Middle School; Al DuPont High School	HB DuPont Middle School; Al DuPont Middle School; Al DuPont High School	Erika Potts ErikaA.Potts@colonial.k12.de.us Raye Jones ccacjones@aol.com Latoya Winkfield lwinkfield@cisdelaware.org	\$150,000 2012	The program offers tutoring and homework assistance and college and career readiness activities. The summer camp includes STEM, reading and digital literacy, and college and career preparedness.	After-School Program Summer Program
5	Cohort 10 Cooperative Extension; University of DE	Capitol Green Housing Project	South Dover Elementary School; William Henry Middle School	Sequoia Rent srent@udel.edu Douglas Crouse dcrouse@udel.edu	\$50,000 2012	This program offers quality afterschool and summer program while improving students' academic achievement, connectedness to school, and engages parents more meaningfully in their child's education.	After-School Program Summer Program
6	Cohort 10 Latin American Community Center	Oberle Elementary School	Oberle Elementary School	Amanda Connor ACConnor@thelatincenter.org Wanda Burgos-Rincón wburgos-rincon@thelatincenter.org	\$145,700 2012	This program allows students to have a choice of enriching activities that enhance and build on the various learning styles through the use of art, music, dance, sports, drama, and hands-on science demonstrations.	Before and After-School Program
7	Cohort 10	William C Lewis Elementary School	William C Lewis	Luis Hidalgo LHidalgo@thelatincenter.org	\$145,700 2012	This program allows students to have a choice of enriching activities that enhance and build on the various	Before and After-School Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
	Latin American Community Center		Elementary School	Wanda Burgos-Rincón wburgos-rincon@thelatincenter.org		learning styles through the use of art, music, dance, sports, drama and hands-on science demonstrations.	
8	Cohort 10 University of Delaware Cooperative Extension	Kirk Middle School	Kirk Middle School	Carol Scott ctscott@udel.edu Fontella L. Taylor ftaylor@udel.edu	\$125, 000 2012	This program supports youth academic social and career development, using engaging high-interest 21 st Century technology skill-building.	After-School Program Summer Program
9	Cohort 11 University of Delaware - DASL	Paul Laurence Dunbar Elementary	Paul Laurence Dunbar Elementary	Grise, Deborah W dgrise@udel.edu Alison Dubinski ald@udel.edu Jacquelyn Wilson jowilson@udel.edu	\$187, 498 2013	This program targets incoming kindergarten and first grade students in the areas of language development, mathematics, and emotional and social development.	Summer Program
10	Cohort 11 University of Delaware	Gauger-Cobbs Middle School	Gauger-Cobbs Middle School	Carol Scott ctscott@udel.edu Fontella L. Taylor ftaylor@udel.edu	\$150, 000 2013	This program supports youth academic social and career development, using engaging high-interest 21 st Century technology skill-building.	After-School Program Summer Program
11	Cohort 11 Christina School District	Eastside Community School; Stubbs Elem School	Frederick Douglass Elem School; Stubbs Elem School	Jeffers Brown jeffers.brown@christina.k12.de.us Ken Livingston Ken.livingston@cffde.org	\$149, 977 2013	The program offers reading and math small group instruction, homework help, enrichment clubs, opportunities for adult learning, family recreation, and access to community-based case management.	After-School Program Summer Program
12	Cohort 11 Lewes Presbyterian Church	Lewes Presbyterian Church	Shields Elementary School	Jack Pallace jpallace@comcast.net Teresa Lockerman tlockerman@mchsi.com	\$75, 000 2013	This program uses volunteer mentors, members of the Blue Wave Quilters Guild and services from Computer Explorers, Literacy Assistance Pups and Quest Fitness among others activities.	After-School Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
13	Cohort 11 Communities in Schools	Milford High School Milford Central Academy	Milford High School	Jim Purcell jpurcell@cisdelaware.org Patrick Helmick phelmick@cisdelaware.org	\$150,000 2013	The program focuses on academics, prepares students for success as they move into adulthood, and connects the students to the school and other community partners.	After-School Program Summer Program
14	Cohort 11 Boys and Girls Club of Delaware	Evan G. Shortlidge Academy	Evan G. Shortlidge Academy	Brittney Moore bmoore@bgclubs.org Cheryl Rice CRice@bgclubs.org	\$112,500 2013	The program provides enrichment and recreational activities designed to help them succeed in and out of the school.	Before School and After-School Program Summer Program
15	Cohort 11 NCCVT School District	Delcastle Tech High School; Howard High School of Tech; Del. Center for Contemporary Art	Delcastle Tech High School; Howard High School of Tech	David Jezyk david.jezyk@nccvt.k12.de.us Jennifer Polillo jpolillo@thedcca.org	\$75,000 2013	Teaching artists conduct weekly art classes where students create their own and collaborative works of art through multiple mediums, such as painting, printmaking, sculpture, and mixed media, including collage and recycled objects.	After-School Program
16	Cohort 11 Capital School District	William Henry Middle School	William Henry Middle School	Eugene Montano eugene.montano@capital.k12.de.us Natalie Way natalie.way@capital.k12.de.us	\$150,000 2013	The program meets four times a week and incorporates homework help, as well as reading and math instruction. In addition, social and life skills are emphasized providing an opportunity for students to engage with caring adults at the school site.	After-School Program Summer Program
17	Cohort 11 Red Clay Consolidated School District	Baltz, Mote, Lewis, Marbrook, Shortlidge and Warner Elementary Schools	Baltz, Mote, Lewis, Shortlidge and Elementary Schools	Gail Humphreys-Mackenzie gail.humphreys@redclay.k12.de.us Michael Simmonds michael.simmonds@redclay.k12.de.us	\$225,000 2013	This prekindergarten program is designed to improve students' academic, physical, and emotional health.	After-School Program Summer Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
18	Cohort 11 Sussex Tech School District	Woodbridge Middle School	Woodbridge Middle School	Linda Eklund linda.eklund@sussexvt.k12.de.us Michelle Cook michelle.cook@wsd.k12.de.us	\$158,410 2013	This program provides opportunities to increase academic skills in math, reading and technology, as well as increase school connectedness of participants and increase capacity of students and to become productive adults.	After-School Program
19	Cohort 11 Campus Community School	Campus Community School	Campus Community School	Travers Leroy Leroy.Travers@ccs.k12.de.us Sade Truiett struiett@cisdelaware.org	\$225,000 2013	This program is focused on increasing access to high-quality Science, Technology, Engineering, Art and Math (STEAM) instruction. Collaboration with other agencies allow students to engage in high-interest extensions of the curriculum, in addition to supporting their social and emotional needs.	After-School Program Summer Program
20	Cohort 11 University of Delaware/ DASL	West Seaford Elementary School	Blades; Frederick Douglas; Seaford Central; and West Elementary Schools	Grise, Deborah W dgrise@udel.edu Alison Dubinski ald@udel.edu Jacquelyn Wilson jowilson@udel.edu	\$187,500 2013	This program provides opportunities for students to build essential background knowledge, learn new and exciting ways to express themselves through art, music and creative writing, increase literacy and STEM skills, learn to collaborate with peers, participate in educational field trips, and develop self-esteem through character and leadership development programs.	After-School Program
21	Cohort 11 Christina School District	Albert Jones Elementary School	Albert Jones Elementary School	Robert Hall rhall@amongstmen.org Shevena Cale cales@christina.k12.de.us	\$224,995 2013	The program uses an innovative personal development program which uses project-based themes tailored to maximize each student's ability.	After-School Program Summer Program
22	Cohort 12 Delaware Technical Community College	Delaware Technical Community College; Fraim Boys and Girls Club	A.I. DuPont Middle; Stanton Middle; Dickinson High;	Rosanna Brown-Simmons rosanna@dtcc.edu Kadesha Carroll kcarro10@dtcc.edu	\$300,000 2014	This program provides education and career planning, enrichment activities, dual enrollment courses, culinary arts, work readiness, conflict resolution training, and healthy habits, among others.	After-School Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
			McKean High School				
23	Cohort 12 Delaware Futures, Inc.	Bayard Middle School	Bayard Middle School	Nafatari Manigault nmanigault@delawarefutures.org	\$200,000 2014	This program offers academic remediation, STEM enrichment activities, the use of Bayard's Library Media Center, Math and ELA tutoring, homework help, study skills, test taking techniques, and college and career readiness workshops in small groups.	After-School Program Summer Program
24	Cohort 12 University of Delaware	Shue Medill Middle School	Shue Medill Middle School	Carol Scott ctscott@udel.edu Fontella L. Taylor ftaylor@udel.edu	\$225,000 2014	This program supports youth academic social and career development, using engaging high-interest 21 st Century technology skill-building	After-School Program Summer Program
25	Cohort 12 University of Delaware/ DASL	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary	Pat Bunting pbunting@udel.edu Alison Dubinski ald@udel.edu Jacquelyn Wilson jowilson@udel.edu Emily Poag emilyp@udel.edu	\$228,440 2014	Kindergarten and first grade students reinforce their academic skills through activities focused on music, movement, and experimental learning activities.	After-School Program Summer Program
26	Cohort 12 Capital School District	East Dover Elementary School	East Dover Elementary School	Eugene Montano eugene.montano@capital.k12.de.us Kylie Davenport kylie.davenport@capital.k12.de.us	\$200,000 2014	The program provides an array of clubs, such as healthy eating and lifestyles, swimming, skating, martial arts, Zumba fitness, cooking, technology, homework help, and finance.	After-School Program
27	Cohort 12 Cape Henlopen School District	Milton Elementary School	Milton Elementary School	Terri Green terri.green@cape.k12.de.us Gloria Ho	\$293,065 2014	This program provides tutoring, homework help, and enrichment activities.	After-School Program Summer Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
				gloria.ho@cape.k12.de.us			
28	Cohort 12 Cape Henlopen School District	Rehoboth Elementary School	Rehoboth Elementary School	Cody Smith cody.smith@cape.k12.de.us Jacqueline Kisiel jacqueline.Kisiel@cape.k12.de.us Erin Bailey erin.bailey@cape.k12.de.us	\$265,600 2014	This program provides opportunities to gain an understanding of local, community-based businesses and the academic skills required for these careers.	After-School Program
29	Cohort 12 Cape Henlopen School District	H.O. Brittingham Elementary School	H.O. Brittingham Elementary School	Catherine Miller catherine.miller@cape.k12.de.us Wendy Harrington wendy.harrington@cape.k12.de.us	\$250,000 2014	This program provides students with opportunities to develop their creativity and improve their fluency and comprehension, using strategic instruction in the performing arts.	After-School Program Summer Program
30	Cohort 12 Sussex Tech School District	Phillis Wheatley Elementary School	Phillis Wheatley Elementary School	Linda Eklund linda.eklund@sussexvt.k12.de.us Debbie Stark-Garand dstark@seaford.k12.de.us	\$163,800 2014	This program offers remediation and enrichment activities using readers' theater, accelerated reader, Study Island, homework help, and health awareness.	After-School Program
31	Cohort 13 Red Clay Consolidated School District	Highlands Elem. School Richardson Park Elem. School Warner Elem. School	Highlands Elem. School Richardson Park Elem. School Warner Elem. School	Burton Watson burton.watson@redclay.k12.de.us Valerie Hall valerie.hall@redclay.k12.de.us	\$250,000 2015	The broad impact of the SMART program is to support system of high achievement to 1) help schools achieve unprecedented success, 2) help families combat the cycle of generational poverty; and 3) extend success beyond the life of the grant.	After-School Program Summer Program
32	Cohort 13 Eastside Charter School	Eastside Charter School	Eastside Charter School	Rachael Staab rachael.staab@escs.k12.de.us Norman Solomon norman.solomon@ESCS.k12.de.us	\$200,000 2015	The program is designed to better prepare students for the challenges that they will face during the school year. This 39 day, full-day program will be divided in to a morning session focused on academic achievement and an afternoon	Summer Program

DELAWARE 21ST CENTURY COMMUNITY LEARNING CENTERS SUBGRANTEES

#	Cohort / Subgrantee	Site Location	Partnering Schools	Contact	Initial Grant Award \$/Yr	Program Description	Services
				Aaron Bass aaron.bass@escs.k12.de.us		session focus on extracurricular enrichment.	
33	Cohort 14 Capital School District	Dover High School	Dover High School	Eugene Montano eugene.montano@capital.k12.de.us Brigitte Gavas brigitte.gavas@capital.k12.de.us	\$250,000 2016	The program is a multifaceted resource and intervention for students. The daily program structure begins with academic support followed by an enrichment and lastly recreation.	After-School Program
34	Cohort 14 University of Delaware/Lake Forest School District	Lake Forest South Elementary	Lake Forest South Elementary	Sequoia Rent srent@udel.edu Douglas Crouse dcrouse@udel.edu	\$70,000 2016	This program offers quality afterschool and summer program while improving students' academic achievement, connectedness to school, and engages parents more meaningfully in their child's education.	After-School Program Summer Program
35	Cohort 14 University of Delaware/Lake Forest School District	W.T. Chipman Middle School	W.T. Chipman Middle School	Sequoia Rent srent@udel.edu Douglas Crouse dcrouse@udel.edu	\$70,000 2016	This program offers quality afterschool and summer program while improving students' academic achievement, connectedness to school, and engages parents more meaningfully in their child's education.	After-School Program Summer Program
36	Cohort 14 University of Delaware/Indian River	Phillip C. Showell Elementary, Selbyville Middle School, John M. Clayton Elementary	Phillip C. Showell Elementary, Selbyville Middle School, John M. Clayton Elementary	Rene Diaz rdiaz@udel.edu Douglas Crouse dcrouse@udel.edu	\$150,000 2016	This program offers quality afterschool and summer program while improving students' academic achievement, connectedness to school, and engages parents more meaningfully in their child's education.	After-School Program Summer Program



*External Evaluation of Delaware's Twenty-First
Century Community Learning Centers*

Final Report

February, 2014



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Table of Contents

List of Tables	iii
List of Figures	v
Introduction.....	1
Federal Legislation.....	1
Delaware’s 21 st CCLC Program	2
Evaluation Design.....	3
Overview of Program Characteristics.....	4
Grantee Characteristics	4
Center Operations	6
Results Relevant to the Evaluation Questions	16
Partnerships/Collaborations	16
Program Activities for Students.....	18
Program Impact on Participating Students	29
Program Activities for Parents.....	30
Support and Technical Assistance for Local Programs	34
Summary, Conclusions and Recommendations.....	39
Program Characteristics	39
Success in Developing Partnerships/and Collaborations with Community Organizations	39
Success in Providing Activities for Participating Students.....	40
Program Impact on Academic Performance, Attendance, and Behavior of Participating Students	41
Success in Providing Activities for Parents/Families	41
Improving DDOE Support and Technical Assistance for Local Programs	42

List of Tables

Table 1.	Number of Grantees and Centers by Cohort.....	4
Table 2.	Number and Percentage of Grantees by Type of Organization	5
Table 3.	Average Grantee Funding by Cohort.....	5
Table 4.	Number and Percentage of Grantees by Number of Other Funding Sources	5
Table 5.	Number and Percentage of Grantees by Number of Centers	6
Table 6.	Number and Percentage of Centers by Organization Type	6
Table 7.	Number and Percentage of Centers by Number of o Feeder Schools.....	7
Table 8.	Number of Weeks Centers Were Open by Period of Operation.....	8
Table 9.	Number of Hours per Week Centers Were Open by Period of Operation.....	9
Table 10.	Number and Percentage of School Year Centers by When They Were Open.....	9
Table 11.	Number and Percentage of Summer Centers by When They Were Open.....	9
Table 12.	Number of School Year Staff by Paid Status.....	10
Table 13.	Number of Summer Staff by Paid Status	10
Table 14.	Number of Paid School Year Staff by Type of Staff	11
Table 15.	Number of Volunteer School Year Staff by Type of Staff	12
Table 16.	Number of Paid Summer Staff by Type of Staff	12
Table 17.	Number of Volunteer Summer Staff by Type of Staff	13
Table 18.	Number of Student Participants by Program Period.....	13
Table 19.	Number of Student Participants by Attendance Level.....	14
Table 20.	Percentage of All and Regularly Attending Student Participants by Racial/Ethnic Groups	14
Table 21.	Percentage of All and Regularly Attending Students Served by Special Population	15
Table 22.	Percentage of All and Regularly Attending Student Participants by Grade	15
Table 23.	Number and Percentage of Partners by Organization Type.....	16
Table 24.	Percentage of Partners Providing Different Types of Service/Contribution	17
Table 25.	Level of Agreement with Statements about Quality of Collaboration between Program and Partners	17
Table 26.	Number of Centers that Provided School Year Activities in Each Category and the Extent of the Activities.....	20
Table 27.	Number of Centers that Provided Summer Activities in Each Category and the Extent of the Activities	21
Table 28.	Number of Centers that Provided School Year Activities in Each Subject and the Extent of the Activities	23
Table 29.	Number of Centers that Provided Summer Activities in Each Subject and the Extent of the Activities	24
Table 30.	Number of Centers that Provided School Year Activities Targeting Student Populations and the Extent of the Activities.....	26

Table 31. Number of Centers that Provided Summer Activities Targeting Student Populations and the Extent of the Activities	26
Table 32. Level of Agreement with Statements about Quality of Student Activities.....	27
Table 33. Level of Agreement with Statements about Alignment of Student Activities and the Regular School Academic Program	28
Table 34. Percentage of Regular Attendees Who Changed Their Reading and Mathematics Grades between Fall and Spring in 2012 and 2013.....	30
Table 35. Number of Centers that Provided Adult Activities in Each Category and the Extent of the Activities	31
Table 36. Program Staff Perceptions of How Many Parents Were Involved in Various Activities and Percentages of Parents Who Agreed	33
Table 37. Participation in the 21st CCLC Program Sponsored Professional Development Activities in the 2013 Program Year	34
Table 38. Number and Percentage of Each Type of Program Staff Participating in Professional Development Covering Different Topic Areas	35
Table 39. Frequency of Use of DDOE 21 st CCLC Program Website to Locate Information in the 2013 Program Year	36
Table 40. Satisfaction with Different Aspects of Using the DDOE 21 st CCLC Program Website	36
Table 41. Frequency of Requests for Technical Assistance from DDOE in the 2013 Program Year	36
Table 42. Satisfaction with Different Aspects of Technical Assistance Received from DDOE	37
Table 43. Level of Agreement with Statements about the Quality of Training Workshops/Webinars Provided by DDOE	37

List of Figures

Figure 1. Number of Centers Operating During the School Year and the Summer.....	8
Figure 2. Average Number of Center Paid and Volunteer Staff in School Year and Summer Programs	11

Introduction

In March, 2013 RMC Research Corporation (RMC) was contracted by the Delaware Department of Education (DDOE) to conduct an external evaluation of Delaware's 21st Century Community Learning Centers (CCLC) grant as implemented during the 2011-2012 and 2012-2013 program years. The purpose of the evaluation is to provide information to the Delaware Department of Education (DDOE) that can be used to support local subgrantees and their centers in improving the services they provide to participating students and their families. This report presents the results of that evaluation. It is organized into five major sections:

- Introduction;
- Evaluation Design;
- Overview of Program Characteristics;
- Results Relevant to the Evaluation Questions; and
- Conclusions and Recommendations.

This section gives a brief outline of the federal 21st Century Community Learning Centers legislation and the Delaware 21st CCLC program.

Federal Legislation

The 21st Century Community Learning Centers program was first authorized by the U.S. government in 1996 in order to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during after-school hours. The program was reauthorized under the *No Child Left Behind* (NCLB) Act of 2001 with greater emphasis on academics and implementation of research-based activities. At that time, program administration was transferred from the federal to the state level, community-based organizations became eligible for participation, and program evaluation and accountability were given greater priority.

Federally-funded programs are expected to comply with the objectives and indicators defined by their federal grantor through the Government Performance and Results Act (GPRA) of 1993. The 2011 Performance Plan federal performance goal and objectives for the 21st CCLC program are listed below.

- Federal Program Goal: To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer students' families opportunities for educational development.
- Federal Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- Federal Objective 2: 21st CCLC programs will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance and result in decreased disciplinary actions or other adverse behaviors.
- Federal Objective 3: Improve the operational efficiency of the program.

Delaware’s 21st CCLC Program¹

The 21st CCLC program in Delaware is designed to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Centers offer students a broad array of enrichment activities that can complement their regular academic programs and help students meet state and local student standards in core academic subjects, such as reading and math. They also offer literacy and other educational services to the families of participating children.

The Delaware Department of Education manages statewide competitions and awards subgrants to eligible entities. Subgrant awards for 21st CCLC programs are for a period of 3 to 5 years. Subgrantees must primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition). Subgrantees must offer opportunities for families to actively and meaningfully engage in their children’s education. (A component of this may include family member and caregiver literacy programs.) Each 21st CCLC subgrantee may use its funds to carry out a broad array of before- and after-school activities (including those held during summer recess periods) to advance student achievement.

The goals of the Delaware 21st CCLC program are to

- Increase academic achievement of participating students in one or more academic areas;
- Increase school connectedness of participants, including families, caregivers, and school teachers; and
- Increase capacity of participants to become productive adults.

A description of local grantees and their operating centers during the period covered by this report is provided in the section entitled, “Overview of Program Characteristics.” The design of this evaluation is described next.

¹ This description of the Delaware 21st CCLC program is taken in large part from the DDOE website page for this program:
<http://www.doe.k12.de.us/infosuites/staff/fedstprog/21stCenturyCLearningCenters/21stCentCommLearningCntrsHOME.shtml>

Evaluation Design

As stated in the previous section, the purpose of this evaluation is to provide information to the Delaware Department of Education (DDOE) that can be used to support local subgrantees and their centers in improving the services they provide to participating students and their families. The scope of program implementation included in this evaluation was the operation of local programs during the 2012 and 2013 program years.²

The evaluation is designed to address four evaluation questions:

- How successfully have the local 21st CCLC programs developed partnerships and collaborations with other community organizations?
- What is the impact of the 21st CCLC program on the academic performance and school attendance/behavior of the students participating in the centers' activities?
- How successfully have the local 21st CCLC programs provided activities to improve the involvement and literacy skills of the parents of participating students?
- How can DDOE improve the support and technical assistance it provides to local 21st CCLC programs?

The evaluation relies on two types of data collection in order to obtain information relevant to these questions. First, existing Delaware records from the Profile and Performance Information Collections System (PPICS), a database for state and local 21st CCLC programs maintained under a contract from the U.S. Department of Education, were downloaded and organized for a variety of descriptive analyses. These records represent the profile and performance data reported by local Delaware 21st CCLC programs (subgrantees) for the 2012 and 2013 program years.³ Second, an online survey was developed for local 21st CCLC program staff, staff from schools attended by students participating in their programs, community and vendor representatives of their program's partners, and parents of participating students. The survey was administered at the end of the 2012-2013 school year. It was designed to measure respondents' perceptions of the programs implemented during the 2013 program year.⁴

The rest of this report presents descriptive analyses of data from PPICS and the online survey designed to describe the operation of local 21st CCLC programs in 2012 and 2013 and to address each of the evaluation questions.

² A program year includes a school year and the preceding summer. Thus, the 2012 program year includes the 2011-2012 school year and any summer program activities in 2012.

³ Originally, the evaluation was designed also to collect existing records from the Delaware Comprehensive Assessment System (DCAS) and the eSchool Plus databases about student achievement, attendance, and behavior. It was not possible to access this information in a manner that would accurately describe students participating in local 21st CCLC programs.

⁴ Originally, telephone interviews with selected program staff were to be conducted after the online survey. Since the administration of the survey was delayed until the end of the school year, it was decided to include open-ended questions about challenges, successes, and suggestions in the survey instead of conducting the interviews.

Overview of Program Characteristics

This section provides a descriptive summary of the Delaware 21st CCLC local grantees operating during the 2011-12 (2012) and 2012-13 (2013) program years as described in the national 21st CCLC Profile and Performance Information Collection System (PPICS). This description includes characteristics of local grantees and the operations, staff, activities, and participants of their centers.

Grantee Characteristics

Number of Grantees

The number of local grantees remained about the same in the two years covered by the evaluation, although the number of centers they operated decreased by about 20 percent. PPICS contains information for 29 grantees operating 49 centers in the 2012 program year that were first funded in one of the years 2008 through 2011 (referred to by the Delaware 21st CCLC program as Cohorts 6-9, respectively). There were no grantees first funded in the 2012 program year (Cohort 10). PPICS included 28 grantees operating 37 centers in the 2013 program year that were first funded in 2009 through 2013 (Cohorts 7-9 and 11). See Table 1.

Cohort	2012		2013	
	Grantees	Centers	Grantees	Centers
6	10	21	---	---
7	5	10 *	5	9 *
8	8	12	8	12
9	6 *	6 *	6 *	6 *
11 **	---	---	8 *	10 *
Total	29	49	27	37

* In 2012, one 2009 grantee reported one of its four centers inactive and one 2011 grantee reported all three centers inactive. In 2013, the same 2009 grantee reported a second center inactive and one 2013 grantee reported its two centers inactive.

** There were no new grants awarded in 2011 (the 2012 cohort).

Grantee Type of Organization

The distribution of the grantees by type of organization in 2012 and 2013 remained about the same. About one-third were school districts and another two-fifths were community-based organizations (see Table 2).⁵

⁵ In some tables presented in this report, percentages may not add to 100 exactly due to rounding.

Type of Organization	2012		2013	
	Number	Percent	Number	Percent
Charter School	3	10.3	3	11.1
College or University	1	3.4	1	3.7
Community-Based Organization	13	44.8	11	40.3
Faith-Based Organization	1	3.4	1	3.7
Other Nationally-Affiliated Nonprofit Agency	1	3.4	3	11.1
School District	10	34.5	8	29.6
All Grantees	29	100.0	27	100.0

Grantee Funding

Funding levels decreased by about 15 percent in 2013. The average grantee received \$161,446 in 2012 and \$137,427 in 2013 (see Table 3).

Cohort	2012		2013	
	Number	Mean	Number	Mean
6	10	\$125,440	---	---
7	5	\$91,535	5	\$65,000
8	8	\$249,027	8	\$186,770
9	6	\$179,783	6	\$179,783
11	---	---	8	\$120,424
All Grantees	29	\$164,931	27	\$133,723

About one-half of the grantees in both years indicated receiving funds from at least one source other than 21st CCLC (see Table 4). The average grantee received funds from one additional source. Other sources of funding most frequently mentioned were Title I, foundations, other federal and state sources, and local school districts.

Number of Other Funding Sources	2012		2013	
	Number	Percent	Number	Percent
0	14	48.3	13	48.1
1	6	20.7	4	14.8
2	5	17.2	4	14.8
3	3	10.3	4	14.8
5	1	3.4	2	7.4
All Grantees	29	100.0	27	100.0
Mean Number of Other Funding Sources	1.0		1.3	

Grantee Centers

More than two-thirds of the grantees in 2012 operated only one center. This number increased to 85 percent in 2013 when only four grantees operated more than one center (see Table 5).

Number of Centers	2012		2013	
	Number	Percent	Number	Percent
1	20	69.0	23	85.2
2	3	10.3	1	3.7
3	3	10.3	1	3.7
4	2	6.9	1	3.7
5	1	3.4	1	3.7
All Grantees	29	100.0	27	100.0
Total Number of Centers	49		37	
Mean Number of Centers	1.7		1.4	

Center Type of Organization

The distribution of centers by type of organization was about the same in 2012 and 2013. About 60 percent were operated in district schools. However, there was a reduction in the number of centers operating in clubs in 2013 (see Table 6).

Organization Type	2012		2013	
	Number	Percent	Number	Percent
Community-Based Organization	14	28.6	8	21.6
Charter School	1	2.0	1	2.7
Faith-Based Organization	1	2.0	1	2.7
Other Nationally-Affiliated Nonprofit Agency	1	2.0	2	5.4
Other	1	2.0	1	2.7
School District	30	61.2	23	62.2
Other Government	1	2.0	1	2.7
Number of Centers	49	100.0	37	100.0

Center Operations

In 2012, the 29 local grantees operated 49 centers. However, only 43 centers reported performance data about their operations, staff, activities, and participants to PPICS. In 2013, the 27 local grantees operated 37 centers and all 37 reported PPICS performance data.

Center Feeder Schools

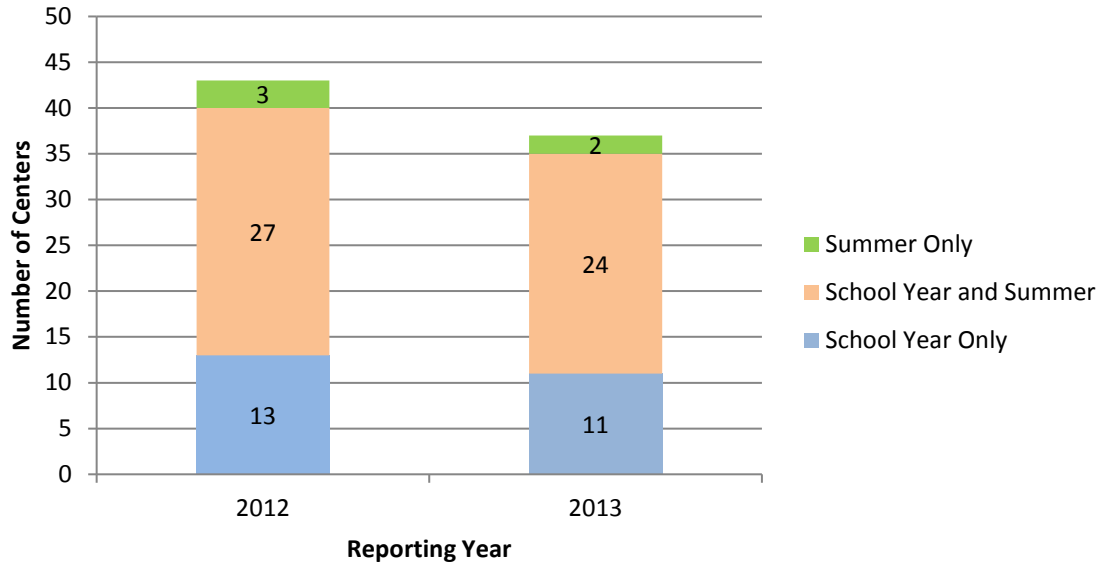
In 2012, the 43 reporting centers served students from 77 schools. Most (60.5%) centers served students from only one school. Similar numbers of feeder schools were reported by the 37 centers in 2013 (see Table 7).

Number of Feeder Schools	2012		2013	
	Number	Percent	Number	Percent
1	26	60.5	21	56.8
2	9	20.9	6	16.2
3	5	11.6	8	21.6
5	1	2.3		
6	1	2.3	1	2.7
7	1	2.3	1	2.7
All Reporting Centers	43	100.0	37	100.0
Total Number of Schools	77		70	
Mean Number of Schools	1.8		1.9	

Center Operations

In 2012, 40 of the reporting centers operated school year programs (27 operated both school year and summer programs and 13 operated school year programs only) and 30 operated summer programs (27 operated both and 3 operated summer only). Thirteen operated only during the school year and three were open only in the summer. In 2013, 35 centers operated during the school year (24 in both school year and summer and 11 school year only) and 26 during the summer (24 operated both and 2 operated summer only). Eleven were open only during the school year and two only during the summer. Figure 1 illustrates these numbers in terms of percentages of centers.

Figure 1. Number of Centers Operating During the School Year and the Summer



In 2012, 40 of the 43 reporting centers were open during the school year for an average of 32.6 weeks. There were 30 centers open during the summer for an average of 6.8 weeks. The number of weeks that centers operated in 2013 was very similar to 2012 (see Table 8).

Period of Operation				2012			2013		
School Year									
Centers Open				40			35		
Number of Weeks	Min	Mean	Max	16	32.6	41	19	32.3	41
Summer									
Centers Open				30			26		
Number of Weeks	Min	Mean	Max	1	6.8	12	1	6.1	11
All Reporting Centers				43			37		

The average number of hours that centers reported being open per week during the school year in 2012 and 2013 was similar—13 and 12, respectively. During the summer, centers were open about 28 hours per week in both years (see Table 9).

Period of Operation					2012			2013		
School Year										
Centers Open					40			35		
Number of Hours	Min	Mean	Max		2	13.0	24	4	12.0	26
Summer										
Centers Open					30			26		
Number of Hours	Min	Mean	Max		5	27.8	50	4	28.6	50
All Reporting Centers					43			37		

For centers operating during the school year in 2012, all were open after school and a few were also open before school or on the weekend. In 2013, almost all (97%) reported being open after school and a few were open before school (see Table 10). The one center that was not open after school provided services during school.

When Open	2012		2013	
	Number	Percent	Number	Percent
Before School	4	10.0	4	11.4
During School		0.0	1	2.9
After School	40	100.0	34	97.1
Weekend	1	2.5		0.0
Number of Centers	40		35	

For centers operating during the summer in 2012, 97 percent were open on weekdays. Very few were open in the evening or on weekends (see Table 11). The one center that was not open on weekdays provided services during evenings and weekends. All summer centers provided services on weekdays in 2013.

When Open	2012		2013	
	Number	Percent	Number	Percent
Weekday	29	96.7	26	100.0
Evening	2	6.7	1	3.8
Weekend	2	6.7	1	3.8
Number of Centers	30		26	

Center Staff

Tables 12 and 13 describe the number of paid and volunteer staff providing services in 2012 and 2013 for school year and summer programs, respectively. In 2012 and 2013, the total number of school year staff in the average center was about 11 (see Table 12). About three-fourths of the school year staff were paid in both years, although there was a slight increase in 2013.

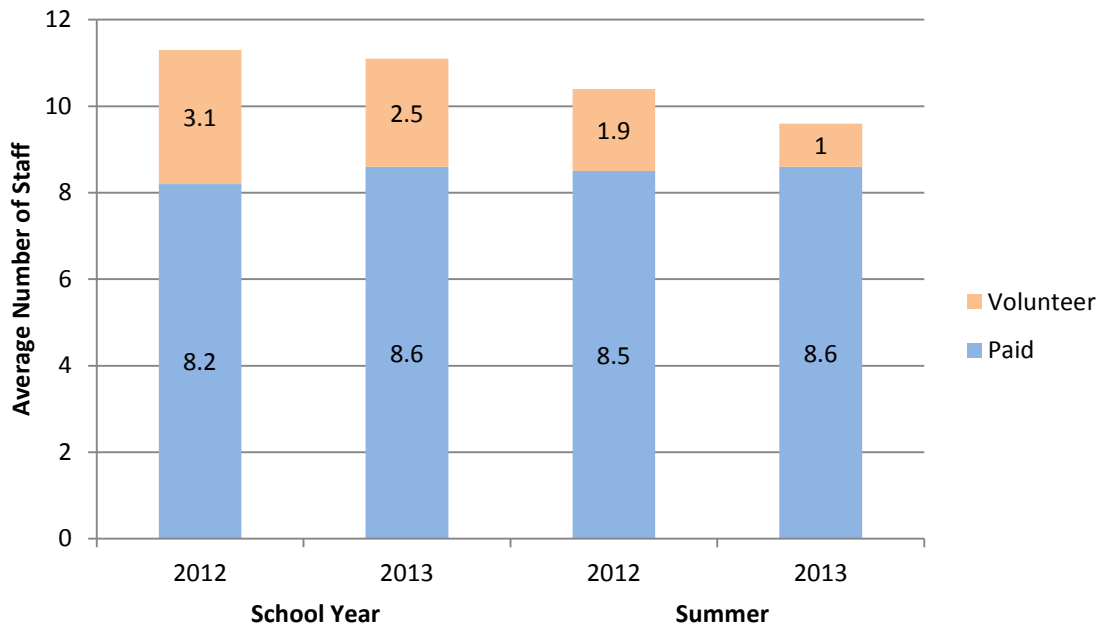
Table 12. Number of School Year Staff by Paid Status					
	Paid Status	Number	Percent	Centers	Mean
2012	Paid	328	72.7	40	8.2
	Volunteer	123	27.3		3.1
	Total Staff	451	100.0		11.3
2013	Paid	301	78.0	35	8.6
	Volunteer	86	22.0		2.5
	Total Staff	387	100.0		11.1

The average number of summer program staff was about 10 in both years (see Table 13). Paid summer program staff represented over 80 percent of all staff in 2012. This increased to almost 90 percent in 2013.

Table 13. Number of Summer Staff by Paid Status					
Year	Paid Status	Number	Percent	Centers	Mean
2012	Paid	254	81.9	30	8.5
	Volunteer	56	18.1		1.9
	Total Staff	310	100.0		10.4
2013	Paid	223	89.2	26	8.6
	Volunteer	27	10.8		1.0
	Total Staff	250	100.0		9.6

Figure 2 illustrates the average number of school year and summer staff in both years. It shows the slightly smaller staff numbers for summer programs and the decrease in volunteer staff from 2012 to 2013.

Figure 2. Average Number of Center Paid and Volunteer Staff in School Year and Summer Programs



Tables 14 through 17 show the distribution of paid and volunteer staff by type of staff for the school year and the summer. In 2012, 40 percent of paid school year staff were teachers. In 2013, this increased to 45 percent (see Table 14). The percentage of each type of paid staff was fairly consistent in both years.

Type of Staff	2012		2013	
	Number	Percent	Number	Percent
School-day Teachers	132	40.2	134	44.5
College Students	15	4.6	9	3.0
High School Students	13	4.0	11	3.7
Parents	1	0.3		0.0
Youth Development Workers	28	8.5	30	10.0
Community Members	10	3.0	4	1.3
Non-teaching School Staff	43	13.1	47	15.6
Other Some or No College	30	9.1	19	6.3
Administrator or Coordinator	51	15.5	47	15.6
Other	5	1.5		0.0
Total Staff	328	100.0	147	100.0
Number of Centers	40		35	

Volunteer school year staff were spread over a number of different types in 2012 (see Table 15). This distribution was maintained in 2013 with the exception of a 10 percent decrease in high school students and a 15 percent increase in other staff with some or no college.

Type of Staff	2012		2013	
	Number	Percent	Number	Percent
School-day Teachers	16	13.0	14	16.3
College Students	22	17.9	9	10.5
High School Students	19	15.4	4	4.7
Parents	18	14.6	9	10.5
Youth Development Workers	20	16.3	11	12.8
Community Members	14	11.2	15	17.4
Non-teaching School Staff	4	3.3	4	4.7
Other Some or No College	7	7	18	20.9
Administrator or Coordinator	3	2.4	2	2.3
Other		0.0		0.0
Total Staff	123	100.0	86	100.0
Number of Centers	40		35	

Teachers made up 43 percent of paid summer staff in both 2012 and 2013 (see Table 16). Percentages of other types of staff remained stable as well, except for a small increase in high school students.

Type of Staff	2012		2013	
	Number	Percent	Number	Percent
School-day Teachers	110	43.3	95	42.6
College Students	19	7.5	18	8.1
High School Students	15	5.9	23	10.3
Parents		0.0		0.0
Youth Development Workers	24	9.4	13	5.8
Community Members	3	1.2	5	2.2
Non-teaching School Staff	20	7.9	21	9.4
Other Some or No College	20	7.9	13	5.8
Administrator or Coordinator	38	15.0	35	15.7
Other	5	2.0		0.0
Total Staff	110	100.0	87	100.0
Number of Centers	30		26	

There were very few volunteers in the summer programs in 2012 and 2013 (see Table 17). Parents and community members constituted about half of the volunteer summer staff in both years.

Type of Staff	2012		2013	
	Number	Percent	Number	Percent
School-day Teachers	1	1.8	2	7.4
College Students		0.0		0.0
High School Students	7	12.5	4	14.8
Parents	17	30.4	4	14.8
Youth Development Workers		0.0		0.0
Community Members	14	25.0	9	33.3
Non-teaching School Staff	11	19.6	2	7.4
Other Some or No College	5	8.9	5	18.5
Administrator or Coordinator	1	1.8	1	3.7
Other		0.0		0.0
Total Staff	31	100.0	17	100.0
Number of Centers	30		26	

Student Participants in Center Activities

There were fewer centers and student participants in 2013, but the average number of students per center actually increased (see Table 18). The total reported unduplicated count of

Year	Program Period	Number of Students	Number of Centers	Mean
2012	School Year Total	2,812	40	70.3
	School Year Only	438	13	33.7
	Both School Year & Summer	2,374	27	87.9
	Summer Total	2,515	30	83.8
	Summer Only	141	3	47.0
	Both School Year & Summer	2,374	27	87.9
	Program Total	2,953	43	68.7
2013	School Year Total	2,696	35	77.0
	School Year Only	564	11	51.3
	Both School Year & Summer	2,132	24	88.8
	Summer Total	2,200	26	84.6
	Summer Only	68	2	34.0
	Both School Year & Summer	2,132	24	88.8
	Program Total	2,764	37	74.7

students participating in school year and summer programs decreased from 2,953 in 2012 to 2,764 in 2013. However, the reported number of centers also decreased from 43 to 37, resulting in a slight increase in the average number of participants per center from about 69 to 75 (see “Program Total” rows). The total number of students participating during the school year also decreased, but the center average increased from about 70 to 77, and the total number of students participating during the summer decreased, but the center average remained about the same at 84. Students participating in both school year and summer programs accounted for about 80 percent of all student participants in both years.

Table 19 shows the number of student participants by level of attendance. About two-thirds of all student participants attended 30 or more days, i.e., were “regular students,” in both 2012 and 2013.⁶

Year	Attendance Level	Number	Percent	Centers	Mean
2012	Less than 30 days	960	32.5	43	22.3
	30 or more days (regular students)	1,993	67.5		46.4
	All Students Served	2,953	100.0		68.7
2013	Less than 30 days	969	35.1	37	26.2
	30 or more days (regular students)	1,795	64.9		48.5
	All Students Served	2,764	100.0		74.7

PPICS collects the number of students served in different racial/ethnic, gender, special population, and grade categories for all students and for regularly attending (30 or more days) students.⁷ Table 20 shows that the racial/ethnic distribution of student participants did not change very much between 2012 and 2013. African American students made up about 60 percent of participants. There was a slight increase in the percentage of Hispanic students and a corresponding decrease in white students between 2012 and 2013. There were essentially no differences between all students and regularly attending students in either year.

Racial/Ethnicity Group	2012		2013	
	All Students	Regularly Attending	All Students	Regularly Attending
American Indian/Alaskan Native	0.0	0.0	0.4	0.3
Asian or Other Pacific Islander	0.7	0.5	1.1	1.1
African American	58.7	60.4	59.1	60.9
Hispanic	14.8	15.6	21.5	20.3
White	22.8	22.4	16.1	15.5
Ethnicity Unknown	2.9	1.0	1.9	1.9
Total	100.0	100.0	100.0	100.0

All and regularly participating students were almost equally divided on the basis of gender across the two years. The percentages of all and regularly participating students in each of three special populations were very similar within each year (see Table 21). In 2013, there was an increase in the percentage of limited English proficient students.

⁶ PPICS does not provide the number of students by attendance level separately for school year and summer programs.

⁷ In the tables that follow, only percentages are presented since data are missing for some students, especially in designating their membership in the three special populations. Thus, these results are only rough estimates of the characteristics of all participating students.

Special Population	2012		2013	
	All Students	Regularly Attending	All Students	Regularly Attending
Free or Reduced Lunch	78.7	80.2	76.0	75.1
Students with Disabilities	19.2	18.1	15.5	14.8
Limited English Proficient	2.1	1.8	8.6	10.1
Total	100.0	100.0	100.0	100.0

The distributions of all and regularly participating students by grade were also similar in both years, with a slight increase in the elementary grades and a corresponding decrease in the secondary grades (see Table 22). Within each year, the distributions for all students and regularly attending students were quite similar. Grades K through 6 had the highest percentages of students, accounting for about two-thirds of participants in 2012 and almost three-fourths in 2013.

Grade	2012		2013	
	All Students	Regularly Attending	All Students	Regularly Attending
Kindergarten	5.7	6.2	4.7	7.2
1	7.1	7.8	9.4	9.5
2	9.7	10.5	11.6	13.6
3	11.6	13.2	14.8	14.6
4	11.0	12.6	11.1	12.3
5	8.5	9.5	10.5	10.4
6	9.5	7.4	9.1	10.3
7	9.6	8.6	9.4	9.8
8	9.0	9.2	5.6	4.8
9	4.8	3.7	3.8	2.0
10	5.6	4.3	3.5	2.2
11	3.3	3.8	2.7	1.8
12	2.6	2.6	2.1	0.5
Grade Unknown/Missing	2.0	0.8	1.6	1.0
Total Number of Students	100.0	100.0	100.0	100.0

Results Relevant to the Evaluation Questions

Partnerships/Collaborations

This section uses data collected by PPICS and an online survey to describe the partnerships maintained by the local grantees and the quality of the collaborative relationship between the grantees and their community and vendor partners.

Description of Partners

In 2012, the 29 grantees reported 195 partners; in 2013, the 27 grantees reported 171. Thus, the average grantee had between six and seven partners in both years. In both years, over half of the grantees had four or fewer partners, over 90 percent had 1-13, with only two grantees reporting a very large number—38 and 40, respectively. In each year there was only one grantee reporting no partners. In both years, almost half of the reported partners were a for-profit entity; community-based organizations and school districts each accounted for another 12-15 percent (see Table 23).

Organization Type	2012		2013	
	Number	Percent	Number	Percent
Community-Based Organization	25	12.8	21	12.3
Boys & Girls Club	4	2.1	2	1.2
College or University	10	5.1	8	4.7
Charter School	1	0.5	1	.6
Faith-Based Organization	3	1.5	1	.6
For-Profit Entity	82	42.1	81	47.4
Health-Based Organization	7	3.6	7	4.1
Other Nationally-Affiliated Nonprofit Agency	6	3.1	6	3.5
Other	16	8.2	7	4.1
Park/Recreation District	3	1.5	2	1.2
School District	29	14.9	26	15.2
Other Government	4	2.1	4	2.3
YMCA & YWCA	5	2.6	5	2.9
Total Number of Partners	195	100.0	171	100.0
Grantees with No Partners	1		1	0.1
All Grantees	29		27	
Mean Number of Partners per Grantee	6.7		6.3	

Almost two-thirds of the partners were subcontracted to provide services (see Table 24). The most frequent service or contribution was in programming or activities provided to participants. Almost one-fourth of the partners provided paid staff in 2012, decreasing to one-sixth in 2013.

Service/Contribution	2012	2013
Partners Subcontracted	60.5	63.7
Evaluation Services	6.7	7.0
Funds/Raising Funds	3.1	2.3
Programming/Activity-Related Services	81.5	81.9
Goods/Materials	25.6	21.1
Volunteer Staff	15.9	12.9
Paid Staff	23.1	15.8
Number of Partners	195	171

Quality of Collaboration with Partners

Information about the quality of grantee/center collaboration with partner organizations was collected with the online survey administered at the end of the 2013 program year. Grant managers, center coordinators, teachers, and other program staff were asked their level of agreement (strongly agree, agree, disagree, and strongly disagree) with six statements about the quality of collaboration with their partners. Partners were also asked to respond to essentially the same statements worded appropriately, with one exception—the first statement as noted in Table 25. There were 59 respondents from the program staff and 21 responding partners. The responses from the different types of program staff and those of the partners were compared. There were very few differences observed and these are noted in the text. Any interesting variations in the level of agreement, either among the statements or types of respondents are noted.⁸

Statement	Agree	Disagree	Total
My 21st CCLC program has successfully recruited and engaged the community partners and vendors required to provide effective services. *	48 90.6%	6 9.4%	53 100.0%
The 21st CCLC program has adequately described the purpose of the partnership. **	19 95.0%	1 5.0%	20 100.0%
There were clear roles for my program's staff and its community partners and vendors.	60 84.5%	11 15.5%	71 100.0%
I was satisfied with the nature and frequency of communication between my program and its community partners and vendors.	60 83.3%	12 16.7%	72 100.0%
Problems/barriers have been adequately addressed through the partnership.	57 86.4%	9 13.6%	66 100.0%
My program's community partners and vendors have contributed to the quality of the services the program has provided.	63 90.0%	7 10.0%	70 100.0%
Overall, I am satisfied with my program's experiences with its partners.	67 90.5%	7 9.5%	74 100.0%

* Partners did not respond to this statement.

** Program staff did not respond to this statement.

⁸ The four levels of agreement were collapsed into “Agree” and “Disagree” in order to simplify the presentation of results for this report.

All respondents to statements about the quality of collaboration with partners were very positive with 83-95 percent agreeing with each statement. (None of the crosstabulations of type of respondent and level of agreement carried out for these statements generated statistically significant differences [$p \leq 0.05$].) The greatest level of disagreement was expressed about clear roles, communication, and addressing problems. This was due primarily to the responses of grant managers.

Responses to an open-ended question about the greatest challenge experienced regarding partnerships between the 21st CCLC program and community and vendor representatives were provided by 19 respondents. The most frequent response referred to a lack of communication between the program and partner, e.g., scheduling meetings and events, understanding capabilities of the partner, and developing good working relationships. Partners also mentioned challenges in maintaining sustainable levels of funding for partner services.

When respondents were asked to describe the greatest success they had experienced in this area, 34 provided a response. The most frequently mentioned experience involved the contributions that were made by partners to the activities and programming of the centers, the development of good working relationships, and regular communications. Suggestions for improvements to the collaboration between local programs and community and vendor representatives were made by 15 respondents. Most of the responses focused on improved communications regarding goals, expectations, roles, and responsibilities, and also identifying program needs and sharing program successes with partners.

Program Activities for Students

Before describing evidence of the impact of 21st CCLC programs on participating students, a description of these activities is provided, followed by evidence of the quality of these activities. The description includes the type of activities provided, the subject areas that they are designed to address, and the types of students these activities are targeted to assist. The evidence of quality comes from the online survey of program and school staff, which looked at different indicators of quality such as alignment with the regular school academic program.

Description of Center Activities for Students

The PPICS database contains information about the number of centers that provide activities that represent different “categories” (academic enrichment, recreation, etc.) and subject areas (reading, math, etc.), and are targeted to different student populations (SWD, ELL, etc.).⁹ Specifically, this information includes whether activities were provided, whether they were provided for the entire school year or summer, how frequently they were provided, and the number of hours per week they typically were provided. Tables 26 and 27 summarize this information for student activities in the 12 different categories in 2012 and 2013 for school year

⁹ In 2013, PPICS reorganized the way in which information about center activities was available for export. Instead of providing information about the frequency and duration of each individual activity and indicating which category, subject area, and student population it relates to, the database now provides information on the frequency and duration of typical activities that relate to each category, subject area, and special population.

and summer activities, respectively. To facilitate interpretation of the results in these two tables, different colors are used to indicate the extent to which centers provided activities in each of the categories. Green indicates the categories provided by almost all centers, 4-5 times per week, and at least 4 hours per week (8 hours for summer programs).¹⁰ Definitions of each color are provided in a legend at the bottom of each table.

As Table 26 shows, almost all reporting centers (at least three-fourths) provided school year activities in the categories of academic enrichment, homework help, and recreation in both 2012 and 2013 (see green cells). Expanded library services activities were provided by the fewest centers (less than one-fourth) in both 2012 and 2013 (see red cells). In 2012, almost all of the centers provided academic enrichment and recreational activities across the entire school year. In 2013, however, only academic enrichment activities were provided by almost all of the centers for the entire school year. In 2012, activities in three of the categories (career/job training for youth, expanded library services, and other) were provided for the entire school year by less than one-fourth of the centers. In 2013, supplemental education services was added to this group.

School year activities in the first five categories (academic enrichment, tutoring, homework help, mentoring, and recreational) were provided most frequently (4-5 times per week) in both 2012 and 2013. Academic enrichment and tutoring activities were provided for an average of at least 4 hours per week in both 2012 and 2013.

¹⁰ Since the average summer program was open more than twice as long per week as the average school year program, the ranges of average hours per week indicated by colors are twice as large for summer activities than they are for school year activities.

Table 26. Number of Centers that Provided School Year Activities in Each Category and the Extent of the Activities

Category	2012				2013			
	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk
Academic Enrichment	39	33	4-5 times/wk	4.0	35	27	4-5 times/wk	4.7
Tutoring	29	23	4-5 times/wk	4.0	23	16	4-5 times/wk	4.2
Homework Help	36	29	4-5 times/wk	4.1	34	26	4-5 times/wk	3.7
Mentoring	23	21	4-5 times/wk	2.5	23	17	4-5 times/wk	3.5
Recreational	36	30	4-5 times/wk	3.8	32	24	4-5 times/wk	3.6
Drug/Violence Prevention, Counseling, or Character Education	28	16	1-3 times/wk	2.3	26	11	1-3 times/wk	2.0
Career/Job Training for Youth	12	9	1-3 times/mo	2.3	12	5	< monthly	1.8
Expanded Library Services	9	6	1-3 times/wk	3.8	7	6	4-5 times/wk	4.4
Supplemental Education Services	15	11	1-3 times/wk	3.5	9	5	4-5 times/wk	4.0
Community Service/Service Learning	22	14	1-3 times/wk	2.4	16	11	1-3 times/wk	1.9
Youth Leadership	25	20	4-5 times/wk	2.4	24	13	1-3 times/wk	2.8
Other	9	8	4-5 times/wk	3.0	9	7	1-3 times/wk	3.1
Number of Centers	40				35			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Providing All Year** Percentage of centers that provided this type of activity during the entire school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Modal Frequency:** The frequency that this type of activity was typically provided during the school year by the greatest number of centers.
- Mean Hrs/Wk:** The typical number of hours per week this type of activity was provided by the average center during the school year [green=at least 4, yellow=3-4, orange=2-3, red=less than 2].

Category	2012				2013			
	Centers Provided	Provided All Summer	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Summer	Modal Frequency	Mean Hrs/Wk
Academic Enrichment	25	17	4-5 times/wk	8.4	24	15	4-5 times/wk	11.8
Tutoring	9	6	4-5 times/wk	7.7	10	5	4-5 times/wk	7.1
Homework Help	2	1	4-5 times/wk	4.5	0	0		
Mentoring	11	7	4-5 times/wk	4.6	10	8	4-5 times/wk	2.8
Recreational	28	19	4-5 times/wk	7.4	25	16	4-5 times/wk	5.7
Drug/Violence Prevention, Counseling, or Character Education	22	13	1-3 times/wk	2.9	21	10	1-3 times/wk	4.4
Career/Job Training for Youth	14	8	1-3 times/wk	3.2	9	4	4-5 times/wk	3.4
Expanded Library Services	5	3	4-5 times/wk	7.0	5	5	4-5 times/wk	6.1
Supplemental Education Services	6	3	4-5 times/wk	6.2	7	2	4-5 times/wk	5.3
Community Service/Service Learning	14	9	4-5 times/wk	4.5	12	5	< monthly	2.4
Youth Leadership	20	12	4-5 times/wk	4.3	18	6	4-5 times/wk	5.2
Other	5	4	4-5 times/wk	8.6	6	5	4-5 times/wk	6.8
Number of Centers	30				26			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Providing All Year** Percentage of centers that provided this type of activity during the entire summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Modal Frequency:** The frequency that this type of activity was typically provided during the summer by the greatest number of centers.
- Mean Hrs/Wk:** The typical number of hours per week this type of activity was provided by the average center during the summer [green=at least 8, yellow=6-8, orange=4-6, red=less than 4].

A rough indicator of the extent to which activities in each category were provided is the number of reported results that are in green cells (greatest extent) versus the number in the red cells (least extent). Using this indicator, academic enrichment school year activities were provided the most extensively over both years, followed by homework help, recreational, and tutoring activities. On the other hand, career/job training for youth and expanded library services were provided the least extensively over both years. Finally, counting the number of cells of each color in each year indicates a slight decrease in the extent to which activities were provided from 2012 to 2013.

Table 27 illustrates the extent to which summer activities were provided in each category. Compared to school year activities, summer activities were provided to a lesser extent. Only two categories, academic enrichment and recreational, were provided by at least three-fourths of the reporting centers in 2012. These were joined by the “Drug/Violence Prevention, Counseling, or Character Education” category in 2013. Summer activities from four categories were provided by less than one-fourth of the reporting centers in 2012, led by homework help (provided by only two centers). Three of these categories were provided by less than one-fourth of the centers in 2013, again led by homework help with no centers providing that type of activity. No category of summer activities was provided by at least three-fourths of the centers for the entire summer in 2012 or 2013, and at least half of the categories were provided by less than one-fourth of the centers in both years.

On the other hand, summer activities were provided more frequently and for more hours per week than school year activities. More than half of the categories were provided at least 4-5 times per week in both years. The higher average hours per week for summer activities is undoubtedly related to the summer programs being open more than twice as many hours per week than the school year programs. Using the same rough indicator of the extent to which activities were provided used above for school year activities, academic enrichment and recreational activities were provided the most extensively, and homework help activities were provided the least extensively in 2012 and 2013. Also, counting the number of cells of each color in each year, there was a slight decline in the extent to which summer activities were provided in 2013.

Tables 28 and 29 present the same information about the extent of school year and summer activities centers provided in different subject areas. School year activities provided by all centers tended to focus on core subject areas and health/nutrition. Table 28 shows that almost all centers (at least three-fourths) provided activities in reading/literacy, mathematics, science, and health/nutrition during 2012 and 2013. Activities in reading/literacy, mathematics, and science were provided over the entire school year by most centers (50-74 percent). Reading/literacy and mathematics activities were provided 4-5 times per week in both years, and activities in all other subject areas were provided 1-3 times per week. Reading/literacy and mathematics activities were also provided an average of 3-4 hours per week in both years. Table 29 paints a similar picture for summer activities.

Table 28. Number of Centers that Provided School Year Activities in Each Subject and the Extent of the Activities

Subject	2012				2013			
	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk
Reading/Literacy	39	27	4-5 times/wk	3.7	35	23	4-5 times/wk	3.2
Mathematics	38	26	4-5 times/wk	3.6	32	23	4-5 times/wk	3.0
Science	31	23	4-5 times/wk	2.4	29	19	1-3 times/wk	2.7
Arts and Music	32	20	1-3 times/wk	2.4	29	18	1-3 times/wk	2.6
Entrepreneurial	11	7	1-3 times/wk	2.7	12	4	1-3 times/wk	2.3
Telecommunications and Technology	30	18	1-3 times/wk	2.6	24	15	1-3 times/wk	2.8
Cultural/Social Studies	27	18	1-3 times/wk	2.3	30	14	1-3 times/wk	2.1
Health/Nutrition	31	15	1-3 times/wk	2.5	32	16	1-3 times/wk	2.2
Other	2	0	1-3 times/wk	2.0	5	4	4-5 times/wk	3.4
Number of Centers	40				35			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Providing All Year** Percentage of centers that provided this type of activity during the entire school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Modal Frequency:** The frequency that this type of activity was typically provided during the school year by the greatest number of centers.
- Mean Hrs/Wk:** The typical number of hours per week this type of activity was provided by the average center during the school year [green=at least 4, yellow=3-4, orange=2-3, red=less than 2].

Table 29. Number of Centers that Provided Summer Activities in Each Subject and the Extent of the Activities

Subject	2012				2013			
	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk
Reading/Literacy	27	17	4-5 times/wk	5.4	25	15	4-5 times/wk	6.4
Mathematics	26	16	4-5 times/wk	5.2	24	15	4-5 times/wk	6.4
Science	24	15	4-5 times/wk	4.3	22	12	4-5 times/wk	7.8
Arts and Music	22	14	4-5 times/wk	4.7	20	9	4-5 times/wk	7.8
Entrepreneurial	16	7	1-3 times/wk	5.8	11	4	1-3 times/wk	3.4
Telecommunications and Technology	24	13	4-5 times/wk	4.8	19	9	4-5 times/wk	6.0
Cultural/Social Studies	15	9	4-5 times/wk	4.1	20	9	1-3 times/wk	4.4
Health/Nutrition	24	12	4-5 times/wk	4.1	22	12	4-5 times/wk	4.7
Other	1	1	4-5 times/wk	10.0	5	3	4-5 times/wk	10.6
Number of Centers	30				26			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Providing All Year** Percentage of centers that provided this type of activity during the entire summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
- Modal Frequency:** The frequency that this type of activity was typically provided during the summer by the greatest number of centers.
- Mean Hrs/Wk:** The typical number of hours per week this type of activity was provided by the average center during the summer [green=at least 8, yellow=6-8, orange=4-6, red=less than 4].

Tables 30 and 31 describe the number of centers providing and the extent of school year and summer activities, respectively, that targeted certain student populations in 2012 and 2013. Table 30 shows that, in both 2012 and 2013, almost all centers provided school year activities that targeted “students not performing at grade level, failing, or otherwise performing below average.” Students with disabilities were targeted by most centers (50-74 percent). The number of centers providing school year activities targeting the different student populations and the frequency and duration of these activities remained relatively unchanged from 2012 to 2013. The frequency of the activities provided to these populations was typically 4-5 times per week and their duration averaged above 4 hours per week.

Table 31 illustrates similar results for summer activities. Almost all centers provided summer activities that targeted “students not performing at grade level, failing, or otherwise performing below average,” and most centers provided activities that targeted students with disabilities.

Student Population	2012				2013			
	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk
Not performing at grade level, are failing, or otherwise are performing below average	35	24	4-5 times/wk	5.1	28	20	4-5 times/wk	5.8
Limited English proficiency	6	3	1-3 times/wk	3.7	8	4	1-3 times/wk	3.5
Truant, suspended or expelled	19	11	4-5 times/wk	3.8	12	7	4-5 times/wk	5.4
Special needs or disabilities	21	15	4-5 times/wk	5.9	24	18	4-5 times/wk	6.0
Other	1	0	4-5 times/wk	4.0	3	3	4-5 times/wk	5.0
Number of Centers	40				35			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
Providing All Year Percentage of centers that provided this type of activity during the entire school year [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
Modal Frequency: The frequency that this type of activity was typically provided during the school year by the greatest number of centers.
Mean Hrs/Wk: The typical number of hours per week this type of activity was provided by the average center during the school year [green=at least 4, yellow=3-4, orange=2-3, red=less than 2].

Student Population	2012				2013			
	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year	Modal Frequency	Mean Hrs/Wk
Not performing at grade level, are failing, or otherwise are performing below average	22	12	4-5 times/wk	10.7	23	12	4-5 times/wk	12.0
Limited English proficiency	6	3	4-5 times/wk	11.3	5	1	1-3 times/wk	7.6
Truant, suspended or expelled	7	3	4-5 times/wk	9.6	7	4	4-5 times/wk	13.4
Special needs or disabilities	15	8	4-5 times/wk	8.7	18	11	4-5 times/wk	11.3
Other	1	1	4-5 times/wk	20.0	6	4	4-5 times/wk	10.8
Number of Centers	30				26			

Legend

- Centers Providing:** Percentage of centers that provided this type of activity during the summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
Providing All Year Percentage of centers that provided this type of activity during the entire summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].
Modal Frequency: The frequency that this type of activity was typically provided during the summer by the greatest number of centers.
Mean Hrs/Wk: The typical number of hours per week this type of activity was provided by the average center during the summer [green=at least 8, yellow=6-8, orange=4-6, red=less than 4].

Quality of Center Activities for Students

Information about the quality of the activities that centers provided for student participants was collected with the online survey administered at the end of the 2013 program year. Grant managers, center coordinators, teachers, and other program staff were asked their level of agreement with six statements about the quality of activities for students. There were 59 responses from these four groups. The responses from the different types of program staff were compared. There was very little difference. Consequently, only the results for the aggregated responses are presented here (see Table 32).

Statement	Agree	Disagree	Total
The program provides a variety of activities that support the physical, social and cognitive growth of students.	54 100.0%	0 0.0%	54 100.0%
The program has a schedule of activities that are communicated to all staff, participants and families.	51 92.7%	4 7.3%	55 100.0%
Program staff have sufficient resources, materials and equipment to conduct activities.	50 92.6%	4 7.4%	54 100.0%
Program staff are qualified to conduct the activities.	53 98.1%	1 1.9%	54 100.0%
Students are engaged, focused, and interested in program activities.	53 98.1%	1 1.9%	54 100.0%
Most students attend program activities on a consistent, regular basis.	50 92.6%	4 7.4%	54 100.0%

Clearly the program staff responding to this survey were almost unanimously in agreement with each statement regarding the quality of student activities. When asked about the greatest challenge experienced in providing quality program activities, 16 responses indicated a variety of issues, the most common being student attendance/engagement and lack of resources such as staff, funding, and materials. There were 19 responses to identifying the greatest success, primarily from grant managers (6) and center coordinators (9). The most frequent response from center coordinators referred to improvements in student attendance and engagement. Grant managers tended to refer to the success of specific activities. There were 10 suggestions for improvement, including “increased quality access to technology,” “asking students for ideas for lessons,” “time to prepare activities,” “sharing resources among different organizations,” and “behavioral contracts for students.”

The online survey also addressed the quality of student activities by asking program and school staff for their perceptions about the alignment of 21st CCLC program activities with the students’ regular school academic program. Center coordinators, teachers, and other center staff were asked to indicate their level of agreement with seven statements. Program managers and school staff were asked to indicate their level of agreement with six of those statements, worded appropriately. They were not asked to respond to the statement about an established system for checking homework assignments.

There were 59 program staff (managers, coordinators, teachers, and other center staff) and 21 school staff who responded to the survey. The responses from the different types of staff were compared. The only consistent pattern of difference was between the 59 program and 21

school staff respondents. Consequently, the results for these two groups are presented separately in Table 33.

Table 33. Level of Agreement with Statements about Alignment of Student Activities and the Regular School Academic Program				
Statement	Staff	Agree	Disagree	Total
21st CCLC program staff are encouraged, if not required, to know what academic content is being covered during the school day with the students they serve.	Program	49 89.1%	6 10.9%	55 100.0%
	School	15 78.9%	4 21.1%	19 100.0%
21st CCLC staff know whom to contact at the school if they have a question about the progress or status of students they serve.	Program	53 96.4%	2 3.6%	55 100.0%
	School	17 85.0%	3 15.0%	20 100.0%
The activities provided in the 21st CCLC program are tied to specific learning goals in the curriculum of the school(s).	Program	53 96.4%	2 3.6%	55 100.0%
	School	17 89.5%	2 10.5%	19 100.0%
There are regular, joint staff meetings for after school and regular school-day staff.	Program	37 75.5%	12 24.5%	49 100.0%
	School	13 68.4%	6 31.6%	19 100.0%
Steps to establish linkages between the school day and after school are discussed in these joint staff meetings.	Program	41 93.2%	3 6.8%	44 100.0%
	School	12 70.6%	5 29.4%	17 100.0%
Staff from the 21st CCLC program and the school(s) meet informally, but regularly, to review the academic progress of students participating in the after school program activities.	Program	45 84.9%	8 15.1%	53 100.0%
	School	13 76.5%	4 23.5%	17 100.0%
There is an established system for checking student homework assignments.	Program Only *	34 89.5%	4 10.5%	38 100.0%

* Only coordinators, teachers, and other center staff were asked to respond to this statement.

Table 33 shows a small, but consistent difference between the percentage agreement of the program and school staff to these statements about alignment. School staff do not appear to perceive as much alignment between the 21st CCLC programs and the regular school academic program as program staff do. Overall, perceptions of knowing whom to contact at the school and of activities being tied to specific learning goals in the school curriculum were the most positive. Perceptions of regular, joint staff meetings were the least positive.

There were 25 respondents to the online survey who shared challenges they have experienced with aligning the 21st CCLC program activities to the regular school academic program. Several interesting comments were observed. Centers that serve student from multiple feeder schools may experience different “pacing” of a common district curriculum, making the coordination of academic enrichment activities across students more difficult. Several respondents mentioned difficulties in meeting with school day teachers, in one case because the school discouraged this contact. Materials and methods used by school day teachers may be difficult to replicate (e.g., computer hardware and software used by the school during

instruction). Finally, some centers may have insufficient numbers of staff to meet with teachers from all the grades participating students represent.

Examples of successful experiences in obtaining alignment with the regular school academic program were provided by 37 respondents, almost half of the program and school staff respondents. Being able to employ regular school day teachers in the 21st CCLC program was a very frequently mentioned “success.” Another popular type of success was being able to see student participants improve their performance in the classroom, get better grades, and score higher on the state assessments. Suggestions for improving alignment came from 32 respondents. Several respondents suggested that there be more training for program staff, funded either by 21st CCLC or the school district, on how to integrate the regular school curriculum into program activities. Others suggested sharing school day books, software, and materials with the 21st CCLC program. Improved communications among school day teachers, school administrators, and program staff was also popular. For example, school day teachers could provide information about the status/progress of participating students.

There were four statements in the parent version of the survey that are relevant to judging the quality of student activities. Parents were asked if the 21st CCLC program helped their children complete their homework, succeed in school, and get along with others. Virtually all of the 11 responding parents said the program had accomplished these three outcomes with their children. Finally, parents were asked to indicate their level of satisfaction with the services provided by their child’s after school program, two-thirds of the 9 respondents were very satisfied or satisfied.

Program Impact on Participating Students

The original design for this evaluation included looking at several different sources of information about student outcomes: the limited information in PPICS about regularly attending students’ grades in reading/language arts and mathematics, the performance of students on the state assessments (DCAS) in reading and mathematics, and data on student attendance and behavior from the state’s eSchool Plus database. It was not possible to obtain the DCAS and eSchool data; therefore, the evaluation of the Delaware 21st CCLC program on participating students is limited to the student grade information available in PPICS.

The PPICS student grade information allows the calculation of the percentage of regularly attending participants (30-plus days) whose reading/math grade increased between fall and spring of the 2011-2012 and the 2012-2013 school years. The percentage of students for whom grade results were available and who did not receive the highest possible grade in the fall was calculated for each year in both reading and math. To the extent that improvements in grades can be attributed to participation in 21st CCLC activities, this information provides an indication of the impact of 21st CCLC participation on student academic performance in these two years.

Information about changes in reading/math grades was provided by all reporting centers in 2012 and 2013. However, of the 43 centers reporting in 2012, five had no grades in reading and six had no grades in math. Thus, the number of regular attendees who increased their grade

in reading could be calculated for 38 centers and in math for 37 centers. In 2013, only 32 of the 37 reporting centers had grades in reading and only 31 in math.¹¹

As Table 36 indicates, about half of regularly attending participants increased their grades in reading and math in both 2012 and 2013. Only about one-sixth of regularly attending participants decreased their grades in either reading or math in either year.

Year	Subject	Number of Centers	Percent Increased *	Percent Unchanged *	Percent Decreased *
2012	Reading	38	53.3	29.6	17.1
	Mathematics	37	49.9	31.7	18.3
2013	Reading	32	50.3	32.4	17.3
	Mathematics	31	50.8	32.7	16.4

* The percentages for reading and math were based on the number of regular attendees for whom grades were available and could show an increase, i.e., they had not received the highest grade possible in the fall.

Program Activities for Parents

Description of Center Activities for Adults

The PPICS database also contains information about the number of centers that provide three categories of activities for adults (parent involvement, family literacy, and career/job training for adults) as well as information about the frequency and duration of these types of activities. Table 34 presents this information for both school year and summer activities. For school year programs, in both 2012 and 2013 only parent involvement activities were provided by at least three-fourths of the centers and provided for the entire school year by at least half of the centers. The largest number of centers that provided the three types of adult activities provided them less than monthly. The average duration of these activities across all providing centers was about 2 hours per week.

For summer programs, parent involvement was again the type of adult activity provided by the largest number of centers (just over one-half in both years). Both the frequency of all three types of adult activities and their average hours per week were higher in the summer, probably due to the smaller number of weeks and more hours per week that summer programs were open.

¹¹ Centers not reporting changes in reading/math grades included summer only programs and/or programs that targeted students with disabilities.

Table 35. Number of Centers that Provided Adult Activities in Each Category and the Extent of the Activities

Category	2012				2013			
	Centers Provided	Provided All Year or Summer	Modal Frequency	Mean Hrs/Wk	Centers Provided	Provided All Year or Summer	Modal Frequency	Mean Hrs/Wk
School Year								
Parent Involvement	30	21	< monthly	1.9	30	18	< monthly	1.8
Family Literacy	15	6	< monthly	1.3	17	10	< monthly	2.3
Career/Job Training for Adults	5	2	< monthly	2.2	5	0	< monthly	1.6
Number of Centers	40				35			
Summer								
Parent Involvement	21	11	1-3 times/wk	3.0	17	7	< monthly	5.7
Family Literacy	9	4	1-3 times/wk	3.2	12	6	< monthly	1.7
Career/Job Training for Adults	4	0	1-3 times/wk	3.0	2	0	1-3 times/wk	2.1
Number of Centers	30				26			

Legend for Color Codes

Centers Providing: Percentage of centers that provided this type of activity during the school year/summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].

Providing All Year Percentage of centers that provided this type of activity during the entire school year/summer [green=at least 75%, yellow=50-74%, orange=25-49%, red=less than 25%].

Modal Frequency: The frequency that this type of activity was typically provided during the school year/summer by the greatest number of centers.

Mean Hrs/Wk: The typical number of hours per week this type of activity was provided by the average center during the school year [green=at least 4, yellow=3-4, orange=2-3, red=less than 2] or during the summer [green=at least 8, yellow=6-8, orange=4-6, red=less than 4].

Quality of Center Activities for Adults

Information about the quality of the activities that centers provided for adults was collected with the online survey administered at the end of the 2013 program year. Grant managers, center coordinators, teachers, and other program staff were asked how many parents of participating students (none, some, most, or all) were provided information about or invited to participate in different activities. There were 59 responses from these four groups. The responses from the different types of program staff were compared and there were no significant differences. Therefore, results for all program staff are presented in Table 35. In addition, the parent survey contained similar descriptions of the same activities and respondents were asked whether they agreed with these descriptions. There were 11 respondents to the parent survey, and the percentages that agreed with each type of activity are presented in Table 35 as well.

About three-fourths of responding program staff indicated that most or all parents were sent materials about program offerings and were invited to events or scheduled meetings. Parents tended to agree with 90 percent saying after school program provided information about the services they offer and 73 percent saying they participated in family or community events sponsored by the program. Less than half of responding program staff indicated the most or all parents were asked for input on what and how activities should be provided, whereas 80 percent of responding parents said that the program asked them about how to improve the program's activities. Only 41 percent of responding program staff said they offered activities specifically designed for parents/families to improve their literacy skills. On the other hand, 80 percent of responding parents said the program told them about activities or services the program provided that would improve their reading and writing skills, but only 40 percent said they actually participated in program activities or services that would improve their reading and writing skills.

Table 36. Program Staff Perceptions of How Many Parents Were Involved in Various Activities and Percentages of Parents Who Agreed				
Activity *	How Many Parents Involved As Perceived by Program Staff			How Many Parents Agree
	All/Most	Some/None	Total	
Materials about program offerings sent home to parents/families. ** <i>The after school program provided information about the services they offer.</i>	42 79.3%	11 20.7%	53 100.0%	9 of 10 90.0%
Information sent home about how the student is progressing in the program. Conversations with parents/family members about how the student is progressing in the program. <i>The program staff told me how my child was doing in the program.</i>	26 56.5%	20 43.5%	46 100.0%	6 of 8 75.0%
	29 59.2%	20 40.8%	49 100.0%	
Events or scheduled meetings to which parents/families are invited. <i>I participated in family or community events sponsored by the program.</i>	36 73.5%	13 26.5%	49 100.0%	8 of 11 72.7%
Input sought from parents/families on what and how activities should be provided. <i>The program asked me about how to improve their activities.</i>	24 49.0%	25 51.0%	49 100.0%	8 of 10 80.0% %
Opportunities provided for parents/families to participate in center-provided programming with their children. <i>The program offered family activities and services that helped me be involved in my child's education</i> <i>I volunteered to help with activities or events at the program.</i>	32 62.8%	19 37.2%	51 100.0%	8 of 11 72.7% 6 of 11 54.5%
Activities specifically designed for parents/families to improve their involvement in their child 's education. <i>I participated in family activities and services that helped me be involved in my child's education.</i>	29 56.9%	22 43.1%	51 100.0%	6 of 8 75.0%
Activities specifically designed for parents/families to improve their literacy skills. <i>The program told me about activities or services they provide that would improve my own reading and writing skills.</i> <i>I participated in program activities or services that will improve my own reading and writing skills.</i>	20 40.8%	29 59.2%	49 100.0%	8 of 10 80.0% 4 of 10 40.0%

* The activity description(s) responded to by program staff is in the regular font. The corresponding description(s) for parents is italicized.

** First row of the table reads, "42 (79.3%) of the 53 responding program staff said that most or all of the parents of student participants had materials about program offerings sent home to them, and 9 (90.0%) of the 10 responding parents said the after school program provided information about the services they offer."

When program staff were asked what were the greatest challenges contacting and providing services to parents and families of participating students, 18 (mostly grant managers and center coordinators) typically referred to the difficulties in getting parents involved, whether it was due to scheduling challenges or simply a lack of interest or response. Another 18 (again, primarily managers and coordinators) provided examples of successful experiences. Most mentioned special events held to showcase student work and accomplishments or field trips that included parents. One respondent mentioned parents completing a culinary arts program who

were subsequently employed. When asked for suggestions to improve contacting and providing services to parents and families, 15 respondents mentioned a wide variety of ideas, including creating more opportunities and events to communicate or have face-to-face contact with parents and reaching out more for suggestions from parents about student activities.

Support and Technical Assistance for Local Programs

The online survey contained a number of questions about professional development, training, and technical assistance received by 21st CCLC program staff. There were also questions about the use of the DDOE’s website for 21st CCLC programs. The questions about professional development and website use were included in the surveys for all four types of program staff; the questions about training and technical assistance were directed only to program managers and center coordinators.

Professional Development

Program staff were asked if they had received any program-sponsored professional development during the past year (the 2013 program year). There were 52 responses to this question. Teachers and program managers were most likely to have received this form of support (86 and 91 percent, respectively). About two-thirds of center coordinators and 50 percent of other staff indicated participating (see Table 37).

Type of Program Staff	Yes	No	Total
Program Manager	12 85.7%	2 14.3%	14 100.0%
Center Coordinator	11 64.7%	6 35.3%	17 100.0%
Teacher	10 90.9%	1 9.1%	11 100.0%
Other Program Staff	5 50.0%	5 50.0%	10 100.0%
Total	38 73.1%	14 26.9%	52 100.0%

Table 38 shows the topic areas covered by the professional development received by program staff. At least half of all staff participated in professional development that covered “planning/implementing quality after school programs/activities” and “communicating/working with families.” At least half of program managers reported receiving professional development that covered a number of different topics. Almost all (92 percent) said that it covered “planning/implementing quality after school programs/activities.” Center coordinators also mentioned this topic most frequently (54 percent). Teachers, however, most frequently mentioned “communicating/working with families” and “behavior management.” Other program staff most frequently mentioned “planning/implementing quality after school programs/activities” and “program management and evaluation.”

Topic Areas	Program Manager	Center Coordinator	Program Teacher	Other Program Staff	Total
Communicating/working with families	7 58.3%	4 36.4%	6 60.0%	2 40.0%	19 50.0%
Developing activities for a wide range of age and skill levels	8 66.7%	4 36.4%	3 30.0%	2 40.0%	17 44.7%
Communicating/working with teachers in the schools	6 50.0%	3 27.3%	2 20.0%	1 20.0%	12 31.6%
Program management and evaluation	8 66.7%	5 45.5%	1 10.0%	3 60.0%	17 44.7%
Helping/tutoring students with reading	2 16.7%	2 18.2%	3 30.0%	0 0.0%	7 18.4%
Helping/tutoring students with math	2 16.7%	3 27.3%	3 30.0%	1 20.0%	9 23.7%
Behavior management	3 25.0%	3 27.3%	5 50.0%	1 20.0%	12 31.6%
Connecting programming with the school day	6 50.0%	1 9.1%	2 20.0%	2 40.0%	11 28.9%
Planning/implementing quality after school programs/activities	11 91.7%	6 54.5%	4 40.0%	3 60.0%	24 63.2%
Providing appropriate physical education and recreational activities	4 33.3%	1 9.1%	4 40.0%	0 0.0%	9 23.7%
Number of Respondents	12 100.0%	11 100.0%	10 100.0%	5 100.0%	38 100.0%

When asked whether this professional development improved the services they provided, 31 out of 36 program staff (86 percent) responded that it did. This response was consistent across types of staff.

Website Use

Program staff were asked how often they had used the DDOE 21st CCLC program website during the past program year (2013). Slightly over half (53 percent) of the 55 responding program staff said they had used it, but these were almost all program managers and center coordinators (see Table 39). Most of those who did use the website indicated they used it less than monthly.

Type of Program Staff	At Least Monthly	Less than Monthly	Never	Total
Program Manager	4 28.6%	9 64.3%	1 7.1%	14 100.0%
Center Coordinator	2 10.0%	10 50.0%	8 40.0%	20 100.0%
Teacher	1 9.1%	1 9.1%	9 81.8%	11 100.0%
Other Program Staff	0 0.0%	2 20.0%	8 80.0%	10 100.0%
Total	7 12.7%	22 40.0%	26 47.3%	55 100.0%

Every one of the 29 program staff who said they had used the website also said they were able to find the information they were looking for. In addition, when asked how satisfied they were with the ease of finding information, the quality of the information, and its usefulness, almost all (93 percent) were satisfied and a large number were very satisfied (see Table 40).

Aspect	Very Satisfied	Satisfied	Dissatisfied	Total
Ease of Finding Information	12 41.4%	15 51.7%	2 6.9%	29 100.0%
Quality of Information	10 34.5%	17 58.6%	2 6.9%	29 100.0%
Usefulness of Information	10 34.5%	17 58.6%	2 6.9%	29 100.0%

Technical Assistance

Program managers and center coordinators were asked how often they requested technical assistance for their 21st CCLC program from DDOE. As Table 41 shows, half of the 34 respondents requested technical assistance in 2013, usually less than once a month. The requests were more likely to come from program managers than coordinators (almost 80 versus 30 percent).

Type of Program Staff	At Least Monthly	Less than Monthly	Never	Total
Program Manager	3 21.4%	8 57.1%	3 21.4%	14 100.0%
Center Coordinator	0 0.0%	6 30.0%	14 70.0%	20 100.0%
Total	3 8.8%	14 41.2%	17 50.0%	34 100.0%

Two-thirds (11 of 17) of the respondents who requested technical assistance indicated that they did receive it. Of these, Table 42 indicates that everyone was satisfied with the time it took to receive the assistance, the knowledge/expertise of DDOE staff providing the assistance, and the quality and usefulness of the assistance.

Aspect	Very Satisfied	Satisfied	Dissatisfied	Total
Time Required to Receive Assistance	6 54.5%	5 45.5%	0 0.0%	11 100.0%
Knowledge/Expertise of DDOE Staff Providing Assistance	7 63.6%	4 36.4%	0 0.0%	11 100.0%
Quality of Assistance	7 63.6%	4 36.4%	0 0.0%	11 100.0%
Usefulness of Assistance	7 63.6%	4 36.4%	0 0.0%	11 100.0%

Training

Finally, program managers and center coordinators were asked if they had attended any training workshops or webinars provided by the DDOE 21st CCLC program during the 2013 program year. A little over half (18 of 32 respondents or 56 percent) said they had and these were equally distributed between the two groups. Those who had attended training workshops or webinars were asked about different aspects of their quality. Table 43 shows that very few respondents disagreed with any of these statements. Ease of registration was agreed to strongly by two-thirds of the respondents. One out of six respondents indicated concerns with scheduling convenience, effective use of time, and the usefulness of content and materials.

Quality Element	Strongly Agree	Agree	Disagree	Total
It was easy to register for the workshops/webinars.	12 66.7%	6 33.3%	0 0.0%	18 100.0%
The timing of the workshops/webinars was convenient for me.	6 33.3%	8 44.4%	3 16.7%	17 100.0%
The topics were covered adequately.	6 33.3%	12 66.7%	0 0.0%	18 100.0%
The time was used effectively.	5 27.8%	10 55.6%	3 16.7%	18 100.0%
The presenters were well-prepared.	6 33.3%	11 61.1%	1 5.6%	18 100.0%
The content and materials were immediately useful to me.	5 27.8%	10 55.6%	3 16.7%	18 100.0%
I improved my understanding of the content covered.	6 33.3%	12 66.7%	0 0.0%	18 100.0%
The venue (in-person or online) was convenient for me.	7 38.9%	9 50.0%	2 11.1%	18 100.0%

Comments on Overall Support

When program staff were asked what were the greatest challenges they experienced in 2013 with professional development, technical assistance, or support, six program staff responded. Other than simply saying there was no professional development, two useful comments referred to reducing traveling distance and finding time for teachers to attend events since they were school day teachers as well. Success experiences from five respondents were limited to saying that the supporting event was successful. Finally, suggestions from six respondents mentioned more training on 21st CCLC requirements, recording webinars for more convenient access, and better communication with school staff.

Summary, Conclusions and Recommendations

This section attempts to summarize the most salient results of this evaluation regarding the characteristics of Delaware's 21st CCLC local programs and each of the evaluation questions. Statements representing general conclusions in each area are underlined and, where appropriate, recommendations are provided.

Program Characteristics

The characteristics of subgrantees and centers remained relatively stable between 2012 and 2013. The number of local 21st CCLC subgrantees was about the same in 2012 and 2013, with 8 new Cohort 11 programs funded in the 2013 program year replacing the 10 Cohort 6 programs which ended in the 2012 program year. However, the number of centers fell from 49 to 37, with only 10 new centers to replace the 21 from Cohort 6. Local programs were administered by a variety of organizations. However, most were managed by school districts and community-based organizations. Most operated only one center, and half of the programs were entirely dependent on 21st CCLC funding.

The centers operated by subgrantees were located primarily in public schools and most served students from a single feeder school. Most centers operated both school year and summer programs. Although school year programs were open five times as many weeks as summer programs, the summer programs were open 2-3 times as many hours per week. Almost all school year programs provided services only after school, and almost all summer programs provided services only on weekdays.

The 21st CCLC programs appear to be relying on paid, qualified staff and serving regularly attending, low income students. Most center staff were paid versus volunteers, especially in the summer programs. About half of the paid school year and summer staff were teachers. The average center served about 70 students. About two-thirds of these were regularly attending (30 or more days). Most student participants were African American, were receiving free or reduced meals, and were in the elementary grades, especially in 2013.

Success in Developing Partnerships/and Collaborations with Community Organizations

Local grantees partnered with a variety of community and vendor organizations, most of which were for-profit entities, school districts, and community-based organizations. The median number of partners per grantee was 4. Most were subcontracted to provide services related to program activities.

Based on responses of program staff and partners to the online survey, the partnerships and collaborations with community and vendor representatives were very positive. Many comments about successful experiences cited the contributions of partners to the activities and

programming of the centers, the development of good working relationships, and regular communications. A few concerns were raised, however, about deficiencies in these very same areas as well as in understanding roles and addressing emerging problems. A few partners also mentioned a need for clearer scheduling of events and understanding partner capabilities.

Recommendation: Based on the few survey comments about challenges to partnerships, DDOE should consider ways to provide or improve assistance to all subgrantees in developing good working relationships between program staff and community/vendor representatives based on clear and regular communications about event scheduling, role expectations, partner capabilities, and problem-solving.

Success in Providing Activities for Participating Students

Virtually all Delaware 21st CCLC local school year and summer programs provided activities designed to improve student academic performance in reading and mathematics and, in almost all programs, in science and arts and music. Almost all school year programs provided academic enrichment and homework help activities throughout the school year, 4-5 times a week for 3-4 hours per week. Academic enrichment activities were also provided by almost all summer programs 4-5 times per week for over 8 hours per week. In addition to academic-focused activities, almost all school year and summer programs provided recreational activities.

Many programs, school year and summer, reported providing activities in the areas of youth leadership, drug/violence prevention, counseling, and character education. Many programs also reported activities that addressed the subject areas of telecommunications and technology, cultural/social studies, and health/nutrition.

Almost all local school year and summer programs provided activities targeting academically low-performing students. About half of the programs also provided activities targeting students with disabilities. Activities targeting these populations were typically provided 4-5 times per week for at least 4 hours (10 in the summer) per week.

Recommendation: The significant descriptors of how many local programs provided appropriate activities in important subject areas to students with the greatest need are “virtually all” and “almost all.” DDOE should develop or improve methods for identifying, training, and assisting the few local programs that are not or have not reported providing these activities.

There was essentially positive unanimity in the responses to online survey questions about the quality of student activities, with one possible exception—the alignment of program activities with the academic program of the regular school day. Regular school staff respondents tended to disagree with positive statements about this alignment more often than program staff. More importantly, substantial percentages (15-30 percent) of both school and program staff demonstrated concern with program staff knowing what was being covered during the school day, the existence of joint staff meetings, and using informal meetings to review student

progress. The open-ended comments provided by many respondents appear to concur. Challenges to alignment mentioned often were difficulties holding meetings between program and school day staff, insufficient program staff to meet with teachers of students from all the grades served by the program, “pacing” differences for centers with multiple feeder schools, and the inability to duplicate instructional resources used during the school day. Suggested solutions to this challenge included employing school day teachers in the program, more training for programs staff on ways to integrate the school’s curriculum into program activities, sharing school resources with the after school program, and improved communications between school and program.

Recommendation: Based on the challenges to aligning program activities with the the regular school day, DDOE should consider additional, feasible strategies for increasing the ability of 21st CCLC program staff to align program activities with the feeder schools’ curricula and lesson planning in core subject areas, including the provision of training to program staff, the encouragement of regular meetings and other forms of communication between program and school staff, and encouraging creative strategies for sharing school instructional resources or even the hiring of program teachers from the feeder school or the same school district.

Program Impact on Academic Performance, Attendance, and Behavior of Participating Students

Due to difficulties encountered in accessing state assessment, attendance, and disciplinary data for participating students, the evaluation of program impact on these students was limited to an examination of changes in reading and mathematics grades for regularly attending students reported to PPICS by local programs. The changes in grades reported by local programs in both 2012 and 2013 are consistent with, if not conclusive evidence of, a positive impact of the Delaware 21st CCLC program on student achievement in reading and mathematics. In both reading and mathematics, half of the regular attending students who had not already achieved the highest possible grade in the fall increased their grade between fall and spring, while less than 20 percent decreased their grade.

Recommendation: In future evaluations of its 21st CCLC program, DDOE should explore strategies for making student assessment and behavioral data available for analysis and, if they are available, include in any requests for proposals that these data be part of the evaluation design.

Success in Providing Activities for Parents/Families

Activities for parents/families reported in 2012 and 2013 by local programs were primarily infrequent, parent involvement activities. There is also some evidence that activities focused on literacy and training were provided by some programs. The adult activities reported

in PPICS by most local programs during the school year and in the summer were types of parent involvement. The online survey responses of program staff and parents indicate the parent involvement activities provided for most or all parents included sending information to parents/families about program offerings and student progress, inviting parents/families to events and meetings and to participate in programming with their children, and providing activities designed to improve involvement in their child's education. The responses of parents to the online survey, while few in number, indicate that local programs are taking appropriate steps to engage and involve parents in their children's education. Because of the particularly challenging nature of providing services to parents and families of participating students, no recommendation is provided.

Improving DDOE Support and Technical Assistance for Local Programs

Most of appropriate program staff received support through professional development, technical assistance, training, and the DDOE 21st CCLC website, and of those receiving these types of support, the vast majority were satisfied. Based on results from the online survey, in 2013 most local program staff received 21st CCLC program-sponsored professional development; most grant managers and center coordinators used the DDOE 21st CCLC website; most grant managers requested and received technical assistance from DDOE; and most grant managers and center coordinators attended DDOE workshops/webinars. The professional development focused on planning/implementing quality after school programs/activities, and communicating/working with families. Suggestions for improvements in support and assistance for local programs were few in number, but included ideas for making the trainings more accessible (e.g., location, scheduling, and recording) and non-specific requests for more training.

Recommendation: DDOE should continue its successful mix of training, technical assistance, and web support. It should also continue to encourage the use of program resources to support professional development for program staff.



SPONSOR: Rep. Oberle Sen. Cook
 Booth Vaughn
 Wagner Henry
 Miro McBride
 Schwartzkopf Cloutier
 Williams Amick

HOUSE OF REPRESENTATIVES
144th GENERAL ASSEMBLY

HOUSE BILL NO. 250

AN ACT MAKING APPROPRIATIONS FOR THE EXPENSE OF THE STATE GOVERNMENT FOR THE FISCAL YEAR ENDING JUNE 30, 2008; SPECIFYING CERTAIN PROCEDURES, CONDITIONS AND LIMITATIONS FOR THE EXPENDITURE OF SUCH FUNDS; AND AMENDING CERTAIN PERTINENT STATUTORY PROVISIONS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. The several amounts named in this Act, or such part thereof as may be necessary and
2 essential to the proper conduct of the business of the agencies named herein, during the fiscal year ending June
3 30, 2008, are hereby appropriated and authorized to be paid out of the Treasury of the State by the respective
4 departments and divisions of State Government, and other specified spending agencies, subject to the limitations
5 of this Act and to the provisions of Title 29, Part VI, Delaware Code, as amended or qualified by this Act, all
6 other provisions of the Delaware Code notwithstanding. All parts or portions of the several sums appropriated
7 by this Act which, on the last day of June 2008, shall not have been paid out of the State Treasury, shall revert to
8 the General Fund; provided, however, that no funds shall revert which are encumbered pursuant to Title 29,
9 Section 6521, Delaware Code.

10 The several amounts hereby appropriated are as follows:

(95-00-00) DEPARTMENT OF EDUCATION

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Personnel		
NSF	ASF	GF

\$ Program	
ASF	GF

\$ Line Item	
ASF	GF

(95-03-00) Block Grants and Pass Through Programs

			Education Block Grants		
			Adult Education and Work Force Training Gran		9,460.9
			Professional Accountability and Instructional		8,450.5
			Advancement Fund		
			Academic Excellence Block Grant		37,886.3
			K-12 Pass Throughs		
			Pregnant Students		279.8
			Delaware Nature Society		15.0
			Children's Beach House		70.8
			Read Aloud		270.8
			Building Bridges		87.3
			Summer School - Gifted & Talented		198.8
			Center for Economic Education		273.7
			Educational Resources		336.8
			DE Institute for Arts in Education		151.9
			Advanced Studies		94.3
			Student Organization		245.0
			Delaware Teacher Center		582.1
			Reading Assist		330.0
			On-Line Periodicals		780.0
			Jobs for DE Graduates		1,071.3
			Delaware Geographic Alliance		48.5
			Creative Mentoring		260.0
			Delaware History Day Competition		4.8
			Communities in Schools		240.0
			Teacher in Space		132.2
			Delaware Futures		32.0
			Achievement Matters Campaign		150.0
			Mary Campbell Center		180.0
			Career Transition		80.0
			Special Needs Programs		
			Early Childhood Assistance		5,727.8
		1.0	Children with Disabilities		3,193.2
	1.0		Unique Alternatives	890.7	10,872.0
			Exceptional Student Unit - Vocational		469.9
			Related Services for the Handicapped		2,897.3
			Adolescent Day Program		36.0
	1.0		Children Services Cost Recovery Project	951.3	
			Sterck Summer Program		40.0
			Tech-Prep 2 + 2		569.1
			First State School		314.5
		35.7	Prison Education		3,312.4
			Innovative After School Initiatives		200.0
			Student Discipline Program		17,772.2
			Extra Time for Students		10,428.0
			Reading Resource Teachers		8,211.0
			Math Specialists		2,729.7
			Limited English Proficient		1,500.0
			Early Childhood Initiatives		300.0
			Driver Training		
	1.0	12.0	Driver's Education	84.1	1,824.0
	3.0	48.7	TOTAL -- Block Grants and Pass Through Programs	1,926.1	132,109.9

	2.0	36.7
	1.0	12.0
	3.0	48.7

		(-10) Education Block Grants	55,797.7
		(-15) K-12 Pass Throughs	5,915.1
	1,842.0	(-20) Special Needs Programs	68,573.1
	84.1	(-30) Driver Training	1,824.0
	1,926.1	TOTAL -- Internal Program Units	132,109.9

1 The program shall provide year-round services to no more than 100 students. This program shall be
2 considered a special school for the purposes of charging tuition payments to be made by school districts
3 of residence under the statutory provisions of 14 Del. C. c. 6, such that the districts shall fund at least 30
4 percent of the total cost of the program. The New Castle County Consortium and the Department of
5 Education shall oversee administration of the program, and may enter into contractual arrangements to
6 operate the program. Such oversight shall include an annual evaluation of the program to be submitted to
7 the Department of Education.

8 Section 386. Section 1 of this Act provides an appropriation to Public Education, Block Grants
9 and Pass Through Programs, Special Needs Programs, Unique Alternatives (95-03-20). Funds may only
10 be allocated to the Sussex ICT to provide direct services and supports to interagency students that would
11 be referred to the ICT. The local share of payment shall continue to be subject to the same criteria as all
12 other ICT decisions. This authorization is based on the signed Memorandum of Agreement between the
13 school districts and other ICT agencies.

14 Section 387. Any placement made pursuant to 14 Del. C. § 3124 in which the individual
15 involved is a ward of the State shall be funded fully from the State appropriation made for this purpose.

16 Section 388. Section 1 of this Act provides an appropriation to Public Education, Block Grants
17 and Pass Through Programs, Special Needs Programs (95-03-20) for Exceptional Student Unit -
18 Vocational. This appropriation shall be used to continue the program of vocational education for
19 handicapped students. The funds appropriated shall provide for Divisions I, II, and III funding for a
20 maximum of six units, prior to application of the vocational deduct, units in a single program. The unit
21 shall be based upon 13,500 pupil minutes per week of instruction or major fraction thereof after the first
22 full unit and shall be in addition to the funding otherwise provided under 14 Del. C. § 1703(d).

23 Section 389. (a) Section 1 of this Act provides an appropriation to Public Education, Block
24 Grant and Pass Through Programs, Special Needs Program (95-03-20) for Extra Time for Students in
25 Grades K-12. This allocation shall be used exclusively to provide extra instructional time for low
26 achieving students in order that they may improve their academic performance in the four primary content
27 areas (Mathematics, Science, English Language Arts, and Social Studies) as measured against the state
28 standards of such subjects. The only exceptions to this requirement are that up to 15 percent of a district's

1 allocation may be used for Extended School Year (ESY) requirements, pursuant to the Administrative
2 Manual for Special Education Services (AMSES) and up to 10 percent of a district's allocation may be
3 used to provide services to Limited English Proficient (LEP) students. Of the amount set aside for LEP
4 services, up to 50 percent may be used within the normal school day provided the services are in the form
5 of specialized instruction designed to help LEP students succeed in regular classroom settings. Of the
6 amount appropriated, \$400.0 may be used for the Early Intervention Reading Program as specified in this
7 section. The Department of Education is authorized to transfer 50 percent of the estimated district grant
8 amount by July 30. The remaining amount shall be transferred within 30 days of the final approval of the
9 district application for funding.

10 (b) The following criteria shall apply to each of the components of the Extra Time for Students
11 Program.

12 (1) In order to qualify for an allocation, each district shall submit an application to the
13 Department of Education as part of the districts' consolidated application. The application
14 must show evidence of building level staff involvement in the development of the district
15 proposal.

16 (2) The application provided to the Department of Education shall indicate the student
17 populations to be served, the type of program(s) proposed, the levels of academic
18 improvement the additional services are intended to achieve, and the measurement and/or
19 evaluation process the district will use to determine program effectiveness. Associated
20 transportation costs shall also be included in the district application.

21 (3) Funding for this component shall only be used for academic instruction or remediation
22 programs that are offered to a targeted population of low achieving students. Should funds
23 be used during the regularly scheduled six and one half hour school day, said funds must be
24 used to hire additional instructional staff to provide additional instruction or remediation to
25 the targeted population in one of the four core curriculum areas. Prior to the expenditure of
26 funds during the regular school day, districts must obtain the approval of the Secretary of
27 Education, Director of the Office of Management and Budget and Controller General and
28 must certify to the Secretary of Education, Director of the Office of Management and

1 Budget and Controller General that sufficient resources remain to operate the mandated
2 summer school program. The Department of Education shall promote the use of “Best
3 Practices” in this area through all available means.

4 (4) Funds appropriated pursuant to this section may not be used for curriculum development or
5 staff training functions, but may be used for the purchase of supplies and materials
6 necessary to operate extra time programs. To the extent that these funds are used to pay
7 salary expenses, they may only be used for the state share in accordance with the schedules
8 contained in 14 Del. C., Chapter 13.

9 (5) In order to maximize resources provided under this program, local school districts are
10 encouraged to match their allocation, on a 70/30 state/local basis pursuant to the provisions
11 of 14 Del C. § 1902(b).

12 (6) Local school districts may use funds appropriated pursuant to this section to contract with
13 private or non-profit instruction or tutoring services provided that there is evidence of
14 building level conversations regarding contracted services.

15 (7) If, after the applications are received by the Department of Education, a local district does
16 not choose to utilize the full amount to which they are entitled, the Department of
17 Education may allocate any remaining amount through a competitive RFP process.

18 (c) The following criteria shall apply to the component of the program that serves students in any
19 grade levels:

20 (1) Allocations for this component shall be provided in proportion to the total Division I
21 units in each school district, multiplied by the state portion of the average teacher salary
22 in the district in the immediately preceding fiscal year.

23 (d) The following criteria shall apply to the Early Intervention Reading Program for which
24 \$400.0 is to be utilized.

25 (1) Allocations for this component shall be provided in proportion to the regular K-3
26 Division I units in each school district, multiplied by the state portion of the average
27 teacher salary in the district in the immediately preceding fiscal year.

1 (2) This funding shall serve students in kindergarten through third grade who are identified
2 during their kindergarten and first grade years as being inadequately prepared to succeed
3 in reading or are performing below grade level.

4 (3) This funding shall be utilized exclusively to provide supplemental services or teaching
5 methods designed to improve the reading abilities of students with the goal being that
6 they achieve and maintain their appropriate grade level reading ability. These services
7 shall utilize intensive systematic multi-sensory phonics as the instructional methodology.
8 The school districts are strongly encouraged to use programs including, but not limited
9 to, Reading Assist and other research based multi-sensory programs.

10 (4) The funding for this component may provide services outside of the normal school
11 operation timeframe or may be used during the regular school day, provided however that
12 the services being offered are supplemental to the reading instruction the student would
13 otherwise normally receive.

14 (e) The Department of Education shall determine common data definitions and data collection
15 methodologies for each program in this section. Districts shall use such definitions and methodologies
16 and shall provide information as requested by the Department of Education. This information shall
17 include but not be limited to the following: state identification number for each student served, total
18 number of program contact hours per student, content area(s) addressed, and evidence of academic
19 improvement. The Department of Education shall prepare a statewide management report to identify
20 needs for program improvement and best practice.

21 Section 390. Section 1 of this Act appropriates 35.7 FTEs, of which up to 4.0 shall be authorized
22 as teachers/supervisors, 27.7 authorized as teachers, 3.0 authorized as secretaries for the Department of
23 Education, and 1.0 education associate to operate the Prison Education Program. The qualification of
24 employees for the prison education program shall be the same as the qualification for employees in the
25 public high schools. Teachers/supervisors shall have teaching responsibilities as defined by job
26 responsibilities and duties developed by the Department of Education.

27 Salary for employees in the prison education program when paid from funds of this State, shall be
28 in accordance with the regularly adopted salary schedules set forth in 14 Del. C. c. 13. The salary so