



SUPPORTING

STUDENT SUCCESS:

THE PROMISE OF EXPANDED LEARNING OPPORTUNITIES



A report by the Council of Chief State School Officers, the National Conference of State Legislatures, and the National Governors Association Center for Best Practices

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The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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# EXECUTIVE SUMMARY



Expanded learning opportunities (ELOs) support state education goals by providing safe, structured learning environments for students outside the regular school day. ELOs include after-school and summer learning programs, as well as before-school, evening, and weekend programs. Although research demonstrates that high-quality expanded learning opportunities can improve a variety of student outcomes, these programs are frequently disconnected from larger, state-level school reform efforts.

To address this problem, in 2007, the Council of Chief State School Officers (CCSSO), the National Conference of State Legislatures (NCSL), and the National Governors Association Center for Best Practices (NGA Center) launched *Supporting Student Success: The Promise of Expanded Learning Opportunities (S3)*, with support from the Charles Stewart Mott Foundation. Competitive grants of \$50,000 were awarded to leadership teams in six states: **Colorado, Iowa, Massachusetts, New Hampshire, Ohio, and Rhode Island**. These states were charged with bringing together high-level policymakers and stakeholders to foster the integration of expanded learning opportunities into their state education reform agendas. To date, the six states have successfully applied the grant funds to pursue strategic reforms in state-level ELO policy.

Many of the S3 states faced a number of challenges in launching this difficult work, including state budget crises and shortages of funds for ELOs; changes in state leadership and personnel; and the need to navigate complex governance structures that made systemic reform difficult. Nevertheless, the six states accomplished a number of policy changes during the two-year grant period:

- **Colorado** secured ELO representation on the state P-20 Council and launched a county-level initiative that served as a statewide model.
- **Iowa** created its Afterschool Executive Council, which raised awareness of ELOs through a publication that offered state policy recommendations and identified gaps in ELO access, funding, and quality.
- **Massachusetts** generated additional funding for the state's major after-school grants program and secured positions for ELO representatives on key state commissions and subcommittees for education reform.
- **New Hampshire** piloted a program allowing high school students to earn credit for participation in ELOs, which resulted in a reduced dropout rate among participating students.
- **Ohio** collected data on ELO funding and sustainability challenges that ultimately increased support for ELOs within the state.
- **Rhode Island** secured ELO representation on a gubernatorial task force and launched a pilot extended-school-day program.

For policymakers seeking to better integrate ELOs into state education reform agendas, this report provides an overview of the lessons learned from the S3 project. It describes the major policy strategies and processes by which the six states were able to improve education outcomes through the S3 grant.





# INTRODUCTION



Expanded learning opportunities (ELOs) provide safe, structured learning environments for students outside the traditional school day. These opportunities include after-school and summer learning programs, as well as before-school, evening, and weekend programs. ELOs come in many forms and can include tutoring, volunteering, academic support, community service, organized sports, homework help, and art and music activities. They may be based in schools, 21st Century Community Learning Centers, child care centers, or community organizations. No matter where they are located, ELOs can complement what children and youth learn during the school day in ways that support both the students' success and state education goals. For this reason, effective ELOs should be considered an integral part of state K–12 education reform.

Research has demonstrated that high-quality expanded learning opportunities can improve a variety of outcomes for youth who participate in them. Participation in high-quality ELOs is linked to improvements in academic achievement, school attendance, student engagement, work and study habits, and social and emotional development.<sup>1</sup> In addition, ELOs offer support for working families and can help foster stronger links between schools, families, and communities.<sup>2</sup> The supports and services that high-quality ELOs provide are particularly important for low-income and minority youth who often lack sustained access to enriching activities and academic support during non-school hours.<sup>3</sup>

However, all ELOs do not produce similar results. Low-quality ELO programs not only fail to show positive impacts but can have negative effects on children.<sup>4</sup> That occurs when ELOs are implemented in fragmented ways, are disconnected from larger school reform and improvement efforts, and are separate from state education systems. The full potential of ELOs can only be reached if they are incorporated into, and viewed as an essential component of, state education reform agendas.

The impetus for the S3 initiative grew from the Charles Stewart Mott Foundation's groundbreaking 2007 report *A New Day for Learning* and from the collective experience of the Mott Foundation-funded, statewide after-school networks.<sup>5</sup> *A New Day for Learning* catalyzed the national conversation about the role of expanded learning opportunities in supporting student learning. The report showed how ELOs could be used to re-envision the traditional school day and year, foster school-community partnerships, and rethink where and when learning takes place. Such opportunities can augment teacher professional development and planning time, increase student time on tasks in core subject areas, improve transitions between grades, and open up opportunities for students to engage in experiential learning and enrichment activities.

Thirty-nine statewide after-school networks across the country receive Mott Foundation funds to bring together policymakers, advocates, educators, providers, and other stakeholders to work toward improving student outcomes through school-based and school-linked expanded learning opportunities. The networks were designed to provide a means to encourage local and state policies that support the expansion of quality afterschool opportunities and address specific needs to improve quality and sustainability.

*"Governors recognize that learning doesn't stop when the school bell rings. That's why they are teaming up with after-school experts and others to develop innovative policies on expanded learning opportunities."*

—John Thomasian, Director, NGA Center



*“As education leaders, chiefs are committed to ensuring student success and are consistently seeking ways to extend and expand learner opportunities both inside and outside the classroom. To best serve these 21st century learners, we must fundamentally rethink the time and learning continuum.”*

-Gene Wilhoit, Executive Director, CCSSO

*“Collaboration is always a crucial factor in good state policy. But with states facing tight budgets and limited resources, the Supporting Student Success project’s efforts to break down silos, foster alignment, and use research to inform investments in out-of-school time are even more pertinent.”*

-Bill Pound, Executive Director, NCSL

CCSSO, NCSL, and the NGA Center sought to capitalize on the momentum that *A New Day for Learning* generated when they created a new competitive grant, *Supporting Student Success: The Promise of Expanded Learning Opportunities (S3)*.<sup>6</sup> The competitive grants would become an opportunity to demonstrate that when ELOs are fully integrated into state education reforms, they are more likely to provide students with the skills to complete high school and succeed in college and the workplace.

For CCSSO, NCSL, and the NGA Center, the benefits of S3 for their members were clear, as state policymakers were striving to collaborate to bring about change.

S3 supported efforts to integrate ELOs into state education reform agendas. To enlist support across sectors, the grant required each state to assemble a committed S3 leadership team of high-level state officials, including at minimum a state legislator, the chief state education officer, the governor’s education policy advisor, and the statewide afterschool network director.

Following a rigorous selection process, six state leadership teams—**Colorado, Iowa, Massachusetts, New Hampshire, Ohio, and Rhode Island**—were awarded grants of \$50,000 each, along with technical assistance from CCSSO, NCSL, and the NGA Center. The state teams came together during the two-year grant period for site visits to nationally recognized programs in Boston and San Francisco. The meetings also gave the leadership teams opportunities to consult with one another.

This report profiles the efforts of the S3 state leadership teams, outlining their state context, goals and intended outcomes, challenges encountered, progress to date, and next steps. A number of policy trends and lessons learned emerged from this work that can provide a useful guide to other states seeking to integrate expanded learning opportunities into state education reforms.

# CROSS-STATE CHALLENGES

All states seeking to integrate ELOs into state education reform must address policy challenges. As a result of the fiscal crisis, the six S3 states needed to identify low-cost strategies to improve expanded learning opportunities. In tight fiscal climates, policy solutions must be heavily supported by data, but collecting the data can pose additional costs.

The S3 grant required state teams to be made up of representatives from the governor's office, the legislature, and the state education agency. In some instances, elections and other state personnel changes made consensus-building and collaboration difficult because important participants were subject to change. States with locally controlled education systems also had to secure local support while working to expand promising practices statewide.





# IMPLICATIONS FOR STATE POLICY DEVELOPMENT

Although full integration of ELOs into state education systems will look different in every state, all of the S3 states found three key strategies necessary for success.

The power of the S3 initiative was not in the dollar amounts that states received. In fact, current federal investments in similar types of systemic education reform dwarf the \$50,000 grants that the S3 teams received to conduct multifaceted policy work. Yet by giving states the unprecedented opportunity to bring together key stakeholders from the education and ELO communities, the S3 initiative enabled state leaders to identify barriers to learning opportunities outside the classroom and to ensure that existing ELOs were supporting students. Although full integration of ELOs into state education systems will look different in every state, all of the S3 states found the following three strategies necessary for successful reform:

## 1. Use data to drive decision-making.

Policymakers should know what ELOs are available in the state; where gaps in access exist by location, age group, and other demographic factors; and what quality assurances exist, if any. Information on funding streams and evaluations of promising programs are vital to secure legislative and public support.

The strategic collection and use of data enabled all of the S3 states to influence their state's policies on ELOs and to foster support and awareness. For example, **Iowa** used focus groups and site visits to collect data on ELO access and funding and produced a blueprint that now guides all state-level ELO policy work. **Ohio's** comprehensive data collection on ELO funding streams and barriers in the state and a case study of a particularly high-quality ELO program enabled policymakers interested in credit recovery to consider afterschool options.

## 2. Foster ELO champions across sectors and at multiple levels.

Efforts to integrate ELOs into state education reforms should include efforts to gain the support of leaders at all levels of state education and government to ensure that support for ELOs continues regardless of changes in leadership. In S3 grantee states, that approach proved effective both in accomplishing the work and in gaining the higher-level support needed to sustain it. S3 states also found value in having ELO stakeholders participate in all major education reform efforts, including staff from the governor's office, the state legislature, and the state education agency. For example, in **Massachusetts**, efforts to include ELO stakeholders in existing state education conversations resulted in increased funding for ELOs and improved coordination between the ELO entities and others in the education community. A legislative commission on after-school and out-of-school-time programs had been established in **Massachusetts**, but the state needed better coordination of resources. Oversight was also needed to avoid duplication of effort and improve access for students. The S3 state leadership team worked with the commission to improve the coordination of existing funding streams. The S3 team also ensured that ELO stakeholders participated in the governor's broader education reform effort.

**New Hampshire** built momentum for ELOs through a supportive governor, legislature, and department of education. Even with support from key leaders within the state, the S3 leadership team's pilot program offering high school credit for participation in ELOs also required support from teachers. To enlist them, the pilot sites offered extensive supports and professional development for teachers. By increasing collaboration between teachers and the ELO community, the S3 team gained supporters who would be crucial to extending the initiative statewide.

### 3. Support innovative ELOs and have a vision for scaling up.

Innovative pilot programs and high-quality ELOs must be engaged in the overarching state effort to help make the case to policymakers for sustained and coordinated funding streams.

For example, S3 states encouraged local leaders of ELOs to become involved in discussions about how practices in local ELOs could be expanded statewide. **Ohio's** S3 state leadership team engaged a high-quality Akron program in policy work through a case study that identified problems that were preventing the program from reaching more children. The case study brought the importance of ELOs to the attention of the Akron area's state legislator, Representative Vernon Sykes, who chaired the Ohio House's Education Committee and was a member of the Legislative Black Caucus. Representative Sykes ultimately worked with the S3 team to provide opportunities for sharing information on ELOs with members of the Legislative Black Caucus. Through those opportunities, support for ELOs was built among individual caucus members.

**Rhode Island** leveraged the S3 grant to pilot an innovative summer ELO initiative at two high schools. The pilot's success caught the attention of the state legislature, which funded its expansion. The pilot sites also raised the profile of the S3 team members, one of whom was selected to serve on a gubernatorial task force that ensured that ELOs were included in the governor's urban education reform policies.

The individual state stories that follow highlight the work required to integrate expanded learning opportunities into state education reform agendas. Each of the states profiled here also took steps to use data strategically, engage a broad array of stakeholders, and leverage the success of high-quality ELOs to build support for expanding access to such programs to more students.





## STATE PROFILE: COLORADO

### COLORADO POLICY OUTCOMES

Colorado paved the way for future policy change through the following accomplishments during the 18-month grant period:

- Developing a public policy agenda that continues to guide ELO advocacy efforts in the state.
- Establishing an after-school capacity-building partnership in Adams County, Colorado, which became a statewide model.
- Advancing legislation creating a statewide office of dropout prevention, which collaborates with ELO providers.
- Securing \$300,000 in state funding for before- and after-school programs for middle school students.
- Raising statewide awareness of and support for ELOs by enlisting champions such as the education commissioner and lieutenant governor.

### Overview

Amid major education reform efforts in Colorado, the S3 state leadership team pushed for integration of ELOs into the state education system. While piloting a county-level ELO appropriate for Colorado's local-control education context, the team also undertook a two-pronged state and local strategy to maximize state funding. The team recruited a critical champion in Dwight Jones, Colorado commissioner of education. S3 team members were appointed to the dropout prevention subcommittee of Governor Bill Ritter's P-20 Council and provided a critical voice for ELOs in broader discussions of education reform.

### The State Story

The Colorado S3 state leadership team embarked on the initiative in 2007. New leaders in the statehouse and senate were vocal in their calls for education reform. Newly elected Governor Bill Ritter had run on an education reform platform, and he recruited Lieutenant Governor Barbara O'Brien, a leading advocate for children's issues, to lead the reform work. The S3 grant was awarded just before the appointment of a new state education commissioner, Dwight Jones. The team began its work with a full slate of new leaders. The S3 team faced challenges including a lack of resources and investment in ELOs at the state level and an education infrastructure that is controlled locally. Moreover, the funding that was available for ELOs was compartmentalized in a number of state agencies, including the Colorado Department of Public Health and Environment and the Colorado Department of Education, with little overarching coordination.

In early 2007, Governor Ritter established a P-20 council. In July 2007, he called on S3 team members Fred Franko, director of the Colorado Afterschool Network, and Elaine Berman, of the Colorado State Board of Education, to serve on the council's Subcommittee on Dropout Prevention, Retention, and Recovery. Mr. Franko was subsequently selected as co-chair of the governor's two-day statewide dropout summit in late 2007.

By January 2008, the P-20 Council had successfully drawn statewide and even national attention to Colorado's dropout problem. Governor Ritter decided to push for a holistic approach to dropout prevention and recovery, and the subcommittee was disbanded.

Fortunately, the S3 team's involvement on the subcommittee resulted in the formation of a number of valuable relationships with policymakers. The team cultivated those relationships to continue to advocate for policy change in support of ELOs. The S3 team used the San Francisco meeting and site visit as an opportunity to convene a group of state policy leaders, including Lieutenant Governor O'Brien and Commissioner Jones. The meeting enabled S3 members to learn more about the goals of the S3 initiative and to visit two high-quality ELOs.



Because Colorado's education system is locally controlled, the S3 team sought to build local ELO capacity and sustainability. The team joined with local district attorney Don Quick to create the Adams County After-School Partnership and integrate after-school and summer school programs into the Adams County Youth Initiative (ACYI). ACYI is dedicated to reducing the number of county youths engaging in delinquent behaviors and increasing the number who stay in school and graduate. The Adams County After-School Partnership brought together municipalities, after-school program providers, and school board members from six school districts to support the broader work of ACYI.

ACYI subsequently received a federal Safe School/Healthy Student grant of \$7.8 million over four years, and the groundwork laid by the Adams County After-School Partnership enabled AYCI to use the funds to expand the number of children attending after-school programs in five of the six districts. Commissioner Jones called the collaboration a model for other localities in the state.

Meanwhile, the S3 team continued to use its grant to achieve legislative victories for ELOs in Colorado. In the 2007 legislative session, Governor Ritter signed into law a bill dedicating \$300,000 to before- and after-school programs for middle school students. In 2009, an S3 team member, Representative Tom Massey, cosponsored House Bill 1243. The bill, subsequently signed into law by Governor Ritter, created a statewide office of dropout prevention, which collaborates with ELO providers.

## A Look Ahead

The work to advance ELOs in Colorado is only beginning. A challenge that remains is the lack of statewide longitudinal data and research on ELOs. S3 team members continue to push for studies of the impact of ELO participation on test scores and high school retention rates in Colorado, to build support among policymakers for investments in ELOs.

In 2010, Commissioner Jones appointed a commission on ELOs housed at the Colorado Department of Education. The Commission is conducting statewide listening tours to provide a basis for action in 2011. This development is a promising step toward greater integration of ELOs into the state education system.

*"I think the [S3] effort really brought people together. We shared a vision and saw that we were all on the same page. We needed to set specific goals, establish a firm decision-making process, and determine what we wanted to accomplish."*

-Representative Judy Solano, Vice Chair,  
House Education Committee



## COLORADO'S LEADERSHIP TEAM

### **Elaine Gantz Berman**

Board Member, Colorado State Board of Education

### **Fred Franko**

(former) Director, Colorado AfterSchool Network

### **Matt Gianneschi**

(former) Senior Education Policy Advisor, Governor Bill Ritter

### **Dwight Jones**

Commissioner of Education

### **Representative Tom Massey**

Ranking Minority Member, House Education Committee

### **Mark Messenbaugh**

(former) Government Relations Representative, Boys and Girls Clubs of America

### **Barbara O'Brien**

Lieutenant Governor of Colorado

### **Representative Judy Solano**

Vice Chair, House Education Committee

### *Related Resources*

*The State of After-School and Out-of-School Time Learning Opportunities in Colorado*

### *Contact Information*

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# STATE PROFILE: IOWA



## Overview

The Iowa S3 state leadership team focused on collecting data to create a blueprint for a state-level ELO infrastructure. After carefully examining the state's unique political and economic context, the S3 team determined that Iowa needed a basic infrastructure through which ELOs could be governed, financed, and evaluated as to their availability and effectiveness. Thus a key component of the blueprint was the creation of the Afterschool Executive Council, a group that convened over 18 months to address the state's primary challenges related to ELOs: a dearth of funding, few programs for older youth, and programs that lacked academic rigor or connection to the school day. The council brought together key stakeholders to assess funding needs, establish state ELO program standards, and create a technical assistance team to support program quality.

## The State Story

The Iowa S3 team saw a key role for ELOs in providing a safe, supervised environment for students during non-school hours and in closing the state's achievement gap between white and minority students. Iowa perennially ranks among the top states in the percentage of children with both parents in the workforce, and a 2006 survey revealed a statewide need for more ELOs. According to the survey, 73 percent of sixth graders and 85 percent of eighth graders in the state were spending between one and five hours each day unsupervised.

The achievement gap in Iowa is substantial, underscoring the need for additional supports for minority students and those with limited English proficiency. In reading comprehension, 44 percent of Iowa's African American eighth graders and 47 percent of Hispanic eighth graders were proficient on the Iowa Test of Basic Skills, compared with 74 percent of their white peers.

The state responded to these needs in 2006 with a first-ever appropriation for after-school programs; funding in 2007 totaled \$1 million. Older youth were underserved, however, as the funding only supported children in after-school up to age 12; most federal and state dollars for after-school programs also support elementary school programs.

By conducting focus groups and site visits with community leaders and secondary school teachers and administrators, the S3 team discovered that the most pressing policy need was for a state-level infrastructure for ELOs, including standards to ensure that all programs offered were of high quality. Such an infrastructure would also enable the state to identify gaps in access to ELOs, particularly for older youth and minority students, so that funding and policies could be directed to address their needs.

## IOWA POLICY OUTCOMES

Iowa's S3 team conducted a series of data scans and focus groups to produce Iowa's Plan to Ensure Quality Afterschool Opportunities for All Iowa Youth. The publication, which was widely disseminated to state policymakers and other stakeholders, used Iowa data to inform the following policy recommendations:

- To develop a state-level governing body to oversee administration and funding for ELOs. Housed in a single agency, the governing body would coordinate with other state agencies that serve youth.
- To conduct an assessment of statewide after-school funding opportunities to identify gaps in program availability, encourage coordination between agencies, and identify duplication of effort.
- To develop quality standards and measures of effectiveness and require all state-funded programs to meet the standards.
- To design a technical assistance collaborative to support ELOs and provide opportunities for networking and sharing of best practices.
- To connect parents and families to community programs through sustained community outreach.



As a result of the focus groups and collaboration, the Iowa S3 team identified six components that would be key to creating a sustainable infrastructure for after-school programs in Iowa:

1. Involvement of multiple state agencies;
2. Community-driven programming;
3. Research-based quality standards;
4. Parent, community, school, and state-level collaboration;
5. Availability of technical assistance and resources; and
6. Dedicated funding for older youth.

These components provided the framework for the team's publication, *Iowa's Plan to Ensure Quality Afterschool Opportunities for All Iowa Youth*, which the state leadership team shared with policymakers, the media, and others across the state.

In June 2008, Iowa was struck by some of the worst flooding in the state's history, and the recommendations in the blueprint had to be put on hold. The already-struggling state economy was nearly devastated by the floods, and state funds were slashed across the board to support recovery efforts, including the line item for after-school activities. Although some Iowa localities were able to direct recovery funds toward after-school programs, it was not possible to implement the S3 team's proposal for state-level funding and coordination for ELOs.

Although the S3 team's policy recommendations were not implemented, the blueprint laid a foundation for reform when the state economy improves. Comprehensive data on gaps in access and the quality of ELOs in Iowa will be vital to policymakers' future efforts to address the state's education challenges.

### **A Look Ahead**

Although the 2006 budget line item for after-school programs has not yet been restored, Governor Chet Culver has continued to propose the funding in his budget. Members of the Iowa S3 team also continue to push for this funding to be reinstated when the fiscal environment improves, and they are investigating the possibility of including after-school programs in the state education funding formula so that the programs are better protected during economic downturns.

A recent statewide survey of registered voters reaffirmed the findings of the S3 team and spoke to the need for improved access to ELOs for older youth. The survey found that 77 percent of Iowans strongly agreed that middle school youth should have the same access to after-school programs as elementary school children.

In July 2009, the Iowa S3 team hosted a policy summit, bringing together a broad coalition of stakeholders to build support for ELO policy development in the state.

## IOWA'S LEADERSHIP TEAM

### **Jeff Anderson**

Chief, Bureau of Child Care and Community Services, Iowa Department of Human Services

### **Representative Deborah Berry**

Vice Chair, House Public Safety Committee

### **Senator Nancy Boettger**

Ranking Member, Senate Education Committee

### **DeAnne Decker**

Chief, Bureau of Substance Abuse Treatment and Prevention, Iowa Department of Public Health

### **Brooke Findley**

(former) Network Coordinator, Iowa Afterschool Alliance

### **Emily Hajek**

(former) Education Policy Advisor, Office of Governor Chet Culver

### **Jim Reese**

(former) Chief, Bureau of Teaching and Learning Services, Iowa Department of Education

### **Bill Roach**

(former) Executive Officer, Attorney General's Office

### **Shanell Wagler**

Facilitator, Iowa Community Empowerment, Iowa Department of Management

### *Related Resources*

Iowa's Plan to Ensure Quality Afterschool Opportunities for All Iowa Youth, Des Moines, Iowa: Supporting Student Success Leadership Team, 2008.

Available at:

<http://www.sppg.com/resources/lowas%20Plan%20to%20Ensure%20Quality%20Afterschool%20Opportunities%20for%20all%20Iowa%20Youth%202008.pdf>

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## STATE PROFILE: MASSACHUSETTS

### MASSACHUSETTS POLICY OUTCOMES

Massachusetts accomplished policy changes affecting both the funding and the structure of ELOs, including the following:

- A 150 percent increase in funding for the After School and Out of School Time Quality state grant, through a \$5.55 million appropriation in 2009.
- Increased public awareness through 10 hearings of the Massachusetts Special Commission on Afterschool and Out-of-School Time (ASOST), with more than 500 participants statewide.
- Participation by team members in both the ASOST Commission and the Expanded Learning Time Subcommittee of Governor Deval Patrick's Readiness Project.
- Multiyear funding mechanisms, efforts to increase local sustainability, and incentives to provide the summer learning opportunities included in the ASOST Commission's final report.
- Development of a web-based database of statewide after-school professional development opportunities available through the Massachusetts Department of Early Education and Care (EEC).

### Overview

Massachusetts, a national leader in supporting a variety of ELO options for children, needed state-level coordination to maximize the programs' impact. The S3 leadership team was able to forge new relationships with leaders who helped to integrate and standardize the programs. This cooperation resulted in more funding for the state's major after-school grants program and raised awareness of the importance of ELOs across the state.

### The State Story

Massachusetts has a number of ELOs that are nationally recognized for their quality. In 2007, the state made a significant state investment in expanded learning opportunities through the After-School and Out-of-School-Time Quality (ASOST) grants, in addition to federally funded programs housed in the Massachusetts Departments of Elementary and Secondary Education (ESE) and Early Education and Care (EEC). The 2007–2008 school year was the second year of Massachusetts' Expanded Learning Time (ELT) pilot, which provided state funding for schools and districts to increase school hours by at least 30 percent.

Unfortunately, the wide variety of ELO activities had produced administrative silos. Concern existed that inefficiency in funding and administration, as well as duplication of services, would reduce the impact of high-quality ELOs.

The S3 state leadership team sought to streamline access to, and funding for, ELOs through an interagency coordinating body. The Massachusetts special commission on Afterschool and Out of School Time (ASOST) provided an immediate opportunity to begin the work. This 36-member commission was charged by the legislature with making recommendations to improve ELO program quality, sustainability, and access. Coinciding with the beginning of the S3 grant, the ASOST Commission launched a seven-month research and outreach effort, including public hearings, site visits, and a final report released in November 2007. The Commission's final recommendations included the need for: increasing public awareness; providing information and increasing access; promoting quality programs and a quality workforce; fostering partnerships and collaborations; and sustaining the effort. Some findings reflected priorities of the S3 team and some were emerging issues, including the need for high school ELOs.

The S3 team used the ASOST Commission report findings to generate support for additional state funds and changes in funding priorities. Despite a tightening economy, the legislature increased ASOST grant funding from \$2.5 million to \$5.55 million.

Over the course of the S3 initiative, personnel and organizational changes forced the S3 team to establish new relationships to support its work. New commissioners were named to both the ESE and EEC departments, replacing the leadership that had signed onto the S3 effort.

As part of Governor Patrick's Commonwealth Readiness Project, a 12-year education reform plan focused on creating a comprehensive child-centered public education system, newly appointed Secretary of Education Paul Reville was given oversight of all ELO efforts in the state. At both a Massachusetts after-school event in 2008 and a national meeting of statewide afterschool networks in early 2009, Secretary Reville endorsed the need for out-of-school programming and collaboration between schools and ELO programs. With the support of this new champion, several S3 team members were appointed to the ELT subcommittee of the Commonwealth Readiness Project.

### A Look Ahead

The S3 team's successful coordination of the reform efforts by the ASOST commission, the ELT subcommittee, and other statewide initiatives continues to drive ELO policy in Massachusetts. For example, the new ASOST request for grant proposals aligns with many of the ELT subcommittee's recommendations and includes an expanded stakeholder grant review process. In addition, since the end of the S3 grant period, the state education departments have begun to align funding for the expanded learning time initiative with other funding streams to ensure that children in ELT schools do not lose access to after-school programs.

The work of the S3 team further underscored the need to establish a body to implement the recommendations of the ASOST commission report. Legislation to create an After School and Out of School Time Coordinating Council was proposed during the 2009–2010 legislative session.<sup>7</sup>



*"We can't underestimate how important high-level support is to moving the meter. We are moving closer to a statewide system."*

-Gwynn Hughes, former Executive Director, Massachusetts Afterschool Partnership



## MASSACHUSETTS' LEADERSHIP TEAM

### **Representative Patricia Haddad**

Assistant Majority Whip, House

### **Gwynn Hughes**

(former) Executive Director, Massachusetts  
Afterschool Partnership

### **Senator Thomas McGee**

Chair, Senate Labor and Workforce Development  
Committee  
Co-Chair, Children and Families Committee  
Co-Chair, ASOST Commission

### **Michelle Norman**

(former) Director of Policy, Office of Education  
Advisor, Office of Governor Deval Patrick

### **Ann Reale**

(former) Office of the Commissioner, Department  
of Early Education and Care

### **Representative Marie St. Fleur**

Vice Chair, House Ways and Means Committee  
Co-Chair, ASOST Commission

### **Carole Thomson**

Senior Associate Commissioner, Department of  
Elementary and Secondary Education

### *Related Resources*

*Our Common Wealth: Building a Future for Our  
Children and Youth.*

Available at:

[http://www.massafterschoolcomm.net/dotnet-nuke/Portals/0/downloads/MSC\\_full\\_report.pdf](http://www.massafterschoolcomm.net/dotnet-nuke/Portals/0/downloads/MSC_full_report.pdf).

"The Report of the Massachusetts Special  
Commission on After School and Out of School  
Time"

Available at: [www.massafterschoolcomm.org](http://www.massafterschoolcomm.org)

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# STATE PROFILE: NEW HAMPSHIRE



## Overview

New Hampshire high school students are now earning regular academic credit in their after-school and summer learning programs as a result of the efforts of the S3 state leadership team. The S3 team's goals were to create a more flexible and personalized education system to better engage students, improve student achievement, and reduce dropout rates. The team pursued those goals by establishing a pilot program at four high schools, where students earned social studies credit in after-school and summer learning programs. The programs were housed at the high schools and funded by the 21st Century Community Learning Center grant program, the largest federal funding stream for after-school programs.

A new state requirement that student success be measured by performance—not seat time—made the pilot possible. The S3 team made credit-bearing ELOs a reality by successfully implementing the new policy. New Hampshire has drawn on the experience of the S3 pilot sites to expand the policy statewide.

## The State Story

When the New Hampshire S3 team began their work, the state was already laying the groundwork for high school reform. Governor John Lynch, the department of education, and other stakeholders were exploring ways to increase student achievement and reduce the dropout rate through a “whole child” model of student growth that underscored the need for supports outside the regular school day.

In 2005, Education Commissioner Lyonel Tracy launched the Follow the Child Initiative, a longitudinal data system that measures student growth across a number of personal, social, physical, and academic factors. Participating schools and districts were able to use longitudinal data to personalize student learning plans and support services.

When the S3 work began in June 2007, Governor Lynch had just signed into law a bill that raised the age for compulsory school attendance to 18 and provided multiple pathways toward high school completion. The new legislation was passed as part of the state's strategy to reduce the high school dropout rate and went hand-in-hand with an increase in funding to support multiple pathways to graduation. Because the new law was a necessary but insufficient step, Governor Lynch pushed for new approaches to helping high school students stay in school and graduate ready for college and career.

One of the new approaches, championed by Paul Leather, director of career technology and adult learning at the New Hampshire Department of Education, was based on the idea that ELOs could provide an engaging, relevant way for struggling students to earn credit. In 2005 the New Hampshire Board of Education approved ELOs as an option for

## NEW HAMPSHIRE POLICY OUTCOMES

New Hampshire served over 300 high school students in a pilot program offering ELOs for high school credit. Nearly 40 percent of the students were underserved learners. At the end of the first year of the initiative:

- Sixteen percent of New Hampshire high schools were ready to begin using ELOs for credit as a way to enhance learning, particularly in underserved schools.
- Of the students who earned credit through ELO participation, 110 were awarded civics and social studies credit, indicating that the programs are helping to improve student achievement.



*“Business leaders understand the need for relevance in education. They want to be a part of shaping kids’ education, but they don’t know how. The opportunity for them to be a part of extended learning is a very exciting thing.”*

-Cynthia Billings, President and CEO,  
PlusTime New Hampshire

middle and high school course credit. In 2008, it became a requirement, and across the state, students could receive credit for participation in internships, independent study, after-school programs, and summer learning programs. In addition, the department of education mandated that by the 2008 school year, all high schools have a system in place to assess student mastery of course competencies, requiring teachers to measure student success by performance.

The S3 team sought to build on the statewide movement for reform. After securing additional funding from the Nellie Mae Educational Foundation, the leadership team piloted their effort at four 21st Century Community Learning Center sites—Newfound, Franklin, Lanconia, and Manchester Central—where at least 30 percent of the students qualified for free or reduced-price lunches. At these sites, students were encouraged to earn credit for out-of-school-time activities in social studies, civics, economics, and other subjects. Preliminary evaluation data indicate that all of the pilot schools saw at least a 1 percent reduction in dropout rates since offering ELOs for high school credit.

This success story and others were possible thanks to the New Hampshire S3 team’s ability to navigate two key challenges. First, the team needed to determine how schools would decide whether a student deserved to earn credit for work outside the traditional classroom. Although after-school workers and community partners were facilitating student learning, the S3 team concluded that having schoolteachers assess student competency would ensure academic rigor and educator support.

Second, both teachers and the after-school workforce in New Hampshire were facing new performance expectations. For the first time, teachers needed to develop competency-based standards and assessments. After-school workers were facilitating learning for academic credit and needed to provide far more extensive academic experiences than typically required from after-school programs. In response, the S3 team supported training and professional development for ELO providers in the community and technical assistance for teachers on competency-based standards and assessments.



## A Look Ahead

The advent of the ELOs-for-credit pilot program was a turning point in the schools and in the state. In 2009, the initiative continued to grow, reaching 415 students, 46 percent of whom were at risk.

In the future, the S3 team plans to use the results of the pilot's evaluation to guide their efforts to secure state funding for credit-bearing ELOs and to improve student recruitment and retention in rigorous, academically oriented ELOs. The four pilot schools continue to refine their ELO curricula, workforce, and assessments to create rich experiences for students.

## NEW HAMPSHIRE'S LEADERSHIP TEAM

### Cynthia Billings

President and CEO, PlusTime New Hampshire

### Suzanne Birdsall

21st Century Community Learning Center  
Coordinator, New Hampshire Department of  
Education

### Mary Heath

Deputy Commissioner of Education, New  
Hampshire Department of Education

### Christen Lavers

Special Assistant for Policy, Office of the Governor  
John Lynch

### Paul Leather

(former) Director of Career Technology and Adult  
Learning, New Hampshire Department of  
Education

### Senator Kathleen Sgambati

Chair, Health and Human Services Committee

### Representative Nancy Stiles

House Education Committee

### Related Resources

*Supporting Student Success through Expanded  
Learning Opportunities*, Concord, N.H.: New  
Hampshire Department of Education and  
PlusTime New Hampshire, 2008.

Available at:

[www.education.nh.gov/innovations/elo/  
success.htm](http://www.education.nh.gov/innovations/elo/success.htm)

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## STATE PROFILE: OHIO

### OHIO POLICY OUTCOMES

Ohio's work helped change state policy to enable all high school students to earn credit toward graduation through participating in ELOs. This policy built upon several accomplishments of the S3 leadership team:

- Unprecedented statewide attention to ELOs through Governor Strickland, who called for more community resource coordinators.
- Completion of a resource scan of funding for ELOs in Ohio, which informed the decision to streamline licensing for ELOs by folding the state child care bureau into the Ohio Department of Education.
- Publication of a case study of a high-quality ELO in Akron, which highlighted challenges that the state's ELOs faced in securing stable sources of funding.

### Overview

Ohio's S3 leadership team conducted a funding and structure resource scan and completed a program case study to help build support for ELOs.

As a result, Ohio's education policy leaders have been able to identify current funding and access opportunities, as well as the barriers to sustainability, and have created a road map to maximizing available funding for ELOs. Using the information from the resource scan, the S3 team raised the visibility of ELOs and developed measures to support and sustain these programs within the state education system.

### The State Story

When the S3 work began in Ohio, ELOs were already poised to prepare students to meet new state education goals. In January 2007, state legislation strengthening Ohio's high school curriculum was passed. It raised science and mathematics course requirements to the level required for admission to state colleges. The Ohio Board of Education had also adopted *A Comprehensive System of Learning Supports Guidelines* (CSLS), a systems-level plan to help children succeed in and out of the classroom. The CSLS plan included ELOs as an integral part of a broad system of supports for children. The state board of education launched a pilot in which 10 school districts across the state were to integrate ELOs into their systems.

The S3 team also supported the CSLS plan by undertaking a case study on after-school programs aligned with CSLS in Akron, Ohio. The case study focused on community collaboration; funding and systems alignment; and coordination with science, technology, engineering, and mathematics (STEM) curricula. The case study reviewed a model after-school program, Akron Afterschool. An additional benefit to the work came after the S3 grant period, when Akron Afterschool programs were expanded to all of Akron's elementary schools as part of the district's school improvement plan, in direct response to the case study and evaluation.

In order to help inform the work on a resource scan, the S3 team conducted a survey of ELO providers to examine funding mechanisms, funding streams, and potential funding resources. The S3 team commissioned researchers at The Ohio State University to create a resource map of ELOs in Ohio. The researchers found that ELO providers generally used the same funding sources: 21st Century Community Learning Centers, fee-for-service programs, Temporary Assistance to Needy Families (TANF), and nutrition funding (through the National School Lunch Program, the Child and Adult Care Food Program, and the Summer Food Service Program). The survey revealed that although ELO providers report comprehensive, multi-program funding strategies to support their program designs, a very small percentage of those surveyed had actually broadened and maximized their funding. The researchers identified some crucial funding gaps and barriers, including limited resources for transportation, professional

development, and administration, as well as varying program requirements, priorities, and purposes. The resource scan ultimately included portions of the survey and was informed by its findings.

Ohio's S3 work provided a well-researched profile of ELOs in Ohio that was instrumental in raising awareness of the ELO community's policy needs. S3 team member Representative Vernon Sykes, then minority chair of the Ohio House Education Committee and now the chair of the Ohio House Finance Committee, became a champion of ELOs after studying the Akron after-school programs in his district through the S3 initiative. Representative Sykes and his colleague, Representative Tracy Heard, asked S3 team members to present the Akron findings to the Ohio Legislative Black Caucus in the hope of generating support from individual members of the Caucus.

### **A Look Ahead**

The work of the S3 team led the Ohio Association of Elementary School Administrators and Ohio Afterschool Network to convene an ELO summit in April 2009 that included leaders of various state education associations, members of the S3 team, State Superintendent Deborah Delisle, and other policy and funding leaders. Since the summit, the state's afterschool network has built a strong relationship with the Ohio Association of Elementary School Administrators. The groups have worked together to hold training for school leaders that focuses on collaboration between schools and ELOs. Additionally, the afterschool network has published several articles in principal focused journals. The strong collaboration between the Ohio Afterschool Network and the Ohio Association of Elementary School Administrators has fostered a culture of collaboration between the state's principals and ELOs as they move to prepare all students for success.

Since the state moved its Child Care Bureau into the Ohio Department of Education, the S3 team's resource scan is being used to inform recommendations about how Child Care Development Block Grant (CCDBG) funds, regulations, and governance can best support ELOs for school-age children.



*"We're trying to get people to see that learning doesn't just happen in school, that structured opportunities and extra time are really important for kids."*

-Mary Lou Rush, Executive Director of the Center for Students, Families, and Communities, Ohio Department of Education



## OHIO'S LEADERSHIP TEAM

### **Desiree Bolden**

Akron Afterschool

### **Jeff Edmondson**

Executive Director of Strive, part of the KnowledgeWorks Foundation

### **Liz Nusken**

Director, Ohio Afterschool Network

### **C. J. Prentiss**

Special Representative for Closing the Achievement Gap, Office of Governor Ted Strickland

### **Mary Lou Rush**

Executive Director, Center of Students, Families and Communities, Ohio Department of Education

### **Representative Vernon Sykes**

Chair, Finance and Appropriations Committee

### **Related Resources**

*Supporting Student Success: A New Learning Day in Ohio*, Columbus, Ohio: Public-Private Collaborative Commission, 2008.

Available at:

[www.ode.state.oh.us/go/documentmanagement/documentdownload.aspx?documentid=53762](http://www.ode.state.oh.us/go/documentmanagement/documentdownload.aspx?documentid=53762)

*A Map of Ohio's Resources for Extended Learning Opportunities.*

Available at:

[http://ckm.osu.edu/sitetool/sites/caycipublic/documents/S3/S3\\_Full\\_Report.pdf](http://ckm.osu.edu/sitetool/sites/caycipublic/documents/S3/S3_Full_Report.pdf).

New Emphasis on Learning: Ohio's Credit Flexibility Plan Shifts the Focus from "Seat Time" to Performance

Available at:

[www.ode.state.oh.us/go/documentmanagement/documentdownload.aspx?documentid=71895](http://www.ode.state.oh.us/go/documentmanagement/documentdownload.aspx?documentid=71895)

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# STATE PROFILE: RHODE ISLAND



## Overview

Rhode Island's S3 state leadership team strengthened the case for statewide ELO integration by documenting current public and private funding sources for after-school programs and establishing a model summer learning pilot. They then broadened their agenda by embarking on a planning project to allow high school credit for ELO participation and pursued an expanded-learning-time pilot, which was ultimately included in the final recommendations of Rhode Island's Urban Education Task Force.

## The State Story

Rhode Island was primed for a comprehensive effort to integrate ELOs into the state education system, with broad support and leadership from key policymakers within the state, including Governor Donald Carcieri.

The S3 team's goals also coincided with the Rhode Island Board of Regents' push for individualized learning and student attainment of 21st century skills, as ELOs provided another venue to create personalized learning experiences for students and cultivate important skills.

The S3 team found a local model of what they hoped to achieve statewide in the Providence AfterZones program. Commitment to the AfterZones program from state and local stakeholders, including Mayor David Cicilline and the Rhode Island Afterschool Alliance, helped the S3 team visualize how accessible, coordinated, quality programs could produce results. AfterZones, a comprehensive after-school network, initially served around 2,000 middle school students. The city expanded the successful effort to serve high school students as well. AfterZones emphasized neighborhood options, transportation support, and public-private partnerships that shared resources, including staff and facilities. The city of Providence was also awarded a \$500,000 New Day for Learning implementation grant from the Mott Foundation, to promote integration of the program into the local school system.

In 2008, Rhode Island had a state budget gap of more than 4 percent. The deficit ballooned to 10.5 percent in 2009. The fiscal crisis forced several rounds of agency cuts and the scaling-back of programs. The S3 team's original goals, such as the creation of a state-level coordinating body for ELOs and the incorporation of ELOs into the state's education aid formula, were stalled as the state worked to shrink budgets.

In light of the reduced state budget, the S3 team changed its course and focused on gathering data, planning, and preparing the groundwork for more significant reform. The team published a five-year plan for ELO integration, including strategies for coordinated state governance and sustainable funding, quality, and accountability systems. They employed nationally recognized consultants to explore the feasibility of incorporating ELOs into a future state education aid funding formula (the state has

## RHODE ISLAND POLICY OUTCOMES

Rhode Island used the S3 grant to raise policymaker awareness of the importance of ELOs and win additional funding to support them. Major outcomes of the work include the following:

- Expansion of the state's summer learning pilot program, using funds from the Nellie Mae Educational Foundation.
- Team member representation on the Governor's Urban Education Task Force, which resulted in a department of education budget allocating \$100,000 for an extended learning time pilot program.
- Publication of Supporting Student Success: A Blueprint for Expanded Learning Opportunities in Rhode Island.
- Publication of a report on public and private funding for ELOs and a feasibility report on the inclusion of ELOs into the state's education aid formula.
- Passage, after the end of the grant, of ELO reform legislation, including authorization for an after-school and summer learning demonstration program and the creation of a task force on summer learning programs charged with developing a comprehensive set of recommendations to link school and summer learning programs.



*“Larger education issues can’t be fixed by simply fixing K–12. You have to reformulate formal school time and the informal out-of-school framework.”*

-Peter McWalters, former Commissioner, Rhode Island Department of Elementary and Secondary Education

since developed and implemented such a funding formula). An additional report identified current state and private funding for after-school and summer learning programs.

In a move critical to the success of the initiative, the S3 team supplemented their grant with funding from the Nellie Mae Educational Foundation to launch a summer learning demonstration pilot in two high schools in 2007 and an expansion of the pilot in 2009.

The influx of funding and support for ELOs drew policymakers’ attention, and S3 team member Sarah Cahill, executive director of Rhode Island’s Statewide Afterschool Network, was subsequently selected to lead the ELO subcommittee of Governor Donald Carcieri’s Urban Education Task Force. Ms. Cahill’s advocacy of ELOs ensured that the task force recommended an extended school day pilot, modeled on the Massachusetts expanded learning time initiative, in its final report to the governor.

The team took a comprehensive approach, addressing after-school and summer learning and extended learning time; generated an expanded vision of ELOs among state policymakers; and reinforced the importance of ELOs in state education reform efforts. S3 team members also deepened their knowledge and appreciation of the power of ELOs to support student achievement.

### **A Look Ahead**

Although the budget crisis dominated the legislative session following the S3 grant period, the Rhode Island S3 team helped bring about major ELO reform through a new budget item and two bills that became law. House Bill 5802 created a department of education planning process to launch a demonstration after-school and summer learning program. House Bill 5967 created a 13-member Task Force on Summer Learning Programs, charged with making comprehensive recommendations on links among school and summer learning programs, critical program elements, and summer program delivery options and coordination. Finally, the department of education budget allocated \$100,000 for an extended-learning-time pilot program, based on the recommendation of the Urban Education Task Force.

The Urban Education Task Force ELO subcommittee will continue to explore expansion of the summer learning pilot and the use of ELOs for high school credit, among other issues.



## RHODE ISLAND'S LEADERSHIP TEAM

### **Elizabeth Burke Bryant**

Executive Director, Rhode Island Kids Count

### **Sarah Cahill**

(former) Executive Director, Rhode Island Afterschool Plus Alliance

### **Mayor David Cicilline**

Providence, Rhode Island

### **Representative Gordon Fox**

Majority Leader, Rhode Island House of Representatives

### **Commissioner Peter McWalters**

(former) Commissioner, Department of Elementary and Secondary Education

### **Senator Teresa Paiva-Weed**

Senate President

### **Sue Stenhouse**

Director of Community Relations, Office of Governor Donald Carcieri

### **Related Resources**

*Supporting Student Success: A Blueprint for Expanded Learning Opportunities in Rhode Island.*  
Available at: [http://www.afterschoolri.org/matrix/MultiPiecePage.asp\\_Q\\_PagelD\\_E\\_43\\_A\\_PageName\\_E\\_NewsArchives](http://www.afterschoolri.org/matrix/MultiPiecePage.asp_Q_PagelD_E_43_A_PageName_E_NewsArchives).

*Investing in Rhode Island's Youth: Afterschool Programs and the Proposed Education Aid Foundation Formula.*

Available at:  
[http://www.afterschoolresources.org/directory/financing/financing/investing\\_in\\_rhode\\_island\\_s\\_youth\\_afterschool\\_programs\\_and\\_the\\_proposed\\_education\\_aid\\_foundation\\_formula.html](http://www.afterschoolresources.org/directory/financing/financing/investing_in_rhode_island_s_youth_afterschool_programs_and_the_proposed_education_aid_foundation_formula.html).

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## NOTES

<sup>1</sup> Ayeola Fortune and Daniel Princiotta, *The Quality Imperative: A State Guide to Achieving the Promise of Expanded Learning Opportunities* (Washington, D.C.: NGA Center for Best Practices and Council of Chief State School Officers, 2009).

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> D. L. Vandell, K. M. Pierce, and K. Dadisman, “Out-of-School Settings as a Developmental Context for Children and Youth,” in *Advances in Child Development and Behavior*, ed. R.V. Kail (New York: Academic, 2005), vol. 33., 43–77.

<sup>5</sup> The national network brings together established, statewide after-school networks in their collective mission to build partnerships and policies to advance the development and sustainability of quality after-school programs. These partnerships—supported by the Charles Stewart Mott Foundation—focus on actively engaging key decisionmakers in support of school-based and school-linked after-school programs, particularly in underserved communities. Currently 39 statewide networks are funded to coordinate and influence the systems that support the success of children and young people. The network is centered around three goals: Create a sustainable structure of statewide, regional, and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels; support the development and growth of statewide policies that will secure the resources needed to sustain new and existing after-school programs; support state systems to ensure that programs are of high quality. Available at: [http://www.newdayforlearning.org/docs/NDL\\_Jan07.pdf](http://www.newdayforlearning.org/docs/NDL_Jan07.pdf).

<sup>6</sup> C.S. Mott Foundation, *A New Day for Learning: A report from the Time, Learning, and Afterschool Task Force* (Flint, Michigan: C.S. Mott Foundation, 2007).

<sup>7</sup> The legislation was passed out of committee and is currently under review in the House Ways and Means Committee.







## NGA CENTER DIVISIONS

The NGA Center is organized into five divisions with some collaborative projects across all divisions.

- **Economic, Human Services & Workforce** focuses on best practices, policy options, and service delivery improvements across a range of current and emerging issues, including economic development and innovation, workforce development, employment services, research and development policies, and human services for children, youth, low-income families, and people with disabilities.
- **Education** provides information on best practices in early childhood, elementary, secondary, and postsecondary education. Specific issues include common core state standards and assessments; teacher effectiveness; high school redesign; science, technology, engineering and math (STEM) education; postsecondary education attainment, productivity, and accountability; extra learning opportunities; and school readiness.
- **Environment, Energy & Transportation** identifies best practices and provides technical assistance on issues including clean energy for the electricity and transportation sectors, energy and infrastructure financing, green economic development, transportation and land use planning, and clean up and stewardship of nuclear weapons sites.
- **Health** covers a broad range of health financing, service delivery, and coverage issues, including implementation of federal health reforms, quality initiatives, cost-containment policies, health information technology, state public health initiatives, and Medicaid.
- **Homeland Security & Public Safety** supports governors' homeland security and criminal justice policy advisors. This work includes supporting the Governors Homeland Security Advisors Council (GHSAC) and providing technical assistance to a network of governors' criminal justice policy advisors. Issues include emergency preparedness, interoperability, cyber-crime and cyber-security, intelligence coordination, emergency management, sentencing and corrections, forensics, and justice information technology.



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