

Extra Learning Opportunities in the States

Alabama

- ✓ In 2000, Alabama Governor Don Siegelman signed the High Hopes for Alabama High School Seniors into law. This program provides **\$6 million** to help high school students at risk of failing the state's new graduation exam. The money will be used for tutoring, mentoring, after school programs, summer school and one-on-one intervention for kids struggling with the exam.
- ✓ Alabama also allocates \$31 million from its Education Trust Fund to at-risk students. Of the \$31 million, **\$6 million** is used for out-of-school time programs.

Alaska

- ✓ The state has appropriated Quality Schools Grant funding for all school districts in Alaska (at **\$3.2 million**). The Alaska Department of Education and Early Development is now targeting these funds on student intervention strategies and programs to help all students meet high academic standards and pass the benchmark assessments at grades 3, 6, and 8 and the High School Graduation Qualifying Examination.
- ✓ Alaska has state-appropriated funding (**\$500,000**) for Community Schools programs in all school districts (before, during, after school academic and recreational activities).

Arkansas

- ✓ The After School Enrichment Program, signed into law in April 1999, funds school districts conducting programs after regular school hours. Programs must provide tutorial or mentoring assistance with a focus on character-building, communication skills, conflict-resolution skills, and career or other life skills. They also must target at-risk students in middle school, junior high, or high school. The department of education will identify effective research-based prevention models that aim to:
 - enhance educational attainment through coordinated services;
 - assist at-risk students; and
 - provide safe and secure learning environments.

The department of health will have administrative and fiscal responsibilities for the program. It will ensure that the program has specific objectives and activities, an evaluation plan, and proposed linkages with community health and human service agencies and existing school programs.

The After School Enrichment Program will receive a minimum of 40 percent of the allocation to the Common Ground Program. Funding for the Common Ground program was allocated at **\$1 million** for the 1999-2000 biennium.

California

- ✓ The After-School Learning and Safe Neighborhoods Partnership was established to fund school partnerships with city, county, and community organizations to improve student performance in school and to provide a safe environment after school for students in grades K-9. Governor Gray Davis signed a bill in 2000 increasing state funding to **\$87.5 million**. An additional **\$35 million** was introduced in 2000. The program was established in 1998 with a \$50 million appropriation. These funds, disbursed as three-year renewable grants, are sustainable for after-school programs in elementary and middle schools that show positive outcomes for the children served. Indicators

include improvement of academic outcomes, social and behavioral outcomes, and increased attendance during the regular school day. Programs funded currently serve approximately 95,000 students.

- ✓ The School-Age Community Child Care Program (Extended Day Care; Latchkey), funded at **\$27.5 million**, provides child care to children, ages 5 to 14, during before-school, after-school, holidays, and summers to meet the needs of low income families. The original intent of the legislation was to ensure that at least 50% of the program was composed of full fee-paying families. Each program is to include an educational program component that is developmentally, culturally and linguistically appropriate for the children served.

Connecticut

- ✓ The Priority School District Extended School Hours Grant, initiated in 1995, provides funds to the school districts identified as priority school districts. The **\$3.1 million** is used for academic, enrichment, and recreational programs for students in the districts. Funding is based on a formula to the priority school districts.

Delaware

- ✓ The Extra Time Program was established through the budget bill of 1997, with annual funding at approximately **\$10 million**. The program aims to provide additional instructional time for students who are low achievers in mathematics, English language arts, science, and social studies. Districts apply for the funds every fiscal year as part of a consolidated application to the department of education. Districts may use the extra time funds for a variety of purposes, but each district is required to indicate in its application who the program will target and how the district plans to evaluate program success. Districts use extra time funds for mentoring programs, tutoring, reading programs, full-day kindergarten, community service projects, youth development activities, and anti-crime and anti-substance abuse programs.
- ✓ To improve the academic performance and social development of at-risk students, Governor Thomas R. Carper's office linked the Summer Youth Employment Program to the new Extra Time Program financially and programmatically. The Summer Youth Employment Program, a long-standing effort funded primarily by the U.S. Department of Labor under the Job Training Partnership Act, provides economically disadvantaged youth or youth with physical or developmental disabilities with the opportunity to participate in a monitored job experience coupled with work-related academic enhancement activities. This coupling of programs encourages summer school students to also participate in a summer youth work experience. It is expected that the structure, responsibility, social experience, financial compensation, and mentoring afforded in the workplace will result in academic improvement upon students' return to school in the fall.

Florida

- ✓ Governor Jeb Bush's Summer Program provides an opportunity for outstanding gifted and high achieving students to participate in and use the resources of the universities and colleges in the State of Florida. Institutions of higher education, public or private, submit proposals to provide day or residential summer program for gifted and high-achieving students entering grades 8-12. Their aim is to provide learning experiences and instructional resources not available in the secondary education programs of participating students and to utilize the academic strengths and unique instructional resources of the sponsoring institution. Total funding: **\$235,000**.

Georgia

- ✓ The One-At-a-Time Middle School Mentoring program assists schools and communities as they foster the development of one-to-one relationships between adult volunteers and at-risk middle school youth. Total funding: **\$500,000**.

- ✓ The 3:00 Project aims to transform the out-of-school time of early adolescents from unsupervised, unstructured, and unproductive hours to an opportunity for challenge, commitment, and care. Total funding: **\$300,000**.

Guam (supported by federal funds and parent fees)

- ✓ The School-Based Summer Program provides extra learning opportunities for at-risk students. In summer 1999, thirty-two of thirty-six public schools, the Guam Community College, and two special needs programs participated, providing 7,700 students with twenty-four days of high-quality supplemental instruction.

The Guam Department of Education Extended-Day (DEED) program offers high-quality supervision to children whose parents work or are full-time students. The program provides educational enrichment in four categories:

- academically related education;
- physically active activities;
- dynamically active hands-on activities; and
- quiet time and play activities.

DEED teachers' salaries and benefits are paid through federal Title VI federal grants. All other program needs, including supplies, materials, equipment, and snacks, are supported by the \$75 quarterly fees charged and collected by schools.

Hawaii

- ✓ The After School Plus (A+) Program provides affordable, statewide after-school child care for latchkey students in all of Hawaii's public elementary schools. The department of education is responsible for operational guidelines and procedures, including application and enrollment, fees and other charges, reasonable modifications, hours of operation, curriculum, and transportation. The fiscal 2000 appropriation was **\$10.69 million**.

The A+ Program was initiated by Governor Benjamin J. Cayetano when he served as lieutenant governor in the Waihee administration; it began operations in 1990. It emphasizes:

- providing after-school supervision for children in stimulating and caring environments;
- reducing the incidence of latchkey children;
- reinforcing and expanding children's learning experiences;
- enhancing the relationship between home and school to collaboratively meet children's needs;
- improving the physical fitness of children; and
- better utilizing school facilities.

The A+ Program offers after-school care with homework assistance, enrichment activities, and supervised recreational activities. The activities selected are varied and extend beyond basic custodial care. A+ services are available from the end of the school day until 5:30 p.m. during school days of the regular school year.

Indiana

- ✓ The Safe Havens program goals are to provide a safe place for students, improve academic performance, and reduce substance abuse and violent behavior. Total funding: **\$3 million**.
- ✓ Indiana's AYS, Inc. program provides safe, caring, and enriched places for children when parents are away from home. Ancillary goals include providing enriched environments that are designed to enhance the development of the child in all areas—physically, socially, emotionally,

intellectually, reducing drug/alcohol abuse, preventing conflict, and enhancing academic performance. Total funding: \$105,000.

Illinois

- ✓ Governor George H. Ryan allocated **\$23 million** this summer (2000) to the Illinois Summer Bridges program, which is held over a six-week period for elementary students in danger of repeating a grade. The Illinois State Board of Education's goal was to create "the ideal classroom." As such, the Bridges program provided small class sizes, sufficient school supplies, and professional development opportunities for teachers. Almost 80 percent of third-graders demonstrated measurable gains in their reading skills, and approximately 65 percent of sixth-graders in the program improved their reading skills dramatically. Subsequently, the program tripled in size, and 30,000 students were admitted to the 2000 summer program. In order to be eligible for the program, school districts must have at least one low-performing school in which more than half of the students do not meet state standards.

- ✓ The Illinois Teen REACH program provides structured activities for teens during nonschool hours to prevent their involvement in gangs, alcohol and drug use, sexual activity, teen pregnancy, and other problems. The program targets youth ages ten to seventeen who live in Illinois' neediest communities. Teen REACH is administered by the Illinois Department of Human Services and had an FY 2000 appropriation of **\$18.5 million**.

Kentucky

- ✓ Schools must provide extended school services (ESS), including extended school days, weeks, or years, for students who need additional time for instruction to meet Kentucky's learning goals. Local school districts receive state grants for extended school services, and school councils design the curriculum and help determine how the program will be structured in a school. In the 1998 regular session, the general assembly appropriated **\$37 million** for the 1999–2000 operation of the ESS program.

The program must do one of the following:

- sustain students' present level of performance and prevent them from falling behind;
- extend programming for students who have been retained;
- assist students who are at risk of failing to graduate on time; and
- close the achievement gap of low-performing students so they can perform at the appropriate age level.

The 1990 Kentucky Education Reform Act required all school districts to provide additional instructional time outside the standard school day in an effort to close the achievement gap for low-performing students who need additional time to achieve expected outcomes.

Maryland

- ✓ The After School Opportunity Fund and its Advisory Board were established by Governor Parris N. Glendening when he recently signed a bill authorizing a two-year, **\$9.2 million** grant for afterschool programs. The competitive need-based grant will potentially fund all 24 jurisdictions in the state that have submitted proposals. The Department of Human Resources Child Care Administration, the Governor's Office of Children, Youth and Families, and the Office of Crime Control & Prevention will jointly administer the grant. The afterschool grant is available for over 300 programs that provide a positive environment for children. The goal of the After School Opportunity Fund Advisory Board, created by the Glendening administration, is to decrease delinquency and improve academic achievement through the development and support of these programs.

- ✓ The Maryland After School Community Grant Program is based on recommendations contained in the Governor's Task Force on Youth Citizenship and Violence Prevention's special report on after school activities, entitled the "Maryland After School Program Initiative." State funding totals **\$1.8 million**. The goal of the Maryland After School Community Grant Program is to strengthen youth resiliency and prevent substance abuse, violence and delinquency among youth by increasing the availability of high-quality, structured after school programs to children and youth. The program objectives are to:
 - Decrease the number of unsupervised after school hours for program participants.
 - Increase participants' academic performance.
 - Increase participants' social competency skills.
 - Increase participants' social bonding.

Massachusetts

- ✓ The Academic Support Services Grant Program goal is to improve the academic outcomes of students who score in the 'failing' or 'needs improvement' categories of the MCAS (Massachusetts Comprehensive Assessment System) or other standardized tests by providing extensive after school, weekend, vacation, and summer instruction. This intensive instruction includes English Language Arts, Mathematics, and Science. The state has appropriated **\$20 million** for this grant program.
- ✓ The primary purpose of After School Programs is to increase quality of after school and other out of school time programs and services that meet the identified needs of children and youth. The program also promotes an integrated system in which school and community-based after school and other out-of-school programs are coordinated with school day programs to maximize the benefits to children and youth. This grant program is funded by the state at **\$5 million**. To receive grant funding, communities are required to submit grant proposals that described how they plan and intend to implement after school programming using grant funds. Local councils are formed by the school superintendent and the city's or towns' chief executive officer and including representatives from school and community-based after school program providers; children, youth and family members engaged in after school programs. These councils are required to coordinate the after school and other out-of-school program on a community-wide basis. Local councils undertake a community resource mapping process and identify the after school and other out-of-school time programs available in their communities. Councils survey parents and students to determine perceived need for afterschool and other out-of-school programming. Depending on the needs identified, communities design programs that increase the number of children served, increase the variety or quality of programs available in their communities, and/or address the needs of children and youth who were under-served in their community. The programs are designed to strengthen the linkages between school day programming and after school programming by developing systematic communication methods, joint training and professional development in curriculum and instruction, and coordinated program planning and oversight. Programs primarily provide homework help, enrichment programs, academic support, recreation and athletics, and arts opportunities.
- ✓ The FY 1999 budget appropriation included a **\$3 million** reserve at the Executive Office of Health and Human Services to develop coordinated programs and services that target at-risk kids in high-risk neighborhoods. The \$3 million *Targeted Cities* Initiative calls upon the Secretary to work with community leaders to build upon collaborative models among schools, community providers, and human service agencies to develop after school programs that include parental accountability and training, mentoring, substance abuse prevention and recreational programs. In addition, the legislative language mandated that participating cities match the state funding. Through the Targetd Cities Initiative, EOHHS has worked with eleven cities to develop afterschool

programming aimed at responding to high risk predictors by implementing strategies to enhance the likelihood that a child is equipped to become a healthy, productive individual. The Initiative supports an array of services including tutoring and mentoring programs, peer mediation programs and family support programs.

New Hampshire

- ✓ PlusTime New Hampshire is a nonprofit organization formed in 1990 that focuses on meeting the needs of school-age children in the state. PlusTime does not provide direct services to children. Instead, it acts as a catalyst for developing programs for youth. It assists communities in identifying the needs of youth and starting appropriate out-of-school-time programs. PlusTime NH has a budget of **\$1.1 million**, including **\$300,000** from the New Hampshire Department of Health and Human Services. Services include:
 - providing PlusTime New Hampshire mini-grants to communities that want to start or expand out-of-school-time programs for youth;
 - linking community-based, out-of-school care providers into a network of program providers and holding regular network meetings to discuss common issues, share best practices, and provide training;
 - working with Governor Jeanne Shaheen's Kid's Cabinet to address the shortage of after-school care providers and the availability of after-school programs;
 - providing access to national data, research, and information on elementary, middle, and high school issues and programming;
 - providing technical assistance to launch programs; and
 - providing assistance in quality assurance and preparation for accreditation.

North Carolina

- ✓ The Support Our Students (SOS) initiative aims to keep schools safe and reduce youth violence by rallying communities around their young people to help steer them away from trouble and into constructive activities. With an appropriation of **\$12 million**, SOS awards grants to neighborhood- and community-based organizations to establish local SOS programs that provide high-quality, after-school activities for school-age children and enable collaborative delivery of comprehensive services to children by public and nonpublic agencies. These services seek to enrich and have a positive impact on the lives of school-age children. After-school activities may include activities after the regular school day and activities on days that students are not required to attend school. SOS targets middle school students during the critical after-school hours, when adolescents are most likely to become perpetrators or victims of juvenile crime as well as engage in negative behavior such as substance use.

Rhode Island

- ✓ Article 31, a legislative initiative that was passed in 1998, offers targeted funding assistance to five urban communities, part of which each community must spend on developing and implementing after school programs in its middle schools. Schools are required to base their programming on local needs identified through their strategic planning process and operate programs based on research outcomes and guidance pertaining to quality after-school programs. These communities may also develop after school programs for secondary schools. The Department of Education has developed outcomes, indicators, and guidance to assist schools in developing these programs. Each local education agency sets aside a portion of its state aid for this program. State funding totals **\$333,700** annually.

South Dakota

- ✓ In 1997 Governor William J. Janklow designated the Department of Social Services' Office of Child Care Services as the lead agency for the out-of-school-time grants program, which is currently funded with federal child care dollars. The out-of-school-time grants provide communities with start-up funds to develop before and after school programs. The programs must provide safe havens for children while their parents are working as well as structured recreational and enrichment activities that enable participants to explore their creative potential. Priority is given to programs that can demonstrate strong community support, are located in school facilities, offer organized enrichment activities, and can show sustainability. Governor Janklow has proposed in his 2001 budget that the state appropriate \$1 million to add to the federal funding for this program.

Tennessee

- ✓ The Extended Learning Programs, funded at **\$28.2 million**, provide learning and enrichment activities for children, youth, and their families. Each local school district must include at least one performance measure for each activity that ties to the stated measurable objectives in the State Board of Education Master Plan.

Texas

- ✓ Middle School After School Program: To engage students of middle school age, 10 to 14 years old, in after-school programs implementing Texas After-School Initiative for Middle Schools set forth in House Bill 1, Rider 64, that increase academic achievement, reduce referrals to the juvenile justice system and in corporate involvement of parents/ and or mentors as an integral program component. Total state funding: **\$12,500,000**.
- ✓ Ninth Grade Success Initiative: This initiative makes funds available to districts to develop special programs for ninth graders who may not earn or have earned sufficient credits to be promoted to grade 10 and fail to meet minimum skill levels established by the commissioner. Total state funding: **\$42,500,000**.
- ✓ Future Problem Solving Program: The challenging materials of the Future Problem Solving Program are designed to: motivate students to develop creative thinking; develop and improve research skills; increase awareness of and interest in the future; develop teamwork skills; improve communication skills; develop critical and analytical thinking skills; and learn and utilize problem solving strategies. Total funding: \$140,000.
- ✓ Mathcounts: This program offers a method of enticing students who have the ability and aptitude to pursue highly technical careers. Materials and activities are structured to meet student needs identified by educators and are written by members of the National Council of Teachers of Mathematics. Total Funding: \$200,000.
- ✓ Texas Creative Problem Solving Organizations: Destination Imagination is an extracurricular, school-sponsored program that fosters creativity and team-based problem-solving skills and life skills for students in kindergarten through college. The goal is to cultivate the creative problem solving process and make it an unconscious part of students' everyday lives. Teams showcase their solutions at a local competition in February and may advance to state and international competitions in April and May. Total state funding: **\$70,000**.
- ✓ The Accelerated Reading Instruction program provides additional state resources to local school districts and open enrollment charter schools for costs associated with establishing appropriate, research-based programs to meet the needs of students experiencing difficulties in their reading development. Beginning in 1999-2000 school year, school districts and charter schools will be required to implement programs of accelerated reading instruction for students not showing adequate progress in reading development who are at-risk for reading difficulties, including dyslexia. Such programs must focus on the areas of deficiencies identified through the reading instruments required under Texas Education Code 28.006 and administered in k,1, and 2 grades. Total state funding: **\$73,900,000**.

- ✓ Texas Reading Academies: The primary objective of this program is to assist schools as they strive to meet the goal of having all children reading at or above grade level by the end of third grade and remaining at or above grade level throughout their schooling. The goal is to provide as much direct intervention with students as possible. Participants will implement researched-based reading programs to prevent reading failure and/or an intervention system designed to ensure that struggling students have opportunities to achieve. Programs may focus on prevention of reading failure, intervention activities or both. Participants were encouraged to develop "academy-type" reading labs/programs for students. These programs include reading materials to provide intensive, structured reading instruction designed to prevent reading failure. Total funding (all state): **\$10,000,000**.
- ✓ The State Marine Education Center was developed as an interdisciplinary educational enrichment facility designed to motivate students and adults through promotion of knowledge, appreciation and preservation of the aquatic environment. The goal is to provide quality programs that meet actual needs. These experiences provide interest and excitement to the standard classroom lesson which motivates students to take an interest in science and our natural environment. Total state funding: **\$115,000**.
- ✓ Optional Extended Year Program: purpose is to provide students with "additional instructional time" to master the State's challenging content standards and student performance standards. Students served by this program are those identified as likely to not be promoted to the next grade level for the succeeding school year because they do not meet district standards or policies for academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Total state funding: **\$59,197,791**.
- ✓ Dan Kubiak Buffalo Soldier Heritage At-Risk Program: The purpose of the program is to enable targeted at-risk children to develop character, improve self-esteem and learn the benefits of hard work and the rewards associated with self-improvement through the Buffalo Soldier curriculum and outdoor skills instruction. Total funding: \$400,000, state funding: **\$250,000**.
- ✓ At-Risk Mentoring: This program recognizes the value to be obtained by providing at risk youth an ongoing relationship with a caring, committed adult who will be a consistent supportive presence in their lives during a period of time as well as a role model. Mentors are required to spend time on a weekly basis with the youth and are supervised during their involvement with the youth to ensure that the relationships are mutually beneficial. Youth to be served are ages 7-17 and at risk for substance abuse, educational failure, dropping out, juvenile delinquency, gang activity, running away or other factors that may lead to any of these at risk behaviors. Funding for this program comes from federal TANF funds. However, the state has discretion, with this particular pool of TANF money, over what programs to fund. PRS sends out an extensive (70-page) RFP and the requirements to be selected in the competitive process include description of training that will be conducted, proof that population served is at risk of juvenile delinquency, outreach techniques, recruitment, evaluation techniques, and many others. The state plays a monitoring role in that program sites must report evaluation data to the state. Total funding (federal): \$670,000.
- ✓ Community Youth Development: The foundation of the program is the belief that communities know what is needed to serve their youth and have the capability to design and manage a contracted delivery system. The purpose of the program is to reduce juvenile crime in the targeted areas and to prevent youth from entering the justice system. Targeted areas include zip code areas with high rates of juvenile crime. Total funding: \$6,153,000, state funding: **\$1,538,000**.
- ✓ State Criminal Justice Planning Fund 421: The State Criminal Justice Planning Fund may be used for a variety of juvenile justice projects. Priority need statements for this initiative were created and prioritized by the Governor's Juvenile Justice Advisory Board. Total state funding: **\$19,000,000**.
- ✓ Communities in Schools: The purpose is to provide funding, guidance and support, including training, referrals, and monitoring to local Communities-IN-School Program sites for services for at-risk students. Total funding: \$20,467,000, state funding: **\$17,620,000**.

- ✓ Abstinence Education Program: The purpose of the program is to teach abstinence and encourage students to abstain from sexual activity. Total state funding: **\$3,600,000**.

West Virginia

- ✓ Energy Express is a six-week summer program promoting the school success of children living in rural and low-income communities across West Virginia by: providing summer learning experiences focused on reading, serving two nutritious family-style meals each day, engaging college students in community service as mentors, and developing strong partnerships involving parents, schools, communities, and state agencies and organizations. State funding totals **\$584,000**.

Wisconsin

- ✓ In April 2000, former Governor Tommy G. Thompson announced that **\$7.5 million** in Community Youth Grants have been awarded to 28 Wisconsin organizations to provide services that will improve social, academic and employment skills for low-income youth, 5-18 years old whose families receive welfare benefits. Governor Thompson said the grants will be used to address the needs of low-income youth by providing a safe environment that allows them to strengthen relationships with their parents, schools and neighborhoods. The grants will be used by local governments, school districts, non-profit agencies, community-based organizations and for-profit agencies. In addition to social development and job training, the grants will pay for runaway services, leadership training, peer counseling and other programs.
- ✓ Safe & Sound is an innovative anticrime initiative in Milwaukee that relies on collaboration between the Milwaukee public schools, local and federal law enforcement authorities, and Milwaukee community organizations to address the problem of youth violence. The initiative was developed in early 1998 by the Youth Crime and Violence Task Force, a broad coalition of more than fifty elected officials, neighborhood leaders, heads of youth-serving agencies, law enforcement chiefs, and business and community leaders. Safe & Sound costs an estimated \$7 million per year to implement in twenty neighborhoods. The state funds **\$1.25 million** of this initiative. The remainder of Safe & Sound's budget comes from private donations, local government resources, and federal grants.

The partnership has three components:

- a network of "safe places" that offer structured, positive alternatives and academic support during after-school, evening, weekend, and school vacation periods;
- intense cooperation among federal, state, and local authorities to target gangs, drug distribution networks, and weapon traffickers in the highest crime areas of Milwaukee; and
- door-to-door organizing in targeted neighborhoods by Safe & Sound community partners, who share information and help residents support law enforcement and neighborhood revitalization.