



Building and Sustaining After-School Programs



*Successful Practices in
School Board Leadership*

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Extended-Day Learning Opportunities
National School Boards Association
1680 Duke Street
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www.nsba.org/edlo

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FOREWORD

Learning doesn't stop when the final school bell rings. A simple reality, but what implications does it have for the students in your district, and for your community?

The National School Boards Association recognizes the importance of meeting students' learning needs both during school and when school is not in session. Programs that provide students with safe places to go where they can engage in enriching activities and make connections with caring adults are among the most promising educational innovations today. No matter what you call them—after-school, extended-day, out-of-school time, or something else—extended learning opportunities can play a crucial role in promoting student success and involving the community in schools.

NSBA encourages local school boards to work closely with community organizations and other agencies to support programs that extend learning beyond the regular school hours. By developing policies and establishing partnerships, school boards can ensure that goals are aligned and resources are maximized. To help school boards move forward in their efforts to support extended learning opportunities, NSBA has created *Building and Sustaining After-School Programs: Successful Practices in School Board Leadership*. This unique and easy-to-read guide, developed with support from the Charles Stewart Mott Foundation, profiles innovative strategies that eight school districts have used to create and strengthen after-school programs in their communities.

NSBA is proud of the work school board members do to create equity and excellence in public education, and we hope this guide assists you in that effort. We encourage you to discuss it with your school board colleagues and other district and community leaders. And, we look forward to learning about your successes in building and sustaining after-school programs in your own community.

Anne L. Bryant
Executive Director
National School Boards Association

INTRODUCTION

The recent dramatic increase in the number of programs serving students outside regular school hours indicates a growing awareness of the potential of such programs to contribute to the learning and development of our nation's youth. In the United States today, the time after the school day ends and the summer break offer tremendous opportunities for students to interact with peers in a safe and structured environment, connect with caring adults, and engage in meaningful learning activities.

A burgeoning research base tells us that for after-school programs to make a real difference in the lives of young people, the programs must do much more than simply fill the hours when school is out. Instead, those hours must be filled with supports and opportunities that foster the skills and dispositions students need to succeed in school and in life. High-quality after-school and summer programs are engaging and comprehensive, and are done in partnership with families and other key stakeholders in the community. In addition, after-school programs can extend learning opportunities for students and their families by:

Helping students catch up, keep up, and get ahead. Many students need more individualized learning time beyond the school day and year, and they need help completing their homework. They need to be able to make connections to real-world tasks and people in diverse settings to see firsthand how their education relates to their future. Out-of-school time activities should be authentic, hands-on, and inquiry-based, with core academic content embedded throughout.

Encouraging greater family connections and involvement. After-school programs can be a powerful vehicle to link more parents and families with their children's education—at home, in schools, and in the community. Comprehensive after-school programs can also increase access to adult education, computer classes, and college and technical courses to improve the lives of parents.

Strengthening the climate of the school and surrounding community. With the broad involvement of community-based organizations, civic groups, businesses, arts and cultural organizations, faith-based institutions, and families in after-school and summer programs, the very expectations of a school-community relationship can be positively changed.

For after-school and summer programs to successfully extend learning opportunities beyond the school day and year, resources and systems must exist to support their management and administration. Although it is possible to run a successful after-school program single-handedly, we know that the highest-quality, most sustainable programs involve an array of stakeholders in a wide range of partnership arrangements.

At NSBA, we also know that school boards provide the critical link between schools, parents, and the community. As the educational policy makers for public schools at the local level, school boards are key to planning, implementing, and sustaining the long-term initiatives that reflect their community's vision of education. Among the essential actions identified in NSBA's Key Work of School Boards framework, school boards are responsible for aligning district resources and establishing a climate conducive to achieving the established priorities, as well as building collaborative relationships with other education stakeholders. Given the critical role of school boards in promoting student success and increasing community engagement in schools, school-community partnerships that support high-quality after-school and summer programs are best achieved with the commitment and leadership of local school boards.

To highlight the importance of school board leadership, NSBA endeavored to find and document examples of ways that local school boards are supporting programs that extend learning opportunities for students and their families. The report that follows, *Building and Sustaining After-School Programs: Successful Practices in School Board Leadership*, is intended to provide a lens into promising and innovative efforts currently in place around the country.

The successful practices project was part of a larger NSBA initiative, the Extended-Day Learning Opportunities (EDLO) program. Started in 2001 and supported by a grant from the Charles Stewart Mott Foundation, the EDLO program provides a means for NSBA to help state school boards associations and local school boards around the country support the development of after-school and summer programs. Through the EDLO program, NSBA provides sample school board policies, reports, references, state-specific information on funding and legislation, and other tools to help school boards build and sustain high-quality programs that serve students outside of regular school hours. Many of these tools are available on the EDLO website, www.nsba.org/edlo.

NSBA works with a 22-member advisory committee and partners with six state school boards associations to carry out the activities of the EDLO program. To help NSBA identify school districts with high-quality after-school programs, the advisory committee developed a set of selection criteria for school districts. A subgroup of the advisory committee then reviewed dozens of school district nominations and helped NSBA select eight districts whose school boards have demonstrated leadership in developing promising policies and practices to support after-school programs.

The eight school districts profiled in this report represent an array of demographic and community contexts. In selecting school boards to profile, NSBA and the advisory committee strove to choose districts that serve students in urban, rural, and suburban communities in different areas of the country. The after-school programs featured in the report offer a range of content-rich experiences in music, dance, drama, sports, service learning, and other activities and illustrate the diversity of programs in terms of history, size and scope, and operational arrangements. For example, some of the districts profiled have 21st Century Community Learning Centers grants, while others have dedicated general district funds, and still others charge program fees.

Most of the programs operate in partnership between two or more entities, and all have had their share of challenges. For example, many of the districts we studied experienced difficulty with reluctance on the part of schools to open their doors after hours for programs that run beyond the traditional classroom day. They found that such concerns as staffing and union issues, facilities and transportation costs, and philosophical and legal considerations sometimes stood in the way of being able to share space with the after-school program. In each case, however, a clearly articulated, transparent process for planning and implementing the programs helped the school boards and other community leaders act. Examples of some of the resources used by the districts to guide their efforts to support after-school programs—including policies, a mission statement, and memoranda of understanding—are included at the end of this report. These resources and the innovative strategies and practices described throughout the report will equip school board members and other key stakeholders with the knowledge to begin or further efforts to support after-school programs in their own communities.

NSBA wishes to thank the eight districts featured in this report for sharing their stories. In particular, NSBA is grateful to the following staff members in these districts for providing thorough and timely information: Martha Frickert, CIS Administrator, Chesterfield County Public Schools, Virginia; William Weathers, Director of Community Relations, Covington Independent Public Schools, Kentucky; Jane McDonald, PEAK

Program Director; Helena School District 1, Montana; Ronald Armstrong, Director of After School Programming, School District of Palm Beach County, Florida; Joe Hudson, Coordinator for Youth Services, Sacramento City Unified School District, California; Mary Ann Marx, Afterschool Program Coordinator/Interim Community Education Director, Sauk Prairie School District, Wisconsin; Tony Stahl, Out of School Time Coordinator, Sycamore Community Unit School District 427, Illinois; and Pat Lewallen, Special Programs Principal, Traverse City Area Public Schools, Michigan.

NSBA is grateful to the following members of the EDLO Advisory Committee who served as reviewers for the district nominations: Janelle Cousino, Vice President, Fowler Hoffman, LLC; Ayeola Fortune, Project Director, Extended Learning and Development Project, Council of Chief State School Officers; Merrie Hahn, Director of Programs, National Association of Elementary School Principals; Terry Peterson, Director, Afterschool and Community Learning Network, University of South Carolina; Susan Salter, Director of Public Relations, Alabama Association of Schools Boards; Diane Vibhakar, Study Circles Coordinator, Arkansas School Boards Association; Bob Vogel, Director of Governmental Relations, Montana School Boards Association; and Elisabeth Wright, Senior Policy Analyst, National Governors Association.

NSBA also expresses gratitude to Rebecca Jones, an independent education writer, for her significant contributions to this publication, as well as to Adria Thomas, NSBA's Director of Research, Training, and Member Services, for her valuable input and advice throughout the criteria development and data collection process. Finally, NSBA is grateful to the Charles Stewart Mott Foundation for its generous support of the Extended-Day Learning Opportunities project and of this report.

Elizabeth Partoyan
Manager, Extended-Day Learning Opportunities
National School Boards Association

FEATURED SCHOOL DISTRICTS

The National School Boards Association recognizes the following school districts and their school boards for success in building and sustaining high-quality after-school programs:

CHESTERFIELD COUNTY PUBLIC SCHOOLS

Chesterfield, VA

www.chesterfield.k12.va.us

Type of district: suburban

Number of students in district: 56,156

Percent on free or reduced-price lunch: 20.68 percent

Number of students in after-school program: 70

Partners in after-school program: YMCA, Communities In Schools

Funding sources for after-school programs: non-profit organizations, Title I, school district

COVINGTON INDEPENDENT PUBLIC SCHOOLS

Covington, KY

www.covington.k12.ky.us

Type of district: urban

Number of students in district: 4,300

Percent on free or reduced-price lunch: 78 percent

Number of students in after-school program: 700

Partners in after-school program: local government agencies, businesses, museums, arts organizations

Funding sources for after-school programs: 21st Century Community Learning Centers (21st CCLC) grant, school district, federal Healthy Students/Safe Schools grant, Cincinnati Fine Arts Fund, donations

HELENA PUBLIC SCHOOL DISTRICT 1

Helena, MT

www.helena.k12.mt.us

Type of district: rural

Number of students in district: 7,988

Percent on free or reduced-price lunch: 23 percent

Number of students in after-school program: 323 (445 in summer program)

Partners in after-school program: local government agencies, non-profit organizations, civic organizations, businesses, local college

Funding sources for after-school programs: 21st CCLC grant, school district, donations, local government, businesses, community volunteers, nonprofit organizations

SCHOOL DISTRICT OF PALM BEACH COUNTY

West Palm Beach, FL

www.palmbeach.k12.fl.us

Type of district: urban, suburban, rural

Number of students in district: 170,000

Percent on free or reduced-price lunch: 52 percent

Number of students in after-school program: 15,000

Partners in after-school program: Kids In New Directions (local nonprofit organization), government agencies, local foundations, Foundations, Inc.

Funding sources for after-school programs: program fees, school district, local foundations, state and federal government

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Sacramento, CA

www.scusd.edu

www.sacstart.org

Type of district: urban

Number of students in district: 52,103

Percent on free or reduced-price lunch: 67.3 per-
cent

Number of students in after-school program:
7,000 citywide in START for elementary school stu-
dents; 926 in PASSage for middle school students

Partners in after-school program: city and county
government agencies, nonprofit organizations, five
other school districts

Funding sources for after-school programs:
California After School Education and Safety pro-
gram, 21st CCLC grant, Title IV, school district, city
and county governments, corporations, donations

SAUK PRAIRIE SCHOOL DISTRICT

Sauk City, WI

www.saukpr.k12.wi.us

Type of district: rural

Number of students in district: 2,750

Percent on free or reduced-price lunch:
19 percent

**Number of students in after-school program
(SOAR):** 50

Partners in after-school program: government
agencies, nonprofit organizations, local college, faith-
based institutions

Funding sources for after-school programs: 21st
CCLC grant, school district, local government,
program fees

SYCAMORE COMMUNITY SCHOOL DISTRICT 427

Sycamore, IL

www.syc.dekalb.k12.il.us

Type of district: rural

Number of students in district: 3,300

Percent on free or reduced-price lunch: 4.9 per-
cent

Number of students in after-school program: 200

Partners in after-school program: local govern-
ment agencies, nonprofit organizations, local
foundations

Funding sources for after-school programs:
program fees, state government, school district,
foundations, donations

TRAVERSE CITY AREA PUBLIC SCHOOLS

Traverse City, MI

www.tcaps.net

Type of district: rural

Number of students in district: 11,000

Percent on free or reduced-price lunch: 23 per-
cent

Number of students in after-school program:
1,000 in child care; 2,600 in Community Learning
Centers

Partners in after-school program: community vol-
unteers, local government agencies, nonprofit organi-
zations

Funding sources for after-school programs: pro-
gram fees, 21st CCLC grant, foundations, donations

Building and Sustaining After-School Programs

Successful Practices in School Board Leadership

What happens to the students in your school district after the final bell? Do they go home to Mom (or Dad), a plate full of freshly baked cookies, and an educationally enriching activity? Maybe a few do, but many more are hanging out with friends, letting themselves in to empty houses, or finding themselves in trouble.

The reality in America today is that 44 percent of families do not have safe, supervised places for their children to go after school on a regular basis, according to *America After 3 PM*, a 2004 study commissioned by the Afterschool Alliance and sponsored by the JC Penney Afterschool Fund. Unsupervised children have a higher rate of accidents, injuries, and sexual activity than those engaged in after-school activities. Unsupervised young people are also more likely to use drugs, alcohol, and tobacco—and less likely to perform well in school and on achievement tests.

The good news is that research shows a properly designed after-school program can have strong positive effects on children's academic, social, and emotional lives. This is especially true for students whose personal circumstances put them at higher risk of school failure. Some research even suggests that what students do during their out-of-school hours has as much bearing on their success as what they do during the school day.

Knowing this, some school districts have taken on the task of filling children's after-school time productively. It is a daunting task, to be sure, especially at a time when financial shortfalls have forced these same districts to cut other, more traditional programs. But after-school programs have proved so worthwhile—in both student outcomes and community support—that many districts can't imagine going back to the days when they locked the school doors at 3 p.m.

After-school programs are so popular—according to the Afterschool Alliance, 88 percent of voters consider them an absolute necessity—that even cash-strapped districts are finding ways to pay for them. Sometimes they apply for grants, sometimes they charge fees, and sometimes they use district funds. But a growing number of districts are also using partnerships with community businesses and organizations to keep after-school programs open and, in many cases, expanding.

These partnerships present such intriguing possibilities that the National School Boards Association wanted to see how they work. With support from the Charles Stewart Mott Foundation, NSBA gathered information on dozens of school districts that had developed policies and partnerships to build and support after-school programs.

Members of NSBA's advisory committee on Extended-Day Learning Opportunities examined the programs, looking for elements that researchers have identified as essential in high-quality after-school programs. That is, they looked for programs in which children felt safe and supported, with opportunities to make choices and engage in activities that complement the school-day curriculum.

The advisory committee identified eight school districts that have developed especially promising policies and partnerships to support high-quality after-school programs. (See the list of districts at the beginning of this report.) Some of these programs are relatively simple, allowing an outside organization to use an elementary school for after-school child care, for example. Others are much more extensive, working with dozens of partners to run year-round enrichment programs, from early morning to late evening, for thousands of students from preschool through high school. And still others represent a shift toward “community schools” that offer a wide range of services for families and their communities.

NSBA asked the leaders of those eight school districts and their partner organizations for advice in helping other communities build and sustain strong partnerships for excellent after-school programs. Here are their recommendations.

1. FIND OUT WHAT YOUR COMMUNITY NEEDS—AND WHAT RESEARCHERS RECOMMEND.

Most of the eight school districts started with needs assessments in their communities. Some districts sent surveys home with students, while others held extensive conversations with their communities.

Community conversations

In Michigan’s Traverse City Area Public Schools, school board members, administrators, and principals held a series of open forums where they asked community members, “How can we better serve the needs of our community?” Parents said they needed safe, enriching activities for their kids after school, on non-school days, and during the summer.

This wasn’t a surprise, of course. What working parent wouldn’t like a little help with child care? But it’s especially critical for families whose personal circumstances put their children at greater risk of academic failure.



Students in Traverse City Area Public Schools’ 21st Century Community Learning Centers program practice the violin.

Researchers say these are the children who benefit most from after-school programs.

Officials in Illinois’ Sycamore Community Unit School District 427 saw after-school activities as a way to put at-risk children on surer footing, but board members didn’t

want to tread on anyone’s private day care business. Even after a district survey showed Sycamore had a shortage of day care providers, the board was still careful.

“The first thing we did,” says Sycamore board member Sandy Riffle, “was to look for local day care providers. The plan was, we would provide the space, and they’d provide the program.”

When no outside provider was interested in expanding its business, the board decided the district needed to take the lead in creating after-school activities. At first, the programs were held just three days a week, and just for students at risk of failure, but they’ve since been expanded to five days a week, year-round, and include fee-based activities for anyone who’s interested.

“Because parents don’t get home until six o’clock,” Riffle says, “it gives them peace of mind [to know] that their kids are safe and doing well. If children have a question on their homework that a parent can’t answer, they’ve got the professionals right there.”

Beyond homework

Sycamore’s after-school program goes beyond providing help with homework, however. A growing body of research on out-of-school time shows that the most effective programs—the ones most likely to benefit students’ intellectual and emotional growth—provide safe places, supportive relationships, opportunities to make choices, and engaging activities that complement, rather than replicate, the curriculum. (For sources of research, see the resources at the end of this report.)

The best after-school programs usually follow a curriculum that supports and supplements what students are learning during the day. “There is a dialogue going on between the classrooms and the people in the after-school programs,” says Sycamore Superintendent Bob Hammond. “Instead of two programs, I like to think [we’re] on a continuum and everything flows.”

While listening to your community and consulting the research, you also need to consider your district’s capacities. Tony Stahl, Sycamore’s coordinator for out-of-school time, advises district leaders to assess their readiness to take on after-school programs.

“Truly ask yourself, ‘Do you want to make that commitment?’” he says. “Really explore that question at all levels—board, administration, and staff. Do you want other people in your building? Do you want your business office to take on this project? Are you willing to have these strangers in your gym, in your learning center, until 6 o’clock?”

If your answer is yes, it’s time to take the next step.

“Because parents don’t get home until six o’clock, it gives them peace of mind [to know] that their kids are safe and doing well.”

2. MAKE A COMMITMENT.

In some communities, after-school activities are fair-weather programs—open when funding is available, closed when it's not. But in districts that have seen the effects of strong after-school programs, school leaders don't consider them optional. Researchers say the best programs continue running even when funding is tight, because they have the district's full support.

Some districts' commitment comes out of sheer necessity. "Montana has the highest number of parents with multiple jobs," says Bruce Messinger, superintendent of Helena School District 1 in Montana, "so the potential for children to be in homes without adult supervision is high. The board absolutely understands the implications of that."

Sometimes the commitment is ingrained in the school board's way of thinking, especially about students whose personal circumstances put them at high risk of failure. "The school board has long recognized that the 'norm



A YMCA staff member helps students work with Legos in the after-school program at Bellwood Elementary School in Chesterfield County, Virginia.

day' doesn't meet all the needs," says Marshall Trammell, a board member in Chesterfield County Public Schools in suburban Richmond, Virginia.

Even so, he says, the board had questions: "Do we have to deal with this issue? Is it some-

thing that is the legitimate responsibility of the school board, or is this something that should be taken on by private industry?" That discussion didn't last long, Trammell says, because everyone could see the desperate needs of at-risk children. At the very least, an after-school program would provide the kids with a place where they could do their homework.

In the end, of course, the after-school program has provided much more than that. "This program offers a lot of opportunities for tutoring and structured play," Trammell says. "It's providing things [the children] just would not see in their normal day." And it all began because of the board's commitment.

Turning commitment into policy

Some school boards write specific policies stating the district's interest in after-school programs. (See sample School Board Policies at the end of this report.) Other boards have made after-school enrichment a priority in long-term strategic plans. In Sycamore, Bob Hammond says members of the board "really haven't set any policies or procedures as such; they just put this program under our strategic plan and said, 'Go forth.'"

Specific policies and long-term strategic plans are probably the best—and definitely the most straightforward—ways of putting the school board’s position on record. But they’re not the only ways. Most of the school districts in this report consider their after-school programs part of carrying out other, long-established policies having to do with community involvement, parent engagement, commitment to partnerships, or choice in methods of instructional delivery.

No matter what policy their after-school programs fall under, the boards have shown their clear support in votes on issues such as funding, staffing, and use of facilities. These votes convey the board’s commitment to principals and teachers who might not relish the idea of other people using their classrooms in their absence.

“To be perfectly candid,” says Pat Lewallen, Traverse City’s administrator for special programs, “I had some principals who dragged their feet. They said, ‘I have enough to do from 8 to 3.’ But they hopped on board pretty quickly when the school board said, ‘You’re going to do this.’”

Teachers and principals in Kentucky’s Covington Independent Public Schools also resisted after-school programs at first. “There is often the sense, ‘This is our school; we don’t want people dirtying it up,’” says one school board member.

But the board felt it had to take action. Covington, an urban district across the Ohio River from Cincinnati, was registering the lowest standardized test scores in Kentucky. The students obviously needed help.

The board has another good reason for its interest in after-school programs: “It’s not rocket science to look at those buildings [and realize] they represent a huge investment in bricks and mortar,” says board member Col Owens. “It’s nonsense to leave them vacant.”

“It’s not rocket science to look at those buildings [and realize] they represent a huge investment in bricks and mortar. It’s nonsense to leave them vacant.”

After becoming familiar with the research about what after-school programs can do for at-risk students, the Covington board unanimously approved the programs in all district schools. The board also approved two key ingredients that researchers link with successful extended-day programs: full-time site coordinators and general-fund expenditures.

“To us, it’s not just a matter of, ‘Well, if we can get the federal money, fine,’” says Owens. “... This program is not just a frill; it’s a critical component of our arsenal to succeed, a major quill in our quiver.”

Committing dollars

When a federal grant ran out in 2001, the Covington board allocated money out of the district's general funds to keep—and expand—after-school programming. The district won another federal grant in 2003, but for only one of its eight schools. By then, though, board members were so impressed with the effects of high-quality after-school learning opportunities that they voted to keep similar programs in all of the schools.

The result: An independent evaluation found participants in Covington's after-school programs turned in more homework, attended school more regularly, and had fewer disciplinary referrals than comparable students not enrolled in the programs. The district's test scores are still low, but reading scores at the elementary school level are rising at three times the rate of other districts in the state.

The district's commitment to after-school programming is looking pretty smart these days. "At the very time when we were in pretty tight fiscal straits around here and at a time when there was no [federal] funding on the horizon, this board made the choice to keep the after-school programs open," says Bill Weathers, the district's community relations director. "[Board members] have repeatedly voted unanimously to support this with their ideas and visits and wishes, and they have taken the hard step of allocating from general funds."

But what if your district isn't ready for such a hard step?

3. DECIDE WHAT YOU CAN PROVIDE.

With money tight everywhere these days, you might well feel you cannot afford another single line item in the district's budget. That's why soon after districts decide to pursue after-school programming, many begin looking for grants. In fact, the best programs—especially those for at-risk students—often start with some sort of outside funding.

Grant funding

For many districts, the most likely source of funds is the state-administered 21st Century Community Learning Centers program of the U.S. Department of Education, which granted \$993.5 million in grants to after-school programs in 2003. Grants for after-school programs are also available from many states, cities, counties, businesses, and philanthropic foundations.

Even a program funded by a grant brings additional, ongoing expenses not covered by the grant, however. "Funding is wonderful," says Alison Arnold, the 21st Century Community Learning Centers director in Traverse City, "but [an after-school program] still requires a huge district investment [in] facilities, operations, and administrative time." Keeping schools open extra hours and extra days, she says, "translates to more snow-
plowing, custodial support, and security."

Applying for grants carries a certain level of administrative expense as well. Julie Mitchell, chair of the Helena school board, remembers defending the amount of administrative time spent planning and applying for the district's 21st Century grant application. The investment paid off when Helena won a 21st Century grant to fund PEAK (Promoting Enrichment Activities for Kids), an after-school and summer program for elementary and middle school students.

Even then, though, board members heard complaints. The district was in “major budget-reduction mode,” Mitchell says. “We needed to cut deeply in order to balance [the budget] each year. ... It was tough to explain to the public why we can do some things [like PEAK] but not others.” The complaints melted away once PEAK got started and the public could see its success for the students in the district.

Several school boards have made decisions to protect high-quality after-school programs from the budgetary ax. Even in a financial emergency, the Sacramento City Unified School District's board refused to cut the \$327,600 it allocates for START (Students Today Achieving Results for Tomorrow), an after-school and summer enrichment program that has delivered especially impressive results for children at risk of failure. An independent evaluation of START found that participating students attend school more regularly, have fewer discipline problems, and outperform non-START students on standardized math and reading tests.

“We took extra pains to make sure we protected Sacramento START last year when we had to cut \$24 million,” says former board president Jay Schenirer. “I think that shows our support.”

After-school on a budget

Not every high-quality after-school program carries such a high price tag for a school district. Some districts provide little more than the use of a school building that would otherwise be empty.

The Chesterfield County school district, for instance, provides space at Bellwood Elementary School, where the YMCA staffs and runs an after-school program for 70 at-risk students. The district assigns Title I teachers to the program and uses Title I funds to help pay for the buses that take children home to the trailer parks and motels where they live.

The innovative use of Title I funds makes good sense to board member Trammel. “If the school board is not willing to make something like this happen, to dedicate minimal resources to make it happen—I'm talking *minimal*—it won't get off the ground,” he says.

The school district pays for nothing else. The students' families don't pay, either, because the YMCA raises about \$80,000 a year to support the program.

Martha Frickert, the district's Communities In Schools (CIS) administrator (and a YMCA board member), says the school district's most important contribution is its willingness to hand over a school building for two hours every day. She recalls what Bellwood's principal at the time told the YMCA staff when the program started: "It's your building."

"He gave free access to that building," she says. That principal has since left, but his replacement, says Frickert, "is equally supportive. She is so excited about this program." (As well she should be: The CIS site coordinator at Bellwood says the after-school program's combination of tutoring, structured play, and snacks has given kids "a sense of belonging or attachment to the school ... that supports better attendance, better behavior, and better grades.")

There's no overstating the importance of schools being willing to open their doors—even though staff concerns are certainly understandable. "You're talking about people's working space and learning space," says Covington's Bill Weathers. When they hear that someone else will be in "their space," he says, "you immediately raise the specter of, 'Is my desk going to be used or moved around? Is some kind of wrapper going to be left on the floor from a snack?'"

On-site coordinators can help ensure positive relations with the school-day staff by making sure everything is returned to its proper place in every classroom. Covington's site coordinators "are absolutely critical people, not only in the function they perform but in their demeanor," says Superintendent Jack Moreland. "They are the face of Covington Schools in the evenings."

In Traverse City, the after-school staff earns support from the school-day staff by using grant money to buy things everyone can use. "We purchased decent equipment that we're careful to share with the whole school," says Pat Lewallen. "We ask [schools] to share their libraries and gyms, so we thought of things [to purchase] that everyone could use, like playground equipment. It adds to the credibility of these programs; they're not just using, using, using, but are giving back to the school."

The schools, in turn, get an enthusiastic partner in improving their students' chances of success.

4. OPEN YOURSELF TO PARTNERS.

Extended-day programs present ideal opportunities for community partnerships. In fact, many school districts have found that an effective after-school program is a great way to build partnerships—and trust—with parents, businesses, and community organizations.

Sometimes the best partnerships involve people who don't even live in the community being served. The YMCA that runs the after-school program at Bellwood Elementary School, for instance, is actually based in Midlothian, Virginia, more than 20 miles away. Frickert says YMCA staff members pass several other schools

on their way to Bellwood every day. But the poverty and lack of after-school facilities around Bellwood attracted the attention of both the YMCA and the Chesterfield office of the national Communities In Schools organization.

Other after-school programs also benefit from neighbors who are willing to travel distances and—in the case of Covington—cross state lines to help students from low-income families. Covington’s public schools enroll only 4,300 students, but with almost 80 percent of them eligible for free and reduced-price lunches, the district faces many of the challenges you would expect to find in a larger, inner-city school system.

Dozens of businesses and organizations in both Kentucky and nearby Cincinnati pitch in to help with after-school activities. The Cincinnati Ballet, for instance, sends an instructor—at no cost to the district—to teach movement and dance in the after-school program.

Bringing in so many partners naturally means the district has to deal with varying opinions and priorities. “There is always some issue you have to work through as a group,” says Covington Superintendent Jack Moreland. “In partnerships, you have to work through differing agendas, massage through the differences.” He tries to be philosophical: “I have a board member who says, ‘Jack, if there weren’t problems, we wouldn’t need you.’”

Open for business

The best after-school programs are always on the lookout for new partners. In a growing community like Sycamore, Illinois, the district uses new companies’ requests for tax abatements as a bargaining chip for creating partnerships. “We say, ‘Okay, if we’re going to lower taxes, what will you provide?’” says board member Riffle. The district looks for resources “that will fit in with what we need,” she says, “even if it’s opening businesses for tours for junior high kids. ... It gets kids thinking about careers, even about what’s going on in Sycamore.”



In Helena, Montana, cooking is one of many activities students can choose during the PEAK after-school program.

Another district that has built a wide range of partnerships is Helena School District 1 in Montana. Sometimes it’s hard to figure out who in Helena *isn’t* a partner with PEAK, the district’s after-school and summer program for elementary and middle school students. Pilots, judges, veterinarians, newspaper editors, scuba divers, chefs, firefighters, quilters, golf pros, horse trainers, and more have stepped forward to give kids hands-on, apprentice-style learning experiences in classes that meet twice a week after school.

PEAK's year-round program exposes hundreds of students to careers and prepares them for the world of work—in a fun way, says program director Jane McDonald. “We need to deliver young people into the workforce who can deal with complex issues, who can think of seven different careers—four of which aren't even developed yet,” she says. “After school becomes a classic time to infuse those next steps. It's kind of a license to go out and try something absolutely different, because with the regular school day, there are always constraints.”

The program's emphasis on hands-on, apprentice-style learning often takes students out of the classroom. In the summer program, for instance, students studied the Arctic Grayling with a state biologist by putting on wetsuits to explore a stream bottom. “It was a pretty intensive four-day event,” says McDonald. “By the time it was time to go, the kids had tears in their eyes—they were so moved by being able to experience what biologists do for a living.”

PEAK also draws on partners for longer-range tasks. The Helena YMCA runs the middle-school program, for instance, and students at nearby Carroll College teach some of PEAK's classes. The college also allowed PEAK to transform old storage space in its football stadium into classrooms.

District buses take kids from 13 elementary and middle schools to the stadium (and to a local high school that's also used for PEAK classes) after school every day. Parents pick up their children between 5 p.m. and 6 p.m.—although many come earlier to help out.

PEAK staff members are “also tapping parents for their own skills to teach,” says Superintendent Messinger. “They say, ‘You're good at quilting? We could use you!’”

The PEAK program “is like one of those dot-to-dot games you used to play as a kid,” says board chair Julie Mitchell. “It connects parents, the school, and the community. The PEAK program provides one more way to connect the dots.”

Partners in city hall

Sacramento START—an enrichment, tutorial, and recreational after-school program for students in Kindergarten through grade six—is the product of a partnership that might surprise anyone who has engaged in, or witnessed, turf battles between a school district and its local municipality. START began in 1996 as a joint effort between the city's Department of Parks and Recreation and six area school districts. It receives funding from the federal, state, city, and county governments, as well as from the individual school districts and from businesses and private individuals.

The city's parks and recreation department handles the business end of START—and of its sister program for middle-school students, PASSage (Parents and Students Strengthening Abilities and Generating Excellence).

The programs are based in schools, with instructors who are screened by the city but usually hired by a school administrator.

The city-district partnership is an outgrowth of joint-use agreements that have gradually developed, building by building and program by program, over the past 25 years. Ralph Pettingell, Sacramento's recreation manager and a city employee for 30 years, says it hasn't always been smooth.

School officials "used to think they should do their own programs," he says. "They used to *tolerate* city programs in their sites, but over the years that's changed a great deal, and we've gotten over that barrier. They [now] see us a resource to help the kids, to improve literacy. ... Once we're at a site, they usually thank us for being there."

When START began, the city spelled out its agreements with participating school districts. Joint-use agreements were written for facilities in both the district and the city, and each program operates under a separate MOU (memorandum of understanding) that lays out such details as what buildings will be used and who pays for what. (See sample MOUs at the end of this report.)



Learning about rhythm and tempo keeps this group of elementary students engaged in the START after-school program in Sacramento.

Both sides make efforts to get along. The city council and the school board occasionally hold joint meetings to discuss after-school programs. They share grants when appropriate and avoid charging each other for the use of facilities.

Still, occasional misunderstandings occur. When START stopped using the Sacramento City Unified School District's food service for snacks, for instance, the district staff refused to accept vendors' deliveries for START, and START staff members found themselves locked out of supply closets that had always been open. According to START program manager Andee Press-Dawson, the district's food service personnel said, "If Sac START isn't going to use us, we're not going to help them."

It was time for a little diplomacy. Press-Dawson talked with the food service manager, explaining that the switch had been made for purely economic reasons. She then scheduled deliveries for after 2 p.m., when START staff members would be there to receive them. The supply closets were unlocked, and peace was restored.

The pay-off for working out differences comes in START’s record of raising reading and math levels of at-risk students. Speaking from experience, Pettingell encourages school districts to “be very open to all the potential partners out there.”



Students investigate the solar system during a science enrichment activity in the Sacramento START program.

Districts make a big mistake, he says, when they see would-be partners as intruders on their territory and insist on assuming the entire burden of educating the next generation themselves. “We should assist any organization that wants to

work with kids and improve their literacy levels,” Pettingell says, “We’re all in this together.”

And more partners usually mean more opportunities for better programs.

5. CONCENTRATE ON QUALITY PROGRAMMING.

Many after-school programs do little more than warehouse children between the hours of 3 p.m. and 6 p.m. Programs generally provide snacks and offer time for homework, but few take advantage of the opportunity to turn recreational activities into intentional learning experiences.

The eight after-school programs in this report are different. They provide snacks and help with homework, to be sure, but they also engage kids’ hearts and minds. Whether it’s teaching them how to build a canoe, make a soufflé, find a square root, or play the tuba, the best after-school programs provide creative ways to present the curriculum and help children discover new things about themselves and the world around them.

From humble beginnings

Some of the best programs started out as child care services. In 1973, for instance, Florida’s School District of Palm Beach County began providing school-age child care—what the district calls SACC—at one elementary school. By the end of the century, every elementary and middle school in the district had SACC programs, enrolling a total of 16,000 children. Although SACC provided a safe place for kids to play and engage with caring adults while they waited for family members, Palm Beach saw the opportunity to do even more.

In recent years, Palm Beach County has been incorporating an academic curriculum developed by Foundations, Inc. into a growing number of SACC programs. “The Foundations curriculum is good stuff,” says Judy Nee, executive director of district partner Kids In New Directions. “It’s literacy-based, yet not reme-

dial or tutorial. It's a very nice way to introduce academics into a nonacademic program without people feeling like they're back in school."

The district uses the Foundations curriculum as part of a program called Champs at about 40 urban SACC sites throughout the district. But adding the academic component to an existing child-care program wasn't easy, according to Nee.

"There was some resistance on the part of the staff and directors of the SACC programs," she says. "They said, 'This is asking too much. Parents aren't going to want this. We exist for care, supervision, and enrichment, and now you're asking us to do something that isn't in our purview.'"

But the school district's efforts have been rewarded with rising test scores among kids who participate in Champs.

Teachers report improvement in the classroom, too.

"Champs kids more frequently raise their hands," says Nee.

"They are participating in class discussions. When a

teacher asks, 'How do you know that?' they say, 'I learned it in Champs.'"



In Palm Beach County, Florida, elementary students listen to a story after school during the Champs program.

Probably the best proof of Champs' success is the fact that suburban parents want the program in their children's schools, too. The district is considering expanding Champs into suburban schools with low scores on the Florida Comprehensive Achievement Tests, according to SACC administrator Ken Hall.

Professionalizing after-school

One of the keys to Champs' success is its recognition of after-school staff members as part of the education profession. All of Palm Beach County's after-school programs have an on-site coordinator, but Champs schools have an additional certified teacher to work with children and paraprofessionals after school.

"You need to hold these programs to certain standards," says Hall, "like ratios of children to staff, credentialing of staff leadership, and ... assessments as to the quality of work that they're doing."

The paraprofessionals working in both Champs and SACC receive regular training and evaluations. "We have developed a career ladder," Hall says, "and we have more and more part-time staff staying with us. We are keeping people longer, which is having tremendous impact on the success of our program."

Growing with kids

In many districts, after-school programs are confined to elementary schools, which pretty much leaves middle school students on their own. Nationwide, just 6 percent of middle-schoolers are in after-school programs, according to the *America After 3 PM* report. For many youngsters, their only after-school programming is on TV.

“There is absolutely no question that this has been successful, [producing teens who] are more connected to school, more connected to each other, and more connected to the community.”

One district that is striving to meet the needs of middle school—and even high school—students is Wisconsin’s Sauk Prairie School District. The rural district’s SOAR (Service Opportunity, Academic Responsibility) program operates in both the high school and the middle school, providing an hour of quiet time to do homework and an hour for activities, such as playing basketball or learning to play the drums. Once a week, teens work on a service-learning project, such as building a canoe to raffle off in support of local environmental projects.

When the community first heard about plans for SOAR, says former Sauk Prairie school board president Leslie McFarlane, some people groaned, “Oh my God, it’s another program.” School officials tried to win the dissenters’ support with some grim facts about unsupervised adolescents.

They pointed to research showing that juvenile crime triples between 3 p.m. and 8 p.m., reaching a peak between 3 p.m. and 4 p.m. In contrast, teens who participate in after-school programs have better grades, develop more interest in the arts and community service, and are less likely to use drugs.

Since SOAR started in 2002, the district has accumulated data showing that most SOAR students turned in homework more regularly, had fewer absences, earned higher grades, and improved their classroom behavior. “There is absolutely no question that this has been successful,” McFarlane says, producing teens who “are more connected to school, more connected to each other, and more connected to the community.”

Community connections

The idea of connecting with the community runs through all of the after-school programs profiled by NSBA. Sycamore’s Tony Stahl says after-school programs have been the ideal vehicles for implementing the district’s motto, “Empowering all children to succeed in their world.”

“We really believe in the idea of being creative and in doing a wide range of activities so that kids get an opportunity to succeed in their world in many ways,” he says. “At the elementary school, you get a bunch of

rakes and walk down the street and rake an older adult's yard. ... At the middle school, [students] go to a nursing home. ... Yes, we have academics, but we are also visiting nursing homes.”

As after-school programs grow, their leaders talk about making more connections with their communities—perhaps offering aerobics lessons, helping adults earn their GEDs, even providing tax help. In some communities, parents can pick up their kids and a 1040 form at the same time.

6. CONNECT WITH PARENTS.

The idea of parent involvement in an after-school program might, on the surface, sound contradictory. After all, isn't the parents' unavailability the very reason their children are enrolled in an after-school program? Nevertheless, the best after-school programs, like the best schools themselves, make a point of working closely with parents to find out what they need and to draw them into activities that contribute to their children's development.

Asking families for help

Most of the NSBA-identified programs began by asking parents what they needed during the after-school hours. Sometimes the district sent home surveys, but often district officials sat down with parents in face-to-face meetings and focus groups. “If you don't involve the people who are your target service group,” says Sauk Prairie's Leslie McFarlane, “you won't know what they need.”

Once the programs are up and running, most districts appoint parents to special advisory councils for after-school programs. While many parents are eager to offer advice on after-school programs (or anything else), others—especially parents of at-risk children—are often reluctant to meet with school officials.

Four out of five of the Covington district's children are labeled at risk, and many of their parents “had terrible experiences in school,” says

board member Owens. “They did not like being in school.” Even when asked for their opinions, many parents were afraid, he says. “Getting parent involvement was very difficult.”

The Covington school board established a parent advisory council that helped the district design “activities where [parents] could have a positive experience in a setting where it wasn't about their child doing something bad or negative,” Owens says.



After-school enrichment activities complement the school day curriculum in Kentucky's Covington Community Schools program.

“We have also made efforts to provide parents with the kinds of information that would be helpful to them about their role in supporting their children’s education,” says Ellen Muse-Lindeman, development director of the district’s Covington Community Center, a community advocacy and resource organization that partners with the Covington schools. Family Math Night, for instance, “combines fun activities with a meal and ... practical tips for parents on how to work with their middle-school children on the kinds of things they are doing in school.”

District officials know there’s more to parent involvement than can be accomplished in one night. “Having parent involvement is not an event,” says Superintendent Moreland. “... Parents will come in and see Johnny perform in a school play, but parent involvement is when parents see that the school district is working toward their interests to bring them back into the educational family. When they see that, it makes them an advocate like no one else.”

Some after-school programs engage parents by holding monthly parent meetings, appointing parents to governing boards, sending out regular newsletters, and even asking parents to help interview prospective staff members. But some of the best contacts with parents are made on the fly, at pick-up time or in the produce section of the grocery store.

Listening to parents

Smart leaders of after-school programs keep their ears—and minds—open during chance meetings with parents. The Chesterfield County program, for instance, started out with the philosophy that students could decide for themselves whether they would do homework after school. The policy changed, says Martha Frickert, because of parents’ reactions. “At the school, at pick-up time, at the bank, at the grocery—*everywhere*—parents were saying they wanted their children to do homework,” she says. “So now it’s mandatory.”

Sacramento’s PASSage also made important changes based on parents’ feedback. When the program for middle school began, for instance, students were required to stay for the full three hours so there would be no skipping out early. This worked fine at first, but after daylight savings time started, students weren’t getting home until well after dark.

District officials didn’t realize this was a problem until parents began calling the district offices, according to Joe L. Hudson, the Sacramento City district’s coordinator of youth services. He says parents complained that the district’s refusal to allow early departures was forcing children to walk through “crime-infested areas in some of the most dangerous neighborhoods in Sacramento,” at a time when it wasn’t safe to be on the streets.

Once district officials understood the problem, they changed the rules to allow early departures from PASSage. Hudson says he learned an important lesson: “If you don’t listen to parents, you don’t know things.”

Attracting parents back to school

Some school districts try to reach more parents by providing more school-based services. Following research that shows the children of educated parents are more likely to be interested in education themselves, the Covington district tries to make adult-education classes more accessible to parents and other adults. The district formed a partnership with three local colleges that offer evening classes in district schools.

Parents who take classes themselves, Superintendent Moreland figures, are more likely to tell their children, “I got a college degree, [so] I want you to do the best you possibly can.”

Some districts have made conscious efforts to include classes in parenting techniques in their after-school programs. Helena’s PEAK program offered a class in Love and Logic, for instance, but only one parent signed up. “There was a definite no-thank-you,” says PEAK director Jane McDonald, and the class was dropped.

Parents are more interested, she’s found, in taking regularly scheduled PEAK classes with their children. McDonald remembers her surprise when the first parent called and said, “This is so cool. Can I take some of these classes?” The district’s attitude—Sure, why not?—has produced regular pairings of parents and their children in offerings that range from golf lessons to studies of Native American culture.

“We just had to listen to the parents,” McDonald says.

And do a little tweaking.

7. EVALUATE AND FINE-TUNE.

Most of the after-school programs profiled by NSBA have been evaluated extensively, sometimes by independent researchers but often by staff, parents and students, and the school district itself.

Positive results are great for public relations and can help build and maintain support among parents, partners, taxpayers, and school district employees. But evaluations that indicate problems can be even more valuable—if the staff makes an effort to understand the problems and do something about them.

When Sauk Prairie’s SOAR program began, for example, teachers identified teens who were engaging in risky behaviors and referred them to the program. A team of outside evaluators reported that students resisted going to SOAR because they saw it as a punishment.

“We stopped requiring [teacher] referrals,” says Mary Ann Marx, the district’s after-school program coordinator. Teachers just told students about SOAR, and they started coming on their own, looking for a place to do homework or meet up with friends.



A teacher in the SOAR after-school program in Sauk Prairie, Wisconsin, talks with a group of middle school students about their service-learning project.

Sometimes outside evaluators encourage districts to loosen up and let students have more fun in after-school programs. “As project director, I felt it would be a stretch to fund a girls’ running club,” says Covington’s Bill Weathers, “because I felt that even if we figured times, averages, etc., of

the runners, this would not be sufficiently enhancing academically. But after talking with an evaluator, I saw that I did not have to be so stringent in my interpretation of this linkage between activities and academics.”

A lot of tweaking goes on, even without the advice of evaluators. Traverse City, for instance, uses student-performance data at individual schools to decide whether a particular after-school program should emphasize tutoring in math or reading.

Similarly, principal Robin Morgan sits down with a curricular team at Chesterfield County’s Bellwood Elementary School every nine weeks to examine how each student is doing. “If we see a lot of children are having trouble with science,” she says, “we might ask the after-school program to plan some fun science activities.”

Analyzing data at the district level can also help determine the focus for after-school programs. “It is ... important to collect data that is pertinent to your district,” says Sauk Prairie’s Mary Ann Marx. “If you say that you are going to lower the number of student dropouts, then create programs that deal specifically with that issue, as well as others, and track the dropout rate over a period of several years.”

Some of the most reliable evaluations, according to Covington’s Col Owens, don’t involve questionnaires or focus groups or university researchers. “If [parents] like the activities, they will come,” he says. “... Ultimately, they will tell you by voting with their feet what works and what doesn’t.”

The board itself is a barometer of what works, says Covington’s Bill Weathers: “As long as you have democratically elected board members—I know they’re mindful of the wishes of their constituents—you also have that layer of information flow and accountability going on.”

Evaluating the financial side

Programming isn’t the only thing that needs careful evaluation and tweaking. The financial end also requires scrutiny, especially in programs that charge fees for service. Palm Beach County’s SACC uses a software program called Kids Care that was designed especially for tracking the finances of after-school programs.

A bar graph “shows how dollars are being spent,” says SACC administrator Ken Hall. “It indicates where all the costs are being tied to the program. You can usually get a very strong indication if something is amiss—if you’re overstaffed or not collecting enough fees—by looking at this and making a determination.”

Since using Kids Care, SACC has been able to reduce the incidents involving misuse of funds from eight or 10 a year to just two or three. “We can deal with [a problem] immediately,” Hall says. “It’s just a matter of staying on top of it.”

8. KEEP MOVING FORWARD.

One of the trickiest subjects in after-school programming is sustainability. In fact, most leaders of the after-school programs studied by NSBA identify it as their biggest concern. If a program runs on a grant, you don’t have to be a bean-counter to wonder what will happen when the grant sunsets.

This situation has already occurred in some districts. When the Sycamore district found its Illinois state funding for an after-school program for middle-schoolers would not keep pace with the growing number of at-risk students, district leaders asked for—and received—support from community organizations and individual philanthropists. These supporters stepped in to sponsor such projects as weekly visits to nursing homes, weekend field trips, and a career-exploration program.

State funding continued for the after-school programs aimed at at-risk children in Sycamore’s elementary schools, but the lesson was clear to board member Riffle. District leaders must “make sure they have a backup plan for when the money runs out,” she says. “The worst thing you can do is offer something to the parents and the kids, and then say, ‘We can’t offer it anymore because the money ran out.’”



Middle school students in Sycamore, Illinois, conduct a hands-on science experiment as part of the Teen REACH after-school program.

By charging fees for participation, Sycamore was able to expand its after-school program in August 2004 to include children who were *not* at risk of failing. “You’ve got parents who can afford it,” says out-of-school time coordinator Tony Stahl, “and they want their kids in a safe place from 3 to 5.”

Between participation fees, community organizations, and philanthropists, the Sycamore district has managed to keep after-school programs afloat and even growing. But what happens in districts where parents are impoverished, community organizations are overburdened, and no philanthropists stand ready to step in?

That was the situation in Covington in 2001 when its 21st Century grant wasn't renewed. "There was a lot of finger-pointing between people in the [school] system and the community," remembers board member Owens. "The board said, 'We're going to continue this,'" and voted unanimously to fund after-school programs while it sought more financial partners.

Community relations director Bill Weathers says there's no overestimating the importance of the board's unanimity and its effect on potential partners. "This is not a board of education that is divided three to two, but is, in fact, unanimous in approving of [after-school programs]," he says. "If Mrs. Smith is the executive director of nonprofit agency ABC and knows that this is an endeavor that the school board unanimously and wholeheartedly supports, then that makes a huge difference in her willingness to come forward and participate."

Superintendent Moreland expects Covington's after-school programs will continue for the foreseeable future. "We always try to maintain the level that we have because it's pretty successful," he says. "It's a function of available dollars whether we expand. ... The will is there; the question is, 'How much money do we have?'"

That familiar question dogs other district leaders as well. They talk about imposing levies for after-school programs, charging (or increasing) fees for participation, hunting down new grants, and asking for more help from community businesses. "Sometimes I think we're a little too shy about begging for money," says Traverse City's Pat Llewallen. In Sauk Prairie, the kids themselves have been raising money for SOAR. They made \$830 by selling Frisbees on Labor Day and charging admission to a haunted house on Halloween.

SOAR students, like researchers and school leaders around the country, understand the importance of lessons learned after 3 p.m. And they know a district doesn't need to spend millions of dollars for a program to be effective.

"People who live in small communities may say, 'Well, we don't have the resources'" for an after-school program, says Chesterfield County's Martha Frickert. "But what they do have access to is their school board, their doctors, maybe someone they sit next to in their community of faith. They don't have layers of people to go through to get to someone. Just start small, and put the pieces in place, and make corrections along the way."

It all begins with a school district's willingness to work with its community to find out what's needed and who can help. Advocates of after-school programs say there's no limit to what a willing district, working with interested partners, can do. "After-school programs are the best-kept secrets for districts," says Palm Beach's Judy Nee. "There's no reason not to do it. ... Do it, grab it, support it."

SAMPLE SCHOOL BOARD POLICIES

EXTENDED SCHOOL/SUPPLEMENTAL EDUCATIONAL SERVICES

(Covington Independent Public Schools, KY)

Plan for Diagnosing: In accordance with applicable federal and state laws or regulations, the Superintendent/designee shall develop a plan for diagnosing and addressing student academic deficiencies. The District shall provide extended school services and supplemental educational services as required by federal or state law.

Extended School Services: The Board shall provide extended school services available in compliance with applicable statutes and administrative regulations.

The District shall provide extended school services available during the summer school program to all eligible students residing in the District regardless of whether they attend District schools.

Supplemental Educational Services: Eligible students shall be provided supplemental educational services as required by federal law.

RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS/OUTSIDE AGENCIES

(Covington Independent Public Schools, KY)

Common Goals: Although the Board has primary responsibility for the management of the public schools, the Board recognizes that other community organizations and other governmental agencies share common goals with the schools. It shall be the policy

of the Board to work cooperatively with other community organizations in matter that promote the well-being of the school and the community as a whole.

Research Requests: Unless required by state or federal law or regulation, prior approval of the Superintendent shall be required for the use of staff time, administration of surveys and other data collection instruments, or the release of data in response to requests by outside agencies. Approval shall be contingent on the Superintendent's determination that the investment of staff time will return significant information to assist the District in future planning.

Once approval is given, the Superintendent shall implement the safeguards necessary to maintain the confidentiality required by law for both staff- and student-related information.

Restrictions: Requests for school groups to participate in the activities of civic groups or candidates for public office shall be submitted to the Assistant to the Superintendent. These requests shall be considered on the basis of the following:

Approving representation which is in the best interests of the District; and Treating individuals and groups in a fair, equitable and non-discriminatory manner.

Such participation may be to honor the position of high public officers or visiting dignitaries but may not be to enhance the public relations of commercial institutions or to further the candidacy of an individual.

SAMPLE MISSION STATEMENT

COMMUNITY EDUCATION

(Helena School District No. 1, MT)

Helena School District No. 1 supports a comprehensive delivery system for community education, serving students of all ages outside the parameters of the regular instructional program. Through utilization of school and community facilities and resources, and with active and cooperative interagency coordination, the District shall strive to contribute to educational, recreational, social, and cultural opportunities. Regular educational programs and community education programs should complement each other as facilities and resources are shared.

JOINT USE OF FACILITIES

(Sauk Prairie School District, WI)

The Board of Education advocates the joint expenditure of District funds and municipal or county funds to provide those facilities from which the entire community, children and adults alike, may derive benefits.

In accordance with this policy, the Board shall, as either opportunity or need arises, and as it is entitled to do so by law, join with each or all of the governing bodies comprising the District, in acquiring, improving, equipping, operating, or maintained such jointly-used facilities as recreational and cultural areas and/or facilities.

MISSION OF THE DISTRICT

(Sauk Prairie School District, WI)

“Learning for life in a positive environment.”

We believe the Sauk Prairie School District should: provide a safe and nurturing environment for all students;

- provide all students opportunities to learn, succeed, and achieve their potential;
- provide a place where self-esteem is nurtured, supported and protected, and individual differences are respected;
- provide an active, student-centered learning environment;
- provide stimulating and challenging curriculum in which students are assessed by various methods;
- provide a supportive structure which enables students to develop responsibility for their learning;
- provide opportunities for life-long learning;
- provide choices for postsecondary options;
- provide support to see that the basic needs of students are met;
- support the extension of learning beyond the classroom;
- foster an open, positive partnership between the schools, parents, and the community as they are each an integral part of the education process;
- prepare students to function and participate in society as responsible citizens.

“Developing responsible adults, shaping the future.”

SAMPLE MEMORANDA OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING WITH PRINCIPAL

(Sacramento City Unified School District, CA)

As Principal of Kit Carson Middle School, I am committed to helping Kit Carson continue and expand quality After School Programs. Kit Carson has developed strong community partnership programs that are offered after school through the PASSage program. Activities including homework assistance and/or tutoring and an enrichment component including recreation and youth development are offered daily to youth after school until 6:00 PM. Students, parents, teachers and staff at Kit Carson strongly support the re-certification of the PASSage After School Program.

I will oversee the After School Program and the Site Coordinator, and keep fully involved with the After School Program's planning and development. I have identified facilities, funding, business and community resources that will continue to support our After School Program. I estimate that in-kind support and direct services totaling approximately \$12,000 annually will be contributed towards the success of the PASSage after school program. Kit Carson is committed to increasing the academic performance of our students and maintaining safe and enriching after school activities for our school's community. The PASSage after school program is a valued component of our school site plan.

MEMORANDUM OF UNDERSTANDING WITH AGENCY

(Sacramento City Unified School District, CA)

This memorandum of understanding (MOU) is between the Sacramento City Unified School District (Hereinafter referred to as the District) and Sacramento Chinese Community Service Center Inc. (Hereinafter referred to as SCCSC). It is expressly understood and agreed to by all parties as follows:

I. Purpose: This MOU establishes an interagency collaboration consisting of the above-mentioned parties whose purpose is to develop, maintain and sustain programs that offer support services in district middle schools during the critical after school hours to improve the quality of life for families, enhance literacy opportunities and improve academic performance and attendance for the students.

II. Description of Collaborative Services: The District and SCCSC will work collaboratively to develop, support, coordinate, and provide academic and enrichment programs and activities at the PASSage After School Programs at Fern Bacon and Will C. Wood Middle Schools. This partnership is designed to provide students avenues to expanded learning opportunities and promote academic achievements of children; assist children and adults from low-income families to achieve challenging State content standards; provide opportunities for parents to actively participate in their child's education, and provide safe, supervised and quality after school care for families and deter, tobacco, alcohol and other drug use.

III. Terms: The terms of this MOU shall commence July 1, 2004 and then extend through June 30, 2005. Terms will be reviewed and modified if needed in December 2004, unless either party gives written notice of termination.

IV. Termination Clause: Either party may terminate this MOU in thirty (30) days upon written notice of intention to terminate the agreement with or without cause.

V. Roles and Responsibilities

District:

1. Provide a consistent contact person regarding this project/partnership
2. Provide grant wide coordination including but not limited to project oversight, management of collaborative partners and processes, budget and grant compliance.
3. Provide space and assist with supervision of students for various projects.
4. Will provide for evaluation and/or survey of projects as required.
5. Recognize SCCSC in all PASSage sponsored events and on brochures, flyers, and promotional material as appropriate.
6. Provide compensation in an amount not to exceed of \$116,669.00 annually prorated based on actual student attendance at 70% of total earnings.

SCCSC:

1. Provide a comprehensive after school enrichment/recreation program to include up

to one hour of homework and tutoring assistance daily from school closure until 6:00 PM.

Program elements shall also include other educational and enrichment/recreational and violence and alcohol tobacco and other drug education and prevention activities.

2. Will work closely with SCHOOL SITES and DISTRICT to keep student enrollment and daily attendance as close too and within the agreed upon parameter as outlined in the Annual Fiscal Attachment. Student days of attendance will be monitored and adjustments made to ensure that the program maximizes all funding reimbursements yet not exceed available funding.
3. Maintain and provide to the district timely attendance and program activities records.
4. Participate in PASSage Collaborative advisory board, staff meetings and other planning meetings to assist in monitoring the implementation of the project and facilitate collaboration.
5. Communicate progress of project/partnership development on a timely and consistent manner to both the District and City of Sacramento
6. Share new partnership opportunities with District
7. Advertise, when possible, project/partnership in newspaper, events, press releases, etc.
8. Provide a site coordinator and sufficient staffing to meet the minimum requirement of the grant to maintain a 20:1 adult/student ratio.
9. Work collaboratively with the City of Sacramento, Department of Parks and Recreation and other outside service provider contracted by the district to provide after school services at school site.

10. Provide annually in-kind support and direct services totaling approximately \$ _____ proportionate to the number of months program services are provided.
11. Invoice the district quarterly for reimbursement of costs.

The school sites shall:

1. Designate a school staff person to work directly with the site coordinator for program planning, staff hiring assistance and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.
3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the Program.
4. Help recruit students into the Program and provide the Program access to participant parents.
5. Help with school site Program evaluation information.
6. Help provide parents/student forums for the Program to obtain feedback on what is working and what new services/program elements needed to be added/modified.
7. Provide space for the program to operate, including office space for the site coordinator, classroom space for classes and activities, and storage space for program supplies/materials.
8. Help coordinate custodial and storage needs of the Program.

VI. Indemnification. SCCSC agrees to indemnify, defend and hold harmless the District, their board of directors, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and attorneys fees arising out of or resulting from the negligence of its members, agents and employees. It is understood that such indemnity shall survive the termination of the agreement.

The District agrees to indemnify, defend and hold harmless SCCSC, its board, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and attorney fees arising out of or resulting from the negligence of its Board of Directors, members, agents and employees. It is understood that such indemnity shall survive the termination of the Agreement.

VII. Amendments. Amendments to the MOU may be consummated with a mutual written agreement from both parties.

MEMORANDUM OF UNDERSTANDING WITH AGENCY

(Traverse City Area Public Schools, MI)

This memorandum of Understanding (hereafter called MOU) made this 14th day of September, 2003 and effective for the 2003-2004 year of the 21st Century Community Learning Center Project in Traverse City Area Public Schools. Boys & Girls Club of Grand Traverse (BGC) and the Traverse City Area Public Schools (TCAPS) agree as follows:

Boys & Girls Clubs of Grand Traverse

- In partnership with the school district, implement after school programs at CLC schools and Saturday Field Trips as outlined in September 18, 2002 Proposal for 21st Century Community Learning Center 2003/2004 from Boys & Girls Clubs of Grand Traverse
- Develop in partnership with the school district, program offerings that: incorporate *Project Learn Educational Enrichment* research-based programs, linked to academic school improvement goals and ensure all students participate in academic activities integrated into the extended day/year program
- Provide staff to plan, implement, deliver academic support and enrichment programs in collaboration with TCAPS staff and other grant partners.
- Ensure all BGC personnel are screened, trained and maintain reliable attendance to provide high quality programs as scheduled for the 2003-2004 school calendar year. (Calendar attached)
- Ensure all BGC personnel who work at CLC sites comply with TCAPS and Day Care Licensing requirements for FIA Clearance, Volunteer Screening, Physical, TB Tests, and First Aid and CPR Certification
- Support project activities—Participate on TCAPS CAN Advisory Council, Evaluation Team, Attend local C.A.N. Meetings, Participate in professional development programs as recommended.
- Work with CLC after school program staff to ensure daily operation of the centers meets quality standards set forth by the National School Age Care Childcare Alliance.

- Comply with all health and safety laws or rules that apply to public schools

Traverse City Area Public Schools

- Identify and enroll students for after school programs and Saturday Field Trips
- Oversee student parental permission, program fees, and communications with the after school program and enrolled families
- Provide orientation training for staff, volunteers, and tutors who work in the after school program
- Provide appropriate project evaluation data (e.g. grades, attendance and discipline records, counselor and teacher reports) ensuring individual students' anonymity
- Assist with the preparation of project evaluations and project quarterly reports
- Provide shared work space within the Community Learning Center Coordinator's office area
- Provide payment on a monthly basis to Boys & Girls Club of Grand Traverse for services and fees agreed upon in TCAPS Independent Contractor Agreement

Boys & Girls Club of Grand Traverse and Traverse City Area Public Schools shall hold all information confidential regarding program participants and shall only release such information with signed parental consent or in cooperation with law enforcement investigations in compliance with local and State laws and statutes.

In witness hereof, the parties hereto have caused this MOU to be executed as of the day and year listed above.

RESOURCES

NATIONAL SCHOOL BOARDS ASSOCIATION

Extended-Day Learning Opportunities Program

www.nsba.org/edlo

CHARLES STEWART MOTT FOUNDATION

www.mott.org

21ST CENTURY COMMUNITY LEARNING CENTERS

U.S. Department of Education

www.ed.gov/programs/21stccle

THE AFTERSCHOOL ALLIANCE

www.afterschoolalliance.org

AFTERSCHOOL INVESTMENTS PROJECT

www.nccic.org/afterschool

COALITION FOR COMMUNITY SCHOOLS

www.communityschools.org

THE FINANCE PROJECT

Out-of-School Time Project

www.financeprojectinfo.org/OST

FOUNDATIONS, INC.

www.foundationsinc.org

HARVARD FAMILY RESEARCH PROJECT

Out-of-School Time Learning and Development Project

www.gse.harvard.edu/hfrp/projects/afterschool/about.html

NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME

www.niost.org

NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING

www.sedl.org/afterschool



Extended-Day Learning Opportunities
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
www.nsba.org/edlo