

Expanding Learning Through School-Community Partnerships in New York State:

Findings and Recommendations of the Statewide Learning Community

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EXECUTIVE SUMMARY

Expanding learning through school-community partnership is an effective strategy in supporting school and student success. Successful models of expanded learning include community schools, expanded learning time, school-based afterschool and summer programs, and education-focused collective impact initiatives. As New York State and the Federal government increase their investments in these models and more schools turn to partnerships that leverage community resources and expertise with strong teaching and learning practices in our public schools, it is crucial that policymakers re-examine state policies and funding strategies to ensure that these opportunities are structured to succeed.

Partnerships between schools and community partners have been shown to increase students' academic achievement and school engagement in all schools, not just those which are labeled "struggling."¹ They combine strong school practices with complementary hands-on activities and enrichments provided by community-based organizations, and are designed to meet the needs of children, both academic and non-academic. In New York, these programs have been shown to reduce chronic absenteeism, increase attendance, increase grade point average, reduce summer learning loss, and increase state test scores.² These benefits are demonstrated when programs are high-quality and sustainable, affording youth the opportunity to participate regularly over an extended period of time.

This paper is intended to provide a set of recommendations to guide state policymakers and agencies, school districts, schools, and community-based partners in their efforts to support high-quality partnerships for expanded learning. These action steps are based on the work of a statewide learning community on expanding learning through school-community partnerships and address the following areas supported by the findings and barriers described below: partnerships, statewide and multi-agency coordination, funding, school and district coordination, transportation, and rural schools.

¹ Coalition for Community Schools, Institute for Educational Leadership, Inc., (2013). Community Schools Results. Retrieved from: <http://www.communityschools.org/assets/1/AssetManager/Community%20School%20Results%202013.pdf>

² Shane J. Lopez and V. Calderon, (2011). "Gallup Student Poll: Measuring and Promoting, What Is Right with Students," Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health, and Society: 117–34.; National Association of State Boards of Education, (2015). A State of Engagement: NASBE Study Group on Student Engagement. Retrieved from http://www.nasbe.org/wp-content/uploads/StudentEngagement-StudyGroupReport_March-2015_FINAL.pdf; ExpandED Schools, (2014). Time to Grow: Year Two Report on ExpandED Schools. Retrieved from <http://expandedschools.org/sites/default/files/Time%20to%20Grow%20-%20Year%20Two%20Report%20on%20ExpandED%20Schools.pdf>; United Way of Greater Rochester, (2013). United Way of Greater Rochester After-School Program Evaluation: Year Two Results. Retrieved from <http://www.uwrochester.org/pdf/AfterSchoolEvaluationExecutiveSummary2011-201210-25draftwithtable.docx>; RAND, (2014). Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Student's Learning Opportunities and Outcomes. Retrieved from <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Documents/Ready-for-Fall.pdf>

KEY FINDINGS:

- Schools across the state are finding success in expanding learning through school-community partnerships.
- Partnerships help leverage community resources and strong school practices to support student success.
- Different models or strategies for expanding learning are similar in practice. Nationally, 90% of community schools incorporate afterschool or expanded learning time, and the number is likely higher in New York.³ Some expanded learning time schools and afterschool programs have begun integrating additional services, including medical, dental, mental health, social services, and adult education, that are typical components of a community schools strategy.
- Quality of the program and the partnership is crucial to create positive outcomes.
- The role of a dedicated director in coordinating the partnership(s) is crucial to the success of the program, regardless of the model chosen.

KEY BARRIERS:

- True partnerships take time to develop and current policies and structures do not allow adequate time for planning.
- Technical assistance, which leverages knowledge in the field and support resources across many programs, is not available to all programs or aligned across all modalities of expanded learning.
- These models and strategies span the purview of multiple agencies and lead to conflicting and/or duplicative regulatory requirements that must be resolved at the state level.
- There is not adequate funding to support the expanded learning opportunities in demand throughout the state, and those that are currently funded are not all sustainable.
- The competitive grant process creates barriers to successful implementation and to sustainability.
- There remains confusion around allowable data sharing between schools and community partners, often leaving community partners without access to data they need to determine outcomes.
- Transportation remains a critical element of expanding learning, and costs can be a serious barrier.
- Rural communities are more challenged due to fewer potential partners and difficulty attracting and retaining staff in the director role.

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³ Coalition for Community Schools, Institute for Educational Leadership, Inc., (2013). The Growing Convergence of Community Schools and Expanded Learning Opportunities. Retrieved from http://www.communityschools.org/assets/1/AssetManager/ELOReport_TheGrowingConvergenceofCommunitySchoolsandExpandedLearningOpportunities.pdf

RECOMMENDATIONS

PROMOTING STRONG PARTNERSHIPS

1. State funding for expanded learning opportunities operating within a school should require the involvement of relevant and available partners.
2. The State Education Department (SED) and the Office of Children and Family Services (OCFS) should demonstrate their commitment to partnerships in funding used for expanded learning opportunities in a policy statement so that schools and school districts have sufficient time prior to any future grant competitions and changes to reporting requirements to explore potential partners in their community and build a relationship with the lead partner that is best able to collaborate with the school to meet the needs of the students.
3. SED and OCFS should provide guidance around the stages and development of integrated partnerships and expectations for outcomes. The time and effort required to move through these stages should be recognized in future funding decisions and in the assessment of impact of the expanded learning model over time.
4. When stable, high-quality school-community partnerships have been established, every effort should be made to sustain them.

COORDINATING STATEWIDE AND MULTI-AGENCY PRACTICE

5. The Governor should create a planning council to plan jointly for roll-out and support of additional expanded learning opportunities, particularly in light of the inclusion of expanded learning through school-community partnerships in the transformation grants for persistently struggling schools.
6. At minimum, the state should establish four regional technical assistance centers throughout the state to provide coaching, best-practices examples, research, resources, and networking for all schools or districts implementing expanded learning models, regardless of funding sources.

FUNDING EXPANDING LEARNING THROUGH SCHOOL-COMMUNITY PARTNERSHIPS

7. The state should provide adequate, stable funding so that any school, school district, or BOCES that wishes to expand learning for its students has access to enough per-student funding to support those students that will participate in the program, or to support all students if a whole school model is chosen.
8. While the state builds capacity to fund expanded learning programs on a large scale, policymakers and state agencies should begin building capacity of schools, school districts, BOCES, and potential partners through updates to processes and procedures that currently inhibit high-quality implementation.

COLLECTING AND SHARING DATA

9. Schools, school districts, and BOCES considering adding an afterschool or summer enrichment program, extending the day or year, and/or adopting a community schools strategy should clearly articulate why they are pursuing that change, and outline the benefits they expect for students, families, teachers, and the entire school community.
10. The school district, school, and the lead partner should jointly develop an MOU that clearly articulates (a) what goals and outcomes they expect their partnership to have for students, families, teachers, and the entire school community (b) on what timeline, (c) how each outcome will be measured, (d) what other data will be collected on the program and for each program participant, consistent with FERPA, and (e) the roles and responsibilities of each partner.
11. SED, OCFS, and, as relevant, school district, youth bureau, and local social services district leaders, should support streamlined data collection for expanded learning partnerships.
12. Outcomes data from expanded learning partnerships should be used by the partnerships, state agencies, and policy-makers to identify and promote best-practices in order to improve programs, partnerships, and relevant state laws, regulations, and funding processes to reflect lessons learned from the data

SUPPORTING PURPOSEFUL SCHOOL AND DISTRICT COORDINATION

13. The state should fund a site-based director for each school interested in implementing an expanding learning model and plan for at least an additional \$60,000 - \$100,000 per school each year to support the activities and resources identified by the district, principal, director, and leadership team as needed to meet the needs of the students.
14. SED should investigate the development of an educational pipeline for directors through higher education institutions.
15. The state should fund technical assistance for partnerships, including training courses for directors throughout the state. The minimum four technical assistance centers (see Statewide & Multi-Agency Coordination) should have a strong focus on training and supporting directors.

FACILITATING TRANSPORTATION SERVICES

16. Funding for expanded learning opportunities should cover any additional transportation costs that will be incurred due to implementation of the chosen model on top of funds for programming. Funding for transportation must include consideration of adequate services to safely and efficiently get students home, a major challenge for rural districts and for schools in high-crime areas.
17. Include transportation managers in planning conversations around expanded learning opportunities. When state programs include required planning partners, as in the Community Engagement Teams for struggling schools, transportation managers should be included.
18. In areas where public transportation is available, provide students who are otherwise ineligible for school transportation but are able to take public transportation home themselves with transportation passes that function during the hours they need them.

ENSURING EQUITY IN RURAL SCHOOLS

19. In rural districts where traditional community partners are unavailable, the state should encourage partnerships with county services, hospitals, community colleges, BOCES, or other schools. Allowances should be made for schools without access to any partners.
20. In rural districts, the state should allow directors to work with multiple sites if the district can show that a dedicated director at each site is not possible.
21. Policymakers and state agencies should evaluate funding for rural schools, including eliminating barriers to rural schools in applying for competitive grants, to ensure equitability and the ability of these schools to sustainably expand learning through school-community partnerships as desired.

INTRODUCTION

New York State has long been a leader in the field of expanding learning through school-community partnerships, including strategies such as community schools, expanded learning time, school-based afterschool and summer programs, and education-focused collective impact initiatives. A growing body of research demonstrates the value of these opportunities for youth success, so it is not surprising that new funding and new programs are being proposed and implemented across the state. At such a time, it is crucial to examine these strategies and the state's current system of support to act on identified opportunities to strengthen and build on synergies.

The state and several school districts are planning for major increases in school-community partnerships over the next few years—particularly in relation to the state's new receivership approach to struggling and persistently struggling schools and New York City's approach to renewal schools, both of which incorporate community schools as a recommended strategy. It is important to note, however, that these approaches can provide benefits to all schools and students, and should therefore not simply be associated as a turnaround strategy for struggling schools.

Education and expanded learning experts from across the state have come together for the last year and a half to explore New York's experience with expanding learning through school-community partnerships to date. This paper provides recommendations for effective planning and implementation of these strategies based on what was heard from principals, superintendents, program directors, researchers, and other experts about the needs and opportunities in the field.

School-community partnerships across the state and country that focus on expanding learning for students have increased students' academic achievement and increased their engagement in school.⁴ By making use of additional resources and supports in the community, these partnerships can better meet the needs of their students and families. The collaboration it takes to successfully create any of these expanded learning opportunities improves both the school and the community partner's ability to offer their students support for their complete academic, social-emotional, physical, and civic development. When schools and the community are able to work together to leverage all available resources, students benefit.

The learning community brought together expert practitioners from across the state to provide insight into how expanding learning through school-community partnerships works on the ground. Representing urban and rural districts, a variety of approaches, and decades of experience, school leaders such as:

- The principal of Rochester's School No. 29, a leader in the TIME Collaborative's expanded learning time project;
- The director of Hudson City School District's school-based afterschool program, which serves a rural and urban K-12 population and has become a defining feature of the school district;
- The former principal of Fannie Lou Hamer Freedom High School in New York City, a school with almost 20 years of experience operating as a high-quality community school; and
- The superintendent of Watkins Glen Central School District, a rural district that has managed to provide a high-quality afterschool program while winning, losing, and winning again highly-competitive federal afterschool funding and is now implementing the community schools approach

joined statewide education associations and statewide organizations representing community partners and local agencies and associations to identify opportunities and challenges for school-community partnerships. A full list of participating organizations can be found in Appendix A.⁵ Presentations from subject matter experts and thought leaders helped expand the group's perspective. The following recommendations were vetted and synthesized from the experiences and expertise of all of these stakeholders.

Given the influx of new expanded learning opportunities in New York, it is crucial that the state take an active role in cross-coordination amongst agencies and in both increasing and streamlining funding in order to set these partnerships up for success. The following recommendations should be considered by policymakers, state agencies, and interested local districts as more schools seek to partner with local community-based organizations to expand their students' learning time and deepen the opportunities provided for their students.

⁴ See notes 1 and 2.

⁵ Participation in this learning community does not reflect endorsement of all of the included recommendations.

DEFINING SCHOOL-COMMUNITY PARTNERSHIPS FOR EXPANDING LEARNING IN NEW YORK STATE

THE VALUE OF PARTNERSHIPS IN EXPANDING LEARNING

Preparing youth to succeed in college, career, and life is an immense task that schools should not be asked to complete on their own. Families, non-profit organizations, cultural institutions, and the rest of the community are crucial partners to schools in helping every youth reach their full potential. Expanding learning through school-community partnerships is a key strategy for connecting these supports with youth and with the school. Community organizations are able to bring essential resources and expertise to schools, resources that could take the form of long-standing family relationships, teaching artists, culturally-competent educators, health and social services connections, or many other kinds of expertise as needed by a particular school or community. Schools and districts must be supported in effectively leveraging these resources and talents to enhance their learning day through comprehensive and well-planned programs that offer youth enrichments, experiences, and services that they do not receive in a traditional school day. Likewise, schools bring valuable teaching and learning techniques that enhance the effectiveness and impact of supports provided by these partners.

School leaders pursue these approaches because they meet pressing needs facing their students and staffs. Principals feel torn between the pressures of accountability systems that prioritize English language arts and math scores and their knowledge that their students' future career prospects may be most improved by engagement in hands-on STEM activities. Moreover, teachers struggle to fit an exercise break into a tightly-packed schedule because they know the lack of movement is making it hard for students to focus—and may be putting them at risk for developing diabetes and obesity. Students become frustrated when dreaming about their future as adults because they know it is not going to be like sitting in a classroom all day, but they lack the mentors to help them connect their classes to their dreams. English language learners wish they had more time to practice speaking with their friends. The student who always feels behind at the back of the class wishes he had a chance to shine in an art or music club. Many of the challenges facing schools in times of increasingly tight budgets and high accountability are easier to tackle with more resources and more time, which is why so many schools have invested time and money to expand learning through a school-community partnership. Furthermore, a study of community schools found that districts leveraged three dollars from their partners for every one dollar they apportioned, boosting the benefit of the partnership.⁶

While school learning and separate programs and services may be effective in isolation, an aligned focus and collaborative approach can compound positive results. Schools, school districts, and BOCES can benefit by looking to many different types of partners when offering expanded learning opportunities. For example, they may consider community-based organizations, faith-based organizations, youth bureaus, early care and learning institutions, museums, science centers, arts organizations, libraries, community centers, cooperative extensions, higher education institutions, and recreation centers as potential partners. While school districts in rural areas may have fewer options than in more densely populated areas, many have found success through creative collaborations.

Rather than solely focusing on partners that can provide programming, there is also a benefit to bringing in a range of partners to support the entirety of the program. This can include philanthropic organizations that may provide additional funding or resources; businesses that may also provide funding, resources, mentorship opportunities, and program volunteers; or higher education institutions that can offer student volunteers, staff professional development, facilities, and college readiness activities; as well as other entities that can provide expertise and experiences for students. In many cases, the school, school district, or BOCES selects a lead community partner who will organize other community partners to bring in specific contributions. In taking that role, the lead community partner alleviates some of the burden on school leaders while increasing the resources available to the school. This role is considered a core element of the community schools strategy.

⁶ Coalition for Community Schools, (2010). Financing Community Schools: Leveraging Resources to Support Student Success. Retrieved from: <http://www.communityschools.org/assets/1/AssetManager/finance-paper.pdf>

Expanding learning through school-community partnerships creates the kind of learning opportunities that should be available to all students.

Schools are implementing these programs across the state, and it is crucial to emphasize the value of expanding learning through school-community partnerships for rural schools and districts as well as urban ones. Students in rural areas may have an even greater lack of access to enrichment activities, career exploration, and social-emotional development supports than children in high-poverty urban areas because the distances to reach services are so great. A school should not have to be deemed a “persistently struggling” school to receive funding to develop these programs. Rather, the state will reap greater benefits by providing pro-active assistance to afford schools with the opportunities that will allow them to succeed before they are ever deemed struggling. Expanding learning through school-community partnerships creates the kind of learning opportunities that should be available to all students.

MODELS FOR EXPANDING LEARNING

There are a variety of strategies for strong school-community partnerships that have been developed over the years. Different approaches fit the needs and resources of different communities and schools.

Afterschool and summer enrichment programs (e.g. 3pm – 6pm or 8am – 5pm for summer) provide additional time for learning and enrichment activities and typically also focus on supporting students’ social-emotional development. Programs are typically operated by a community partner in a school building or a nearby community center or by the school in conjunction with one or more community partners. Attendance is usually voluntary.

Expanded learning time (e.g. 8am – 5pm) approaches lengthen the school day and/or year for all students in a grade or school and use that additional time for more enrichment activities as well as more academics. Community partners typically work closely with the school to provide both staff and activities to fill at least part of that additional time and ensure there is an enrichment component. The community partners serve as part of the leadership team and work to support the school and district’s educational vision. Schedules vary by school, with community partners providing activities throughout the day in some cases or concentrated at the end of the day in others.

Community schools strategies provide multiple integrated services children and their families might need—including health and dental care, afterschool and summer programs, mental health care and counseling, adult education, and social services—throughout the school. A non-profit organization coordinates these services, including those provided by other organizations, and is deeply embedded in the leadership team and decision-making process. 90 percent of community schools include afterschool or expanded learning time to create a day that extends from 8am to 6pm.⁷

Collective impact strategies typically work at the community-wide level to identify and track progress toward meeting community-selected goals for youth outcomes and to coordinate additional resources that will work with schools to meet those goals. These strategies examine multiple impacts on youth and provide a framework for planning for or adjusting current expanded learning opportunities through school-community partnerships.

⁷ Coalition for Community Schools, Institute for Educational Leadership, Inc., (2013). The Growing Convergence of Community Schools and Expanded Learning Opportunities. Retrieved from http://www.communityschools.org/assets/1/AssetManager/ELOReport_TheGrowingConvergenceofCommunitySchoolsandExpandedLearningOpportunities.pdf

This paper will reference research and examples related to each of these approaches and refer to them collectively as **expanding learning through school-community partnerships**. While there are important dissimilarities, these partnership approaches are linked by their commitment to (1) leveraging community resources in schools; (2) adding learning time; (3) considering the developmental needs of the whole child, including appropriate social-emotional skills, healthy physical activity and eating habits, civic engagement, constructive self-expression, development of personal ambitions, and elimination of barriers to achievement related to unmet non-academic needs; (4) ensuring all children have the opportunity to explore enrichments, such as the arts, sports, community service, STEM, and other areas of knowledge that may or may not be available during the traditional school day; and (5) engaging students and families.

BENEFITS OF EXPANDING LEARNING THROUGH SCHOOL-COMMUNITY PARTNERSHIPS

Community partners often have a long track record of working in communities that is distinct from the work of the school system and can therefore engage families and community members differently than the school can. Some provide afterschool programming as part of a larger support system for all community members and are able to refer youth and families to other social services. Some provide care for infants and toddlers or Pre-Kindergarten and create early connections with youth and families that are maintained throughout a child's development. Others can leverage professionals in high demand fields to teach workshops and mentor students. Many make a point of hiring from the communities they serve and training for cultural competency, making positive role models available for youth and leading to stronger relationships with parents. These structures and services not only offer programming until the hours when parents are able to pick up their children and therefore have a chance to interact with the program, but also position community partners to engage families and build community.

Partnerships also lead to increased student engagement. A 2013 poll by Gallup found that 45 percent of students in 5th through 12th grades are not engaged in school.⁸ A report by the National Association of State Boards of Education (NASBE), *A State of Engagement*, recommends five policy actions, including "collaboration between schools, parents and community stakeholders to address students' comprehensive needs."⁹ High-quality community partners focus their programs on engaging students through inquiry-based learning and hands-on problem solving. They offer academic enrichments in English language arts, math, STEM, civics, and social services, and other needed activities in arts, music, and physical fitness that widen students' worldview, inspire them to engage in school, and create dreams for their futures.

Research has shown that participation in high-quality expanded learning programs can lead to increased attendance, effort, enjoyment, and persistence in school. School-community partnerships can deliver real results for their students, and the stronger the partnership, the bigger the difference can be.

Research has shown that participation in high-quality expanded learning programs can lead to increased attendance, effort, enjoyment, and persistence in school.

⁸ National Association of State Boards of Education, (2015). *A State of Engagement: NASBE Study Group on Student Engagement*. Retrieved from http://www.nasbe.org/wp-content/uploads/StudentEngagementStudyGroupReport_March-2015_FINAL.pdf

⁹ ExpandedED Schools, (2014). *Time to Grow: Year Two Report on ExpandedED Schools*. Retrieved from <http://expandedschools.org/sites/default/files/Time%20to%20Grow%20-%20Year%20Two%20Report%20on%20ExpandED%20Schools.pdf>

The benefits offered by expanded learning opportunities in New York have been shown to translate to increases in student engagement and achievement. Expanded learning time schools supported by ExpandedED Schools in New York City reduced chronic absenteeism and increased the percentage of youth considered “super-attendees” for attending 96% or more school days.¹⁰ Youth who participated in afterschool programs funded by the United Way of Greater Rochester attended an average of 4 days more of school than their peers and earned GPAs 0.9 higher than their peers.¹¹ A study of voluntary summer learning programs, including Rochester Summer Scholars, found that the programs increased fourth grade students’ math achievement by nearly 20 percent of what they typically would gain during a school year.¹² Likewise, a 2009 study comparing Children’s Aid Society (CAS) community schools to other New York City schools found that CAS schools’ students significantly outperformed other students on their state math tests.¹³ These models have proven effectiveness across modalities.

THE IMPORTANCE OF QUALITY PROGRAMS AND PARTNERSHIPS

Adding time and resources are not sufficient in and of themselves. The time must be well-deployed, the resources relevant to student and family needs, and the school and community leadership united in their focus on improving students’ outcomes across multiple developmental areas. Research on expanded learning and school-community partnerships consistently finds that quality matters.

There are multiple tools and metrics for monitoring and measuring quality in the different models for expanding learning through school-community partnerships. While they differ around the edges, there is a reasonable amount of consensus that:

- the additional time and resources must be well-planned and have explicit goals for the skills they are designed to foster;
- staff must be well-trained in both supporting positive development and activity planning;
- activities must be hands-on, allow youth to experience new things, and provide ample time to practice new skills;
- programming must include opportunities for youth to provide input and develop their leadership skills;
- staff must engage families and get them connected to the school and invested in their child’s education;
- support strategies must be integrated with strong school day teaching and learning; and
- the program must include a continuous quality improvement process that incorporates data on multiple student outcomes.

Research on afterschool programs, for instance, has found that programs that used these evidence-based practices produced statistically significant and substantial improvements in student outcomes in behavior, engagement with school, and test scores.¹⁴

Furthermore, the influence of expanded learning approaches on a child is affected by the extent of his or her exposure to the program. Research has shown that the greatest effects are for those children who attend a high-quality program regularly over a period of years. Longitudinal research from Deborah Lowe Vandell at the University of California, Irvine, has shown that consistent participation in a high-quality afterschool program over several years can help close the achievement gap between children from low-income families and children from high-income families in mathematics.¹⁵ Stable and predictable funding for these programs and strategies is thus key to maximizing their impact.

¹⁰ United Way of Greater Rochester, (2013). United Way of Greater Rochester After-School Program Evaluation: Year Two Results. Retrieved from <http://www.uwrochester.org/pdf/AfterSchoolEvaluationExecutiveSummary2011-201210-25draftwithtable.docx>

¹¹ RAND, (2014). Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Student’s Learning Opportunities and Outcomes. Retrieved from <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Documents/Ready-for-Fall.pdf>

¹³ Coalition for Community Schools, (2009). Community Schools Research Brief 09. Retrieved from <http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf>

¹⁴ Joseph A. Durlak and Roger P. Weissberg, (2013). Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective. Retrieved from <http://expandinglearning.org/expandingminds/article/afterschool-programs-follow-evidence-based-practices-promote-social-and->

¹⁵ Deborah Lowe Vandell, (2013). Afterschool Programs Close Achievement Gaps. Retrieved from <http://expandinglearning.org/research/vandell/>.

The quality of the partnership between the school and the lead partner also reflects on outcomes. A longitudinal research study conducted by Tracy Bennett at THINK Together has shown that the alignment within a partnership matters.¹⁶ Bennett studied various school-community partnerships and compared program outcomes to an alignment survey asking about communication, academic resources, and partnership. Each partner took surveys with the other partner, and as long as the answers aligned—they each picked high or each picked low for a given indicator—positive student outcomes were seen in math and English language arts. For those partnerships where misalignment occurred—one partner rated indicators differently than the other—positive outcomes were not seen. To improve outcomes, it is sufficient that everyone is on the same page about the partnerships' strengths and weaknesses, even if the weaknesses still need work. To help our students succeed, working together well matters.

As with any other educational endeavor, translating research into practice in expanding learning requires structured support for programs. Without technical assistance, programs too often waste time reinventing the wheel because they are unaware of the existing resources and evidence base. High-quality expanded learning typically looks different from the traditional school day, and school leaders often seek guidance on how to best leverage those differences for improving school outcomes. Community educators, conversely, often want to know more about what is happening during the school day and how they can best support learning standards. Several tools are available, including ASW:NYSAN's Program Quality Self-Assessment Tool (QSA) and The National Center for Community Schools' Building Community Schools: A Guide for Action, to assist program leaders from schools and community-based organizations in identifying which components of a high-quality program they have achieved and where and how to make improvements in their areas of need. Technical assistance providers—including here in New York AfterSchool Works! NY: the New York State AfterSchool Network, ExpandedED Schools, the National Center for Community Schools, the National Center on Time and Learning, and the Partnership for After School Education—offer the support programs need by guiding them to research and resources, arranging professional development opportunities, and providing targeted coaching and support. Technical assistance centers based on these models would provide the opportunity to leverage a set of resources and expertise over a large number of programs across the state.

RECOMMENDATIONS

PROMOTING STRONG PARTNERSHIPS

Instead of remaining distinct entities offering distinct services with little or no communication between them, there is great value to schools and the community-based organizations in their neighborhood or using their building coming together to develop and enhance cohesive systems of support for students and families. Small steps to share information and resources can have large impacts going forward. As with other aspects of expanded learning programs, quality is crucial.

A school-community partnership can take many forms, depending on the needs and expertise of each partner and the engagement of families and communities. All partners bring unique strengths and experiences to the collaboration, and the expanded learning program should draw on the collective knowledge of the team to design the best program for the school and community.

Strong partnerships occur on both the school and district levels, and strong communication and planning is required to create successful programs. While this can take multiple forms, many advanced communities have found success in implementing a collaborative, district-wide leadership structure. This group is often responsible for activities such as creating a shared vision, developing a common policy framework, and aligning resources. Representatives of the group may come from public agencies and local government, foundations, businesses, unions, school districts, school boards, higher education, nonprofit organizations, students and families, and community and faith-based organizations.¹⁷ If such a group is not yet in place, the school district and school boards may take on these responsibilities while working towards a collaborative structure. In many cases, the school district's transportation supervisor must be a key participant to ensure access to transportation home after an expanded day.

¹⁶ Tracy Bennett, (2013). Examining the Alignment Afterschool and the Impact on Academic Achievement. Retrieved from http://www.thinktogether.org/wp-content/uploads/2013/07/Alignment_Handout_Discussion_JUNE2013.pdf

¹⁷ Center for American Progress, (2012). Achieving Results Through Community School Partnerships: How District and Community Leaders are Building Effective, Sustainable Relationships. Retrieved from: <https://www.americanprogress.org/issues/education/report/2012/01/18/10987/achieving-results-through-community-school-partnerships/>



High-quality partnerships and programs are not typically developed in the month or two given to write the average grant proposal. Instead, they must be encouraged to develop based on the needs of the community and to grow over a period of months and years as the district, school, and the community organization work together to serve their students.

Similarly, at each school, the partnership must include active collaboration from the school's principal, teachers, staff, the program's director, and staff from the community-based organization. Families and community members should also be engaged. This leadership team is often responsible for planning, implementation, and continuous improvement of the program.

There are many stages of partnerships, but advanced partnerships include the school district, school, and the lead community partner in all aspects of planning the expanded learning opportunity. These types of partnerships require a great deal of mutual understanding of goals, value exchanges, and trust, and can take time to develop. In selecting partners, schools and districts must be aware of the need for clear and consistent communication, sharing of academic resources and student data, and partnership in planning and implementation, and they should select partners that mutually feel they can work together. There are many tools available that can be used to assess and grow partnerships, and the recommendations below stress the need to support schools and community-based organizations in developing strong partnerships. High-quality partnerships and programs are not typically developed in the month or two given to write the average grant proposal. Instead, they must be encouraged to develop based on the needs of the community and to grow over a period of months and years as the district, school, and the community organization work together to serve their students.

Research finds that high-quality partnerships create positive outcomes for youth, and school and community leaders throughout New York have developed substantial expertise in building and maintaining high-quality partnerships over many years. Building on this expertise, state agencies and policymakers should take the following actions:

1. State funding for expanded learning opportunities operating within a school should require the involvement of relevant and available partners.
 - a. Future requests for proposals (RFPs) for existing funding streams, including Extended School Day/School Violence Prevention and the Extended Learning Time and Community Schools Grants Initiatives, should be updated to require partnerships, including a lead community partner in the application for each school. Eligible partners may include community-based organizations, faith-based organizations, cooperative extensions, libraries, businesses, higher education institutions, other schools, or BOCES. An isolated school or school district should be able to seek a waiver if they show they do not have access to appropriate partners.
 - b. Planning and reporting requirements for federal and state education funds used for expanded learning—including Title I, School Improvement Grants, School Innovation Funds, and Contracts for Excellence—should strongly encourage involvement of partners. Reporting on all state and federally-funded expanded learning opportunities should include information on the lead partner and their involvement in planning and implementing of the model.
 - c. State funding for any expanded learning opportunities should allow the lead applicant and fiscal conduit to be the school, school district or BOCES, or the lead partner, as New York’s 21st Century Community Learning Centers grant process is currently structured.
2. The State Education Department (SED) and the Office of Children and Family Services (OCFS) should demonstrate their commitment to partnerships in funding used for expanded learning opportunities in a policy statement so that schools and school districts have sufficient time prior to any future grant competitions and changes to reporting requirements to explore potential partners in their community and build a relationship with the lead partner that is best able to collaborate with the school to meet the needs of the students.
 - a. Schools, school districts, or BOCES should vet lead partners in terms of their ability to support the goals of the expanded learning model, meet the needs of the school and students, and build capacity of the partnership to meet shared goals.
 - b. Schools, school districts, or BOCES should assess the quality of potential partners on any available data, references, and use of evidence-based practices.
 - c. Once the lead partner has been identified, that lead partner should be part of the school leadership team and district-wide leadership group, and be involved in all future planning and implementation decisions related to the expanded learning strategy. This allows for alignment of additional activities with the school’s curriculum.
3. SED and OCFS should provide guidance around the stages and development of integrated partnerships and expectations for outcomes. The time and effort required to move through these stages should be recognized in future funding decisions and in the assessment of impact of the expanded learning model over time.
 - a. To facilitate growth of these partnerships and allow for measureable outcomes, SED and OCFS should provide a sample memorandum of understanding (MOU) that schools, school districts, or BOCES may use with their partners in the beginning of their partnerships. The MOU should include definition of goals and deliverables, and should define a mechanism for data sharing between the school and the lead partner.
 - b. Partnerships in the initial stage of development should engage in a structured and explicit value exchange to be clear about roles, expectations, what each partner is getting out of the

collaboration, and how the partners will be responsible to each other. While some partnerships may stay at this stage, partners should be encouraged to develop to the next stage if the capacity of both partners permits.

c. Partnerships in the next stage of development should utilize partnership assessment tools, such as the EnCompass' Partnership Rating Form, ExpandedED Schools' Partnership Planning Tool, the National Center for Community Schools' Partnership Assessment Form, and/or the National Center on Time and Learning's Framework for Assessing School-Community Partnerships, to identify areas of strength and need in the partnership and create and implement an improvement plan based on results. Implementation of this plan and re-assessment using the partnership tools should be an ongoing process continued into all future stages of partnership.

d. Fully-formed partnerships should be able to demonstrate results based on their agreed upon goals and deliverables.

e. Partnerships should have a continuous quality improvement plan in place to ensure ongoing communications and alignment.

f. State funding applications, reporting requirements, and accountability measures should directly address the stages of partnership development and should both (a) allow for all stages of partnerships to pursue funding in order to encourage innovation and (b) prioritize deepening of partnerships through guidance and technical assistance.

4. When stable, high-quality school-community partnerships have been established, every effort should be made to sustain them.
 - a. Funding for expanded learning should be increased so that New York can continue to fund existing high-quality partnerships while supporting the development of new partnerships in high needs schools.
 - b. After the statewide data system (see Collecting and Sharing Data) is fully operational for at least two years and the data is found to be reliable, past performance of a partnership, with attention to the stage of the partnership, should be considered for future grant awards.

COORDINATING STATEWIDE AND MULTI-AGENCY PRACTICE

The many school-community partnership models that have been operating in the state and across the country for years have allowed for the development of a substantial knowledge base and set of best-practices. As the state looks to grow the number of schools utilizing these expanded learning models to increase student success, these best-practices should be shared with partnerships to allow for high-quality implementation in an efficient way. This is particularly crucial as the state puts more emphasis on expanding learning through school-community partnerships as a strategy to turn around struggling schools. It is essential to involve statewide experts in planning for successful implementations that consider the available resources and the needs in particularly diverse communities across the state. Given the fiscal challenges facing many districts, as well as the challenges facing students as college and career ready standards have been rolled out, policymakers and state agencies must fully leverage the current opportunity to implement new programs in a high-quality manner through thoughtful and strategic planning.

Schools and districts should not be asked to implement these models alone—and indeed cannot do so if the programs are going to achieve the levels of quality that have been shown to have the greatest impact on student outcomes. The state needs a coordinated statewide approach that builds on existing expertise within state agencies, non-profits, and school districts to set policies that support school-community partnerships. Such expertise also needs to be made directly available to schools, school districts, and community partners implementing programs through technical assistance centers.

School-community partnerships to expand learning frequently involve both education and family services funds and oversight. Many times, particularly with the community schools strategy, these partnerships span the purview of even more agencies, including those involved with education, family services, health, mental health, probation, detention, workforce investments, child welfare, and higher education. Successful implementation of expanded learning in schools with an array of partnerships and agencies with oversight may require interagency collaboration at the state and local levels to ensure clear regulations are set forth and partnerships are able to efficiently meet the needs of students and families.

Duplicative regulations and complications often occur when expanded learning programs take place within a school building. For example, afterschool programs that are operated by community-based organizations are subject to the School-Age Child Care regulations through the Office of Children and Family Services and are also subject to the requirements of the school. This leads to duplication of required background checks and more strict regulations around physical space that leave program providers without the capability to make the changes for which they are held responsible. This is complicated by differing opinions between agencies of what designates a program as operated by a community-based organization rather than a school, leading to uncertainty of when a program must abide by these regulations. These duplicative regulations, and the lack of clarity around requirements, are just one example of the need for interagency coordination facilitated by the state.

In New York City, an interagency coordinating council takes on the role of ensuring agencies involved in these programs work together on these matters. Other communities have similar councils or other structures in place for collaboration. The Governor should draw on these models to bring together statewide agencies involved in these partnership models to create a planning council to develop and implement policies to support new programs. Agencies such as the State Education Department, the Office of Children and Family Services, the Council for Children and Families, the Department of Health, and the Department of Criminal Justice Services should be included on the planning council in addition to statewide experts such as the National Center for Community Schools, the National Center on Time and Learning, AfterSchool Works! NY: the New York State Afterschool Network (ASW:NYSAN), and ExpandedED Schools.

Further, the state should support county and city initiatives to coordinate services across multiple agencies, building on models like the Partnership for Results in Auburn, the Cradle to Career Alliance local initiatives, and the Interagency Coordinating Council on Youth in New York City.

In addition to statewide coordination, each school, school district, or BOCES implementing new community schools or other expanded learning models should also bring in local level community-based organizations to plan jointly from the start. The following information and recommendations are intended to assist with this endeavor.

Given the prevalence of expanded learning through school-community partnerships in the state, and the interest in transforming struggling schools through additional learning time and engaging community resources, state policymakers should utilize the following recommendations to give these partnerships the best chance for success:

1. The Governor should create a planning council to plan jointly for roll-out and support of additional expanded learning opportunities, particularly in light of the inclusion of expanded learning through school-community partnerships in the transformation grants for persistently struggling schools.
 - a. The planning council should be made up of members of all relevant state agencies and state experts on expanding learning through school-community partnerships.
 - b. State agency representatives on the planning council should have the ability and authority to make systematic changes as recommended by the planning council to better support partnerships.
 - c. The recommendations in this paper should be taken into consideration by the planning council.
2. At minimum, the state should establish four regional technical assistance centers throughout the state to provide coaching, best-practices examples, research, resources, and networking for all schools or districts implementing expanded learning models, regardless of funding sources. Current technical assistance centers should be provided resources as needed to effectively support partnerships across the state.
 - a. These technical assistance centers should have planned and intentional opportunities to come together and share strategies, opportunities, and best-practices to ensure they each leverage the expertise of all other centers.
 - b. The technical assistance centers should develop guidance on interagency coordination to support expanded learning opportunities, and should assist localities in following said guidance.

FUNDING EXPANDING LEARNING THROUGH SCHOOL-COMMUNITY PARTNERSHIPS

Federal, state, and local governments, private philanthropy, and many school districts fund expanding learning through school-community partnerships in a variety of ways. This diversity of funding has encouraged innovation and also led to frustration—particularly as the available funding falls far short of the demand. School districts and community organizations have experimented with blending and braiding multiple funding streams to develop a complete program, a process that has its own challenges. To provide students with the full benefits of expanded learning programs, there must be stable funding over several years.

Major funding options for expanding learning through school-community partnerships are described briefly below in relation to the model they support. Some can be used to support more than one approach. Further details and additional funding streams can be found in appendices B and C.

Afterschool and summer programs New York’s school-based afterschool and summer programs are supported through state funding such as Extended School Day/School Violence Prevention and Advantage After School (afterschool only), and through the state-administered federal 21st Century Community Learning Centers (21st CCLC) program. Funding from the Youth Development Program, which supports the county youth bureaus, combines state and local funding to provide afterschool and summer programs as well as other services. In New York City, the Comprehensive After School System of NYC (COMPASS) and School’s Out New York City (SONYC) programs serve youth, especially middle school youth, with a combination of state and city funding. Many high-need school districts also choose to utilize a portion of their Title I funding to support afterschool programs for their students.

Expanded Learning Time State funding has been provided for expanded learning time through the state’s Extended Learning Time Grant Initiative, initiated by Governor Andrew Cuomo. Expanded learning time is also a permissible use of the 21st CCLC funds. Other models, including the TIME Collaborative in Rochester and ExpandedED Schools, combine private, state, and federal dollars to support the additional learning time. Extending the day or year is listed as a recommended use for the transformation grants available under the receivership model for persistently struggling schools in the FY2015-16 State Budget.

Community Schools The state’s Community Schools Grant Initiative, initiated by Governor Andrew Cuomo, has funded 63 schools statewide to implement the community schools model. In New York City, Mayor Bill de Blasio has funded 130 community schools through a combination of state and local funds, building on initiatives that have combined school and private funds to create community schools including the United Federation of Teachers’ Community Learning Schools network and the Children’s Aid Society community schools. Community schools also typically leverage other funding streams to support components of the model, including Medicaid, school-based health center funding, 21st CCLC, and state afterschool funding. The community schools strategy is listed as a recommended use for the transformation grants available under the receivership model for persistently struggling schools in the FY2015-16 State Budget.

Collective Impact Several collective impact initiatives are taking place across New York with a focus on educational outcomes for youth. These include federally-funded Promise Neighborhoods, state-funded Promise Zones, the Strive model being supported by the New York State Cradle to Career Alliance at SUNY, and privately- and locally-funded Say Yes to Education. Collective impact initiatives bring together many stakeholders in the community to focus on a specific set of educational outcomes that they collectively work toward, and many seek to redirect private and local funding to maximize those outcomes.

Even with this federal, state, local, and private support, the unmet demand for expanded learning opportunities is still high, as each of these numerous funding streams remains small. A survey conducted by the Afterschool Alliance in 2014, *America After 3pm*, shows that there are still 1.1 million unserved New York children who would attend an afterschool program if one were available to them.¹⁸ This number remains unchanged from 2009. Likewise, the same survey shows a gap of 500,000 spaces in available summer programs.

¹⁸ Students receiving expanded learning opportunities through a community school or expanded learning time program would not have been found in need of an afterschool program by the survey, but the survey did not ask parents if they want an expanded learning time or community schools program for their child.

Afterschool Alliance, (2014). *America After 3 PM*. Retrieved from <http://www.afterschoolalliance.org/AA3PM/detail.html#s/NY/demand>

Stability and sufficiency of funding remain major concerns. The per-pupil allocation varies widely between each of the funding streams mentioned above. It may or may not be sufficient to allow for the implementation of a high-quality program, particularly in areas where there is a dearth of private funding to supplement public funds. Moreover, almost all of the funding streams mentioned are allocated through competitive grants on either 3 or 5 year cycles. Too often, school-community partnerships start and stop as grants are won, lost, and won again, creating instability for children and families and diminishing the impact of the expanded learning. Adequate and stable funding is necessary for expanding learning through a school-community partnership to help create better outcomes for children and schools, including helping to close the achievement gap.

The fiscal map, created by ExpandedED Schools and located in Appendix B shows the 39 public funding sources that can be utilized currently for expanded learning opportunities. Most of these funding sources are competitive and do not fully cover what schools need. Additionally, these funding sources leave out many school districts that do not fall into the appropriate categories or do not have staff to write competitive grant proposals. While there are experts well versed in identifying school funding sources that can be leveraged to fund expanded learning programs, these experts are not available widely to all school districts. The funding complexities and lack of resources continue to be barriers to consistent implementation.

The state funding summary, created by ASW:NYSAN and located in Appendix C, is an overview of the history and funding levels for funding provided by, or overseen by, New York State. The decline in funding since 2009 has left many programs unable to serve the students they once were, and has left schools without programs for their students. The funding currently available is not nearly enough to serve all organizations that would run high-quality programs were funding available. Statewide, three in four qualified applications go unfunded for each round of competitive proposals. From the 2013 round of requests for proposals for 21st Century Community Learning Centers applications and the 2012 round of Advantage After School applications, an additional \$170 million was needed to fund the qualified applications that went unfunded.¹⁹ These programs could have served over 100,000 additional students in New York State were that funding available.

ADDRESSING COMPETITIVE GRANTS

The lack of funding is not the only barrier that schools, school districts, or BOCES and their community partners face. The competitive grant process leaves out some districts that are in need of these programs because they have pockets of wealth, especially from part-time residents, and do not qualify for the funds. These areas are often more rural and are left without viable options for high-quality expanded learning for their students. Additionally, schools that have received some funding may not be seen as in need of additional funding even when their programs are operating at capacity and are not meeting the demand for all students.

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¹⁹ Data provided by the State Education Department for 21st Century Community Learning Centers and by the Office of Children and Family Services for Advantage After School.



The priority points often given to focus and priority schools in these grants are helpful in ensuring that those schools receive needed supports by increasing their score as compared to other applicants. If, however, the expanded learning opportunities that those schools receive increase their proficiency, they then are taken off of the focus or priority list. In turn, they then do not receive funding in subsequent grant cycles because they do not get priority points, and are left without the programs that made them more successful, decreasing their students' proficiency. This churn is harmful for the schools and a waste of resources that would be far more beneficial if school-community partnerships were able to build quality and continue operating. On again, off again grant funding is also harmful to students who are left without the opportunities that they need and to families that suddenly must attempt to find alternative care for their children after several years with a trusted program.

Additionally, some grants are structured so that they are only available every five years, including most rounds of Extended School Day/School Violence Prevention and 21st Century Community Learning Centers. This can leave programs who were anticipating funding but do not receive the award they applied for without the possibility of funding for five more years until the grant is once again available. Even with multiple potential funding streams, there are often years where no grant opportunities are available to programs and schools in need.

Another toll on schools, school districts, BOCES, and programs due to the competitive grant structure is the human capital that it takes to put together multiple grant applications to try to fund the program, and then, if they are successful in receiving funding from multiple sources, in the varied reporting requirements. Additionally, some programs and districts without the capacity to employ or contract with a grant writer are often unable to apply or are unsuccessful in their applications.

Furthermore, partnerships created through the competitive grant process are not always true partnerships and can lead to unsuccessful or low-quality programming. This is due to the short turnaround time given for the applications so that schools and community partners must enter into a collaboration to meet the grant requirements without going through a value exchange and full assessment of compatibility. This is also not enough time to gain family and community support for structural changes such as the addition of an expanded learning day or conversion to a community school strategy. Applicants are often more focused on what will create a successful application than what makes sense in their school and community.

Grant award timing is also often problematic for high-quality program implementation. As has been mentioned, high-quality partnerships and programs take time to develop and cannot be implemented immediately. If awards are not made in a timely manner, partners are often left with little to no planning time to get their program up and running. Award timing can also result in gaps of services where afterschool activities may not be offered for the first month of school, or a year may pass without a summer program due to late award announcements.

There are, however, a few benefits to competitive grants. These grants can get applicants to think in a different way and therefore seed innovation. Additionally, schools that apply for competitive grants are generally in agreement that they want the funding. Principal buy-in is crucial to the success of expanded learning opportunities, therefore it is a benefit to ensure that they are part of the team requesting the opportunity and are not saddled with an additional program that they do not value or understand.

Planning grants, such as those offered by the federal government for Promise Neighborhoods, can also lead to high-quality programs because schools have time to select appropriate, high-quality community partners and go through a planning phase that involves all stakeholders. This type of seed funding with the potential for full funding can be one vehicle for successful initiatives born through competitive grants.

Ideally, funding would be available for all schools, school districts, or BOCES that elect to offer expanded learning opportunities to select partners and go through a planning process with the community, and then be eligible for full funding for the program on a continued basis. This would allow for high-quality, sustainable programs that meet the needs of youth and families throughout the state.

In order to build sustainable expanded learning opportunities, policymakers and state agencies should engage in the following recommended activities:

1. The state should provide adequate, stable funding so that any school, school district, or BOCES that wishes to expand learning for its students has access to enough per-student funding to support those students that will participate in the program, or to support all students if a whole school model is chosen.
 - a. Schools, school districts, or BOCES should be supported in high-quality program development through one-year planning grants, the results of which may be used to determine eligibility for appropriate funding of the program and/or to determine appropriate technical assistance needed by the partnership prior to full funding of the program.
 - b. The funding provided should be sufficient to implement the model in a high-quality way.
 - c. The state should fund a site-based director for each school interested in implementing an expanding learning model and plan for at least an additional \$60,000 - \$100,000 per school each year to fund the activities and resources identified by the district, principal, director, and leadership team as needed to support the students (see Supporting Purposeful School and District Coordination).
 - d. Funding should cover any additional transportation costs that will be incurred due to implementation of the chosen model on top of funds for programming. Funding for transportation must include consideration of adequate services to safely and efficiently get students home, a major challenge for rural districts and for schools in high-crime areas (see Eliminating Transportation Barriers).
 - e. At minimum, four technical assistance centers (see Coordinating Statewide and Multi-Agency Practice) should be funded and available throughout the state to provide coaching, best-practices examples, research, resources, and networking for all schools or districts implementing expanded learning models, regardless of funding sources.
 - f. Recognizing that the total funding to make expanded learning available to all students and families who want it will require a substantial investment, the Governor should develop, with stakeholder input, a realistic multi-year plan to gradually increase its investment in a sustainable and predictable way.
2. While the state builds capacity to fund expanded learning programs on a large scale, policymakers and state agencies should begin building capacity of schools, school districts, BOCES, and potential partners through updates to processes and procedures that currently inhibit high-quality implementation.
 - a. Funding streams should support programs as they continue building towards high-quality through continued funding and technical assistance; grant reporting should include quality measurements that assist policymakers and state agencies in identifying areas in need of additional assistance.
 - b. Funding should be announced, awarded, and finalized through executed contracts on a reasonable timeline that allows for adequate planning and preparation time and for expanded learning programming to begin in conjunction with the start of the school year.
 - c. The cross-agency planning council on expanded learning through school-community partnerships (see Coordinating Statewide and Multi-Agency Practice) should develop a comprehensive resource on public funding for expanded learning, including a timeline of the grant cycles of all available and relevant public funds.

d. RFPs for funding streams used to support expanded learning opportunities—such as Advantage After School, 21st Century Community Learning Centers, Extended School Day/ School Violence Prevention, and the Extended Learning Time and Community Schools Grant Initiatives—should be reviewed and aligned so that partnerships applying for multiple grants can utilize similar applications instead of exhausting resources on writing multiple grant applications that may ask for the same or similar information in a different format. Each of these funding streams has valuable and unique components, however, and they should not be combined into a single funding stream or altered so much as to lose their unique areas of focus.

e. Reporting and grant requirements, definitions, and guidance should be as aligned as possible across all applicable funding streams to streamline data collection and to give policymakers and state agencies access to consistent, field wide data.

f. Funding streams should be broken into multiple rounds so that there are not lengthy gaps between available opportunities to pursue funding for the partnership’s chosen expanded learning model.

g. Policymakers and state agencies should evaluate funding for rural schools, including eliminating barriers to rural schools in applying for competitive grants, to ensure equitability and the ability of these schools to sustainably expand learning through school-community partnerships as desired (see Ensuring Equity in Rural Schools).

COLLECTING AND SHARING DATA

High-quality programs utilize data to inform program practice and to improve on existing practices. Data can be informative across many levels and at many stages of program development. Before a program begins, a needs assessment should be completed focusing on the students, the school, and the community. Once programs are running, data can be used to assess program quality for strengths and areas in need of improvement and incorporated into a continuous improvement process. Data can allow for short-term and long-term pattern recognition, giving the partnership a chance to expand successful practices and identify and change unsuccessful behaviors, both on the program level and the student level. Student-level data allows the program to address each student's specific needs through collaboration and additional, targeted services.

In order to successfully utilize data, partnerships must develop a memorandum of understanding (MOU) that includes what data will be collected and how it will be shared between the partners. There is often substantial confusion about what data can be shared under the Family Educational Rights and Privacy Act (FERPA), and it is important to note that community partners receiving state or federal education funding can access student data for the purposes of program evaluation.²⁰ An MOU ensures that all partners understand what is legally permissible to share and what their responsibilities are to safeguard data. In most cases, the school district will also need to be a partner to this agreement in addition to the school and lead partner. The school district may want to create a standard MOU that can be adapted as needed for each school's partnership. The State Education Department (SED) and the Office of Children and Family Services (OCFS) can also assist by providing sample agreements, as is done for the 21st Century Community Learning Centers applicants.

There are many student-level outcomes that can be tracked; however, the district, school, and partners must decide which measures will best assess the success of the program and the strengths and needs of the students in relation to potential offerings from the program. Data tracked must be relevant to the program and be able to be utilized for program improvement. While academic outcomes such as grades and test scores are important and should be tracked, research indicates that social-emotional outcomes such as grit, perseverance, and resilience may actually be better indicators of long-term success of the student.²¹ Programs should take this into consideration and track appropriate social-emotional outcomes in addition to academic outcomes. The Partnership for After School Education (PASE) developed a Youth Outcomes Indicators Survey that is a helpful tool for programs looking at which outcomes to measure and how to measure them.

In addition to allowing flexibility in the selection of outcomes to measure, policymakers, state agencies, and programs will benefit from the selection of a set of outcomes that all programs must measure. These must be based on thoughtful consideration of what will be of use to the district and school in addition to state policymakers and agencies, and allow for state-level aggregation and analysis. It is also important to ensure that these shared measurements are collected in the same way. Currently, measurements that seem as simple as student attendance are measured in varying formats across the state and do not allow for reliable aggregation and analysis.

In many cases, schools, school districts, BOCES, or community organizations may already be tracking data that can be useful to partnership development or improvement. While the partnership may need to begin tracking new data, they may leverage the data they have on hand at the beginning. Aggregated data may be used to inform practice in addition to disaggregated data.

Successful partnerships must plan for data sharing when planning for data collection. While student-level data cannot be shared with the broader community, programs that share aggregated data on the overall areas of strength and need of the program with the community are more likely to be successful at gaining community buy-in and participation in the program. The program can determine these areas of need by utilizing student outcomes data and by participating in self-assessment through a tool such as ASW:NYSAN's Quality Self-Assessment (QSA) Tool, or through formal evaluation such as the Youth Program Quality Assessment (YPQA).

It takes time for partnerships to begin showing results as they are implementing and adjusting programming, incorporating new resources, and fine tuning their own communication strategies. While program data can, and should, eventually be used to measure the success of the program, in the initial stages it should only be used for program improvement purposes. SED and OCFS can utilize the data from programs to determine technical assistance needs or other resources that would be beneficial to the program. Once the partnership has had adequate time to develop, the data can be used for accountability purposes in addition to continued supports for quality improvement.

²⁰ Partnership for Children & Youth, (2012). Data-Sharing: Federal Rules and Best-practices to Improve Out-of-School-Time Programs and Student Outcomes. Retrieved from http://www.partnerforchildren.org/storage/documents/downloads/after_school_downloads/ost_data-sharing_and_ferpa.pdf

²¹ James J. Heckman and Tim Kautz, (2012). Hard Evidence on Soft Skills. Retrieved from <http://ftp.iza.org/dp6580.pdf>

In order to support successful data collection, use, and sharing between partners, policymakers and state agencies should take measures to encourage the following best-practices:

1. Schools, school districts, and BOCES considering adding an afterschool or summer program, extending the day or year, and/or adopting a community schools strategy should clearly articulate why they are pursuing that change, and outline the benefits they expect for students, families, teachers, and the entire school community.
 - a. Community members should be engaged as early as possible in identifying needs and determining the goals and outcomes of the expanded learning approach.
 - b. The goals and outcomes should be realistic and supported by the existing research on possible outcomes of expanded learning approaches.
 - c. Any grant funding that supports expanded learning approaches should include as part of the application process precise, reasonable goals and outcomes for the expanded learning approach chosen and evidence of community support for those goals and outcomes.
 - d. The identified goals and outcomes should guide the choice of expanded learning approach and the selection of the lead partner.

2. The school district, school, and the lead partner should jointly develop an MOU that clearly articulates (a) what goals and outcomes they expect their partnership to have for students, families, teachers, and the entire school community (b) on what timeline, (c) how each outcome will be measured, (d) what other data will be collected on the program and for each program participant, consistent with FERPA, and (e) the roles and responsibilities of each partner.
 - a. Both partners must contribute equally to the development of these expectations and both must be in agreement with the final plan.
 - b. Expected outcomes should align with the goals for the expanded learning partnership, be realistic, and be supported by the existing research on the possible outcomes of expanded learning approaches.
 - c. The selected outcomes measures should be feasible to implement within the budget for the partnership.
 - d. The selected outcomes measures should be input into an electronic system and, to the extent possible, in a format that allows aggregation into the state's P-20 database (see below).
 - e. The selected outcomes measures should, to the extent possible, align with those required by the public and/or private funders of the expanded learning partnership to minimize the administrative burden on the school, school district, BOCES, and the community partner(s) as much as possible (see below).
 - f. The selected outcomes measures should include but not be limited to academic outcomes on a range of subjects, behavioral, social-emotional, health and wellness, career and other outcome measures as relevant to the program goals.
 - g. Any data related to the program that is collected by either partner should be immediately shared between both partners in order to help improve programming.
 - h. To the best of their ability, the school, school district, or BOCES and their partner should utilize data that is already being collected to assess progress towards outcomes before requiring collection of additional data.

3. The State Education Department (SED), the Office of Children and Family Services (OCFS), and, as relevant, school district, youth bureau, and local social services district leaders, should support streamlined data collection for expanded learning partnerships.

- a. The state should develop a single data system for expanded learning partnerships similar to the data system, COMET, being used in Rochester. Such a system should collect participant demographics and attendance, program details, and outcome measures as determined by the state and by the memorandums outlined by each expanded learning partnership. Such a system should be interoperable with existing local data systems and the P-20 data system. Commercially available data systems can meet these objectives.
 - b. Key participant data and outcomes definitions (such as attendance and dosage in the expanded learning model) should be uniformly defined to facilitate the collection of meaningful data that can be aggregated across the state.
 - c. SED, OCFS, and local funders should align the requirements in their requests for proposals and contracts to data collection recommendations 1 and 2 and to the common measures emerging from local expanded learning partnerships. Future funding opportunities for expanding learning should include evaluation as an allowable expense to facilitate this data collection.
 - d. Leaders from new and long-standing expanded learning partnerships should serve as advisors to any statewide or local data system development.
 - e. Any data collected by state or local funders should be collected in such a way as to also provide information directly to both partners in an expanded learning partnership in order to help them improve their programming.
 - f. SED should provide guidance to school districts on the permissibility of sharing data with partner organizations under the Family Educational Rights and Privacy Act (FERPA) if that organization is part of an expanded learning partnership funded at least in part by the school district, state, or federal government. A model agreement should be provided.
4. Outcomes data from expanded learning partnerships should be used by the partnerships, state agencies, and policymakers to identify and promote best-practices in order to improve programs, partnerships, and relevant state laws, regulations, and funding processes to reflect lessons learned from the data. The senior leadership of the partnership, including the school, district, and the partner, should jointly review outcomes data from the expanded learning partnership at least twice a year to identify whether the program is meeting the intended goals and where improvement is needed.
- a. A program quality standards tool, such as the ASW:NYSAN Quality Self-Assessment Tool or the Youth Program Quality Assessment, should be used in conjunction with the outcomes data to help identify strategies for improving the expanded learning model in areas where the model is not showing the desired progress on outcomes.
 - b. Funders should hold expanded learning partnerships accountable for implementing the recommendations that arise from reviewing the data and standards.
 - c. After the statewide data system is fully operational for at least two years and the data is found to be reliable, past performance of a partnership, with attention to the stage of the partnership, should be considered for funders awarding new grants.
 - d. Appropriately protected data should be made available to researchers to extract evidence about effective and ineffective practices for expanded learning partnerships, and future state policy should reflect that evidence.

SUPPORTING PURPOSEFUL SCHOOL AND DISTRICT COORDINATION

Coordination between the school, school district or BOCES, lead partner, other partners, community resources, and family members is a key part of the success of school-community partnerships. This work often requires one or more dedicated staff members.

The coordinator position may look different in every community, school, and partnership model. It is important not to confine this position to one role, as it must vary to be able to efficiently and successfully support the students based on needs and available resources.

In a community schools model, the community schools director, sometimes referred to as a resource coordinator, is tasked with analyzing and bringing in resources from the community to best meet the needs of the school. This person plays a role in the leadership and planning team, and often works closely with the principal. He or she plays a key role in educating the staff about the community schools model and in building buy-in from teachers, families, and community members. This person leads the needs assessment process in partnership with the principal, school district or BOCES representative, and others. With the planning team, he or she uses the data to recruit and coordinate the right partners and integrate their work with the core instructional program. His or her role requires a lot of communication and coordination between entities and potential partners, and he or she must also be able to show each potential partner what they would get out of providing resources to the school. Bringing in additional opportunities can also mean participating in, or coordinating, grant applications for potential additional resources. Some examples use this person to also coordinate family engagement, while others separate out the role of family supports to another position.

In an expanded learning time model, there may be a director at each school in addition to a director at the school district level. The site level director is responsible for coordinating between the principal, the school staff, and the lead community partner staff to be sure that each is working efficiently towards the program goals and is communicating with the other about progress and needs. This person serves in a leadership capacity and should also be part of the leadership team. Additionally, this person can be charged with bringing in additional partners to offer other opportunities to youth. In some cases, the principal takes on this role. The district-level coordinator is the liaison between the superintendent and the schools, and serves to align efforts throughout the district. They may work in conjunction with a district-wide leadership group.

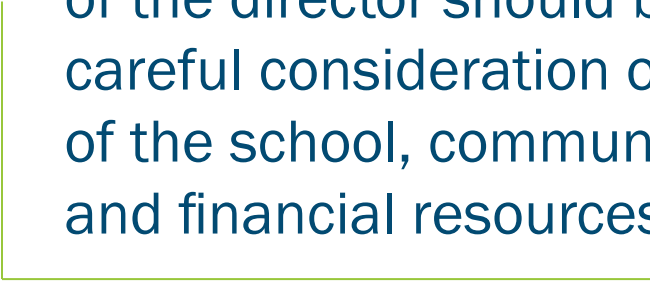
School-based afterschool and summer programs also benefit from a site director who serves a similar purpose of facilitating conversation and coordination between the program, the school, and in many cases, the families. The afterschool site director often works during the school day to make connections with teachers and students and to inform part-time afterschool staff that start at the end of the school day of any issues that may have arisen during the day. This person may also participate in the school or district's leadership team.

All of the above examples highlight the key role of a person, referred to as the director in the below recommendations, to coordinate partners and services in collaboration with the school and district leadership. There is not currently a graduate-level certificate or degree in directing a school-community partnership, and directors come from a variety of backgrounds.²² To support directors in their role, training opportunities are needed in a variety of topics and can be tailored to the needs of the specific director. The role of the director may also be different in each school, district, and community, and training will also need to be tailored to address community priorities. All directors must have an understanding of the regulations within their specific district around hosting programs and using space within school buildings. They must also have access to school data and an understanding of how to use that data. Directors may also benefit from training on communication and public speaking, as much of their role involves coordinating between entities and building relationships. Finally, as the director is often tasked with bringing in additional funding, opportunities to hone grant writing skills may be useful. These training opportunities should be provided in addition to an initial orientation and manual.

²² University of Chicago's School of Social Service Administration prepares social workers to become community school directors.



The decision on hiring and oversight of the director should be based on careful consideration of the context of the school, community, and human and financial resources.



The site-based director may be employed by the school, the community partner, or an intermediary organization. There are advantages and disadvantages to each model. While a director employed by the school has built in rapport with the principal and staff, they may not be as attuned to the community partner or to the resources in the community. The opposite is true for a director employed by the community partner who may be deeply embedded in the community, but must learn the school's terminologies and earn the respect of the principal and teachers. Directors employed by intermediary organizations that are supporting school-community partnerships models may straddle that divide, with a better understanding of the big picture, but a need to develop more on-the-ground relationships. When the director is not employed by the school, it is crucial to ensure that the individual in the position is someone who the principal can view as an equal and a partner in implementation. The decision on hiring and oversight of the director should be based on careful consideration of the context of the school, community, and human and financial resources.

Site-based directors should be supported at the district level. There may be a district-level director tasked with overseeing multiple expanded learning opportunities initiatives. He or she will bring together site-based directors for training and networking opportunities. That employee would also serve to support the site-based directors in gaining buy-in from school staff, families, and the community. Some models also use an intermediary organization to fill this support role, in which case the intermediary works closely with the district-wide leadership group to ensure district-level support.

The role of the director is integral to the success of expanded learning opportunities, and policymakers and state agencies should support this role by taking the following recommendations:

1. The state should fund a site-based director for each school interested in implementing an expanding learning model and plan for at least an additional \$60,000 - \$100,000 per school each year to fund the activities and resources identified by the district, principal, director, and leadership team as needed to support the students.
2. The State Education Department (SED) should investigate the development of an educational pipeline for directors through higher education institutions.
 - a. Schools of social work and of education should be considered for potential new certificates or programs.
 - b. The SED should review relevant site director job descriptions to replicate successful elements applicable to the director role.
3. The state should fund technical assistance for partnerships, including training courses for directors throughout the state. The minimum four technical assistance centers (see Coordinating Statewide and Multi-Agency Practice) should have a strong focus on training and supporting directors.

RECOMMENDATIONS FOR SCHOOLS, SCHOOL DISTRICTS, AND BOCES:

1. School districts or BOCES with three or more schools implementing expanded learning models should consider employing a district-level director in the district or an intermediary to coordinate with all district schools offering community schools, expanded learning time, or school-based afterschool or summer programs, to provide resources and quality assistance, and to facilitate evaluations.
2. A site-based director should sit on the leadership team at any school or district offering community schools, expanded learning time, or school-based afterschool or summer programs, and should work with the principal to ensure success of the model.
3. Schools and districts should consider using a director employed by their partner. While current practice varies, partners should jointly decide who will employ the director and how his or her role will be structured to ensure that the perspectives of both the school or district and the lead partner are fully considered in decisions related to the expanded learning model.
4. Regardless of who employs the director, site-based directors should have an office in the school in order to engage fully with the principal and school staff and to integrate services between the school, the lead partner, and any other partners or vendors.

FACILITATING TRANSPORTATION SERVICES

Transportation is often cited as one of the largest expenses and barriers to expanding learning.²³ Late buses are required to transport youth home from afterschool programs, and a reconfigured transportation schedule is required for the district to expand the learning day for some grades or schools. Transportation schedules determine during which hours programs can operate, and availability of transportation can determine which students are able to participate. Coordination of these transportation schedules can prove a barrier to successful implementation, and transportation supervisors should be included in planning conversations around expanded learning opportunities from the start.

Expenses for transportation vary widely depending on multiple factors, including if the school is in an urban or rural setting, how many students require transportation, and if the district operates busing in-house or contracts out to a third party provider.

- At Rochester's School No. 29, an expanded learning time school, transportation expenses amount to ten percent of the total budget.
- Providing transportation home after three days of school-based afterschool programming a week in Watkins Glen Central School District, a rural district operating under the community schools strategy, requires three late buses that account for eighteen late runs and costs approximately \$6,000 a year. The busing is operated by the district.
- Hudson City School District's school-based afterschool program, which serves students in a small city and the surrounding rural areas, provides transportation home for 150 students each day for the school year at a cost of \$56,000. Busing for the district and program are provided through a contracted service.

There are many barriers to providing additional transportation or altered transportation schedules outside of the cost. It can be difficult to find bus drivers who are willing to take on late bus runs, especially in areas with long routes and limited or no street lighting. If concerns with route or weather occur, there is often no central dispatcher to contact during the late run hours. This is a concern for drivers, but also for parents who may not have anyone to contact if their child is not home when expected. Additionally, fluctuations in program participation and need for busing due to changing seasonal schedules can make planning for transportation difficult. Also, districts that segregate their regular busing by grade level may end up with 12th graders and kindergarteners riding together on late buses. Perhaps most difficult, with limited buses and drivers available, buses may need to take long routes to get all students home. This may mean that students ride the bus for over two hours each evening, creating a barrier to participation in the program.

Additionally, transportation considerations must be made for all students, including those with special needs, to allow access to expanded learning programs. While students with transportation listed as a related service on their individual education plan (IEP) are guaranteed transportation, other students without this designation may be denied special considerations they need for transportation. All students, regardless of any physical or developmental disabilities, should be provided with equal access to adequate and safe transportation home after expanded learning opportunities end.

Some urban communities with access to public transportation have come up with a solution to alleviate some of the transportation concerns. New York City provides metrocards that are valid until 8pm to allow students to travel home after extended opportunities. Likewise, Buffalo Public Schools offers activity passes for the public bus for students who participate in sports teams and other afterschool activities which extend their school day passes to longer hours. For this solution to work, transportation systems must be adequate to meet students' needs, and can only be provided as an alternative for students old enough to ride home themselves. Buses are still required for younger students and those without access to public transportation. For students with special needs who may be able to take advantage of public transportation, training on appropriate use may be required. This also provides a valuable life skill for students post-graduation.

Transportation schedules determine during which hours programs can operate, and availability of transportation can determine which students are able to participate.

²³ Public/Private Ventures, (2001). Challenges and Opportunities in After-School Programs: Lessons for Policymakers and Funders. Retrieved from http://www.issuelab.org/resource/challenges_and_opportunities_in_after_school_programs_lessons_for_policymakers_and_funders

In order to alleviate transportation barriers for expanded learning opportunities, policymakers, state agencies, and districts should consider the following recommendations:

1. Funding for expanded learning opportunities should cover any additional transportation costs that will be incurred due to implementation of the chosen model on top of funds for programming. Funding for transportation must include consideration of adequate services to safely and efficiently get students home, a major challenge for rural districts and for schools in high-crime areas.
 - a. The state should make transportation costs incurred by travel home after school-based expanded learning activities, such as an expanded learning time program or an afterschool program, aidable under the state aid formula.
 - b. Additional funding should be provided in allocations for expanded learning opportunities to cover all transportation costs above those that are aidable.
2. Include transportation managers in planning conversations around expanded learning opportunities. When state programs include required planning partners, as in the Community Engagement Teams for struggling schools, transportation managers should be included.
 - a. Transportation should be arranged and accounted for in initial planning and budgeting, before expanded learning programs commence.
3. In areas where public transportation is available, provide students who are otherwise ineligible for school transportation but are able to take public transportation home themselves with transportation passes that function during the hours they need them.
 - a. Passes should function during the hours the students travel to school and during the hours students travel home after their afterschool program or expanded learning day. Passes should also function during the school day to allow for field trips or travel to internships/apprenticeships, or additional passes should be provided for this purpose.

While New York's rural schools graduate 90% of their students, these students have not been exposed to the same types of enrichments outside of core academics as their suburban and urban peers. Some rural schools have found that even their valedictorians were not admitted to state colleges due to the limited opportunities to which they have been exposed, both inside and outside of school.

ENSURING EQUITY IN RURAL SCHOOLS

Many considerations need to be made for schools in rural or isolated settings, however the need for these types of expanded learning through school-community partnerships remains great. While New York's rural schools graduate 90% of their students,²⁴ these students have not been exposed to the same types of enrichments outside of core academics as their suburban and urban peers. Some rural schools have found that even their valedictorians were not admitted to state colleges due to the limited opportunities to which they have been exposed, both inside and outside of school. These expanded learning opportunities provide the types of activities and experiences that rural students need to be competitive.

These partnership strategies that consider the needs of the whole child are particularly useful in rural areas. Where services such as healthcare and dental care may be difficult to access for students with limited transportation options, providing these services in the school ensures that all students have access to the care they need to be healthy and prepared to learn. In some cases, rural schools are already considered a hub of the community due to the central location and facilities available. The school is often an ideal location to offer coordinated services based on the needs of the students, families, and community.

Many rural schools have found success engaging non-traditional partners when traditional partners have been unavailable. While some are able to leverage a traditional relationship with a community-based organization such as a YMCA or Boys & Girls Club in their own or a neighboring community, others have found successful partnerships with county service agencies, hospitals, community colleges, BOCES, or other schools. Additionally, many rural areas are able to leverage relationships with their local Cornell Cooperative Extension, many of which are experienced providers of afterschool or summer programming. These schools may also be able to leverage online learning systems to bring in enrichments and expanded opportunities virtually to students.

While the number of youth in rural settings is increasing nationally, the general population in rural areas has been decreasing as young adults have been moving away post-graduation. It is difficult to maintain school staff as trained teachers and principals relocate to other areas, or move out of their rural town before entering the workforce. This makes the addition of another trained staff member to serve as the director (see Supporting Purposeful School and District Coordination) problematic in some communities. While it is ideal to have a director act as a coordinator at each site, some rural communities have found success in employing one director who coordinates resources across multiple sites. This person still serves on the leadership team at each school and on the district-wide leadership group, and leverages connections made with partners across all of the sites they work with, as appropriate to the location and needs of each school.

Funding issues may be even more prevalent in rural areas where income from property tax is low and transportation costs are high. In many of the state's rural areas, seasonal property holders skew the average income and make areas of otherwise high need populations ineligible for funding. Further, many rural districts are unable to employ full-time grant writers and these responsibilities are taken on by a district staff member as one of the multiple roles they hold. Piecing together funding, especially through competitive grants, is especially difficult in rural districts. Specific considerations must be made to ensure equity in funding for rural schools.

Transportation and lack of internet access are also concerns in rural areas. Late buses may travel much longer routes, or need to take multiple shifts to get students home across large distances. Drivers may be less familiar with the roads and unwilling to navigate them in the dark. Students may be unable to complete work at home because they do not have internet access. To combat these issues in Watkins Glen Central School District, the district added wifi hotspots to each bus. Though routes home may be long for some students after participating in the afterschool program, they are able to get homework done on their own devices with the internet access they need. After completing the transportation services required, the buses are then parked in communities without internet access to provide the whole neighborhood with the wifi hotspot.

²⁴ Data from the Center for Rural Schools.

In order to ensure equitable treatment of rural schools and students, policymakers and state agencies should consider the following recommendations:

1. In rural districts where traditional community partners are unavailable, the state should encourage partnerships with county services, hospitals, community colleges, BOCES, or other schools. Allowances should be made for schools without access to any partners.
 - a. The state should provide guidance around different types of available partners for rural areas, including program examples with partnership details from rural partnerships in the state.
 - b. The state's technical assistance centers (see Coordinating Statewide and Multi-Agency Practice) serving rural communities should provide dedicated resources towards partnership support for rural schools.
2. In rural districts, the funding opportunities for expanding learning should allow directors to work with multiple sites if the district can show that a dedicated director at each site is not possible.
 - a. The director should still participate in the leadership team at each school they work with in addition to the district-wide leadership group.
 - b. The director should leverage resources across multiple sites, as appropriate.
3. Policymakers and state agencies should evaluate funding for rural schools, including eliminating barriers to rural schools in applying for competitive grants, to ensure equitability and the ability of these schools to sustainably expand learning through school-community partnerships as desired.



CONCLUSION

School-community partnerships to expand learning are valuable for youth across the state, and have been shown to create gains in both academic achievement and student engagement. As more investments are made in these models of community schools, expanded learning time, school-based afterschool and summer programs, and collective impact, state and local systems must adapt and expand to fully support these initiatives. The above recommendations around supporting strong partnerships, coordinating statewide and multi-agency practice, funding expanding learning through school-community partnerships, collecting and sharing data, supporting purposeful school and district coordination, eliminating transportation barriers, and ensuring equity in rural schools aim to provide guidance for policymakers, state agencies, school districts, BOCES, and schools in accomplishing their goals for strengthening student learning and healthy development through school-community partnerships.

APPENDIX A

PARTICIPANTS OF THE NEW YORK STATE LEARNING COMMUNITY ON EXPANDING LEARNING THROUGH SCHOOL-COMMUNITY PARTNERSHIPS

- ◆ AfterSchool Works! NY: the New York State Afterschool Network*
- ◆ After-School Network of Western New York
- ◆ Alliance for Quality Education
- ◆ Alliance of New York State YMCAs
- ◆ Children's Aid Society*
- ◆ Conference of Big 5 School Districts
- ◆ Council for a Strong America
- ◆ Council of School Supervisors and Administrators
- ◆ ExpandED Schools*
- ◆ Hudson City School District*
- ◆ National Center on Time & Learning*
- ◆ New York Association for Pupil Transportation*
- ◆ New York State Council of School Superintendents
- ◆ New York State Cradle to Career Alliance*
- ◆ New York State School Boards Association
- ◆ New York State United Teachers
- ◆ Rural Schools Association*
- ◆ School Administrators Association of New York State
- ◆ United Federation of Teachers
- ◆ Watkins Glen Central School District*

*Also a presenter

GUEST PRESENTERS OF THE NEW YORK STATE LEARNING COMMUNITY ON EXPANDING LEARNING THROUGH SCHOOL-COMMUNITY PARTNERSHIPS

- ◆ Auburn High School
- ◆ Binghamton High School
- ◆ Children's Institute
- ◆ Connecticut After School Network
- ◆ Fannie Lou Hamer Freedom High School
- ◆ H.W. Smith K-8
- ◆ New York City Department of Youth and Community Development
- ◆ Partnership for Results
- ◆ Rochester School #29
- ◆ Rural Schools and Community Trust/ Organizations Concerned About Rural Education/ Coalition for Community Schools
- ◆ Schoolhouse Partners
- ◆ SUNY Albany

PARTICIPATION IN THE LEARNING COMMUNITY DOES NOT
REFLECT ENDORSEMENT OF ALL OF THE INCLUDED RECOMMENDATIONS

APPENDIX B



ExpandED Schools
by TASC

TASC POLICY BRIEF

A FISCAL MAP FOR EXPANDED LEARNING TIME (ELT)

To expand learning and achieve equity and excellence within our nation's educational system, schools and their partnering community organizations need adequate and accessible resources. They also need to know where to find them. In 2011, TASC produced a fiscal map for expanded learning time (ELT) to show the numerous public funding sources that can support efforts to add personalized instruction, community partnership and time for a balanced curriculum to the school day or year.

Given the consolidation of some funding streams, the creation of new ones and shifts in focus and resources among some public agencies, we have updated the fiscal map. For example, New York State took a bold step in establishing a dedicated funding stream for extended learning time. Our goals for the fiscal map remain the same: (1) to offer leaders committed to more and better learning time a comprehensive guide to public funds; (2) and to demonstrate the complexity of the ELT funding landscape, and the need to simplify and streamline funding opportunities.

Overview of Current Funding Sources for ELT Schools

This fiscal map highlights funds available to New York City efforts, but portions of it may be useful in other jurisdictions. Few funds are explicitly dedicated to ELT. Instead they target education, youth development, child care, arts or workforce development. *Table I* (page 2) lists public entities that disburse funds which may be used to support ELT implemented through school-and-community partnerships. These entities should engage in efforts to coordinate and align their funding priorities.

Table II (pages 3–7) provides additional details on the federal, state and local resources available to support ELT schools in New York City. The funds described below use a mix of allocation methods and distribution mechanisms. First, funds may be allocated as block grants, competitive grants or entitlement programs.¹ Second, while some funds flow from one public entity to another (e.g., federal government to the state, state to localities), others may be direct funding from any level of government, often to school districts or intermediary organizations, and then to individual schools or youth-serving nonprofits. Federal funds apply to the federal fiscal year 2012–13 (FY13). State and local funds apply to the 2013–14 fiscal year (FY14).² Budget amounts for competitive grants aren't necessarily available each year, if grant awards are structured as multi-year. Where available, we've listed upcoming competitions.

Recommendations

Since launching an ELT pilot in 2008, TASC has worked side-by-side with policymakers, schools and strong youth-serving community organizations to develop cost-efficient, sustainable strategies to expand learning time and

Table I: Public Agencies with Funding for Expanded Learning Time

FEDERAL	NEW YORK STATE	NEW YORK CITY
Corporation for National and Community Service	Office of Children and Family Services	City Council
Department of Agriculture	New York State	Department of Cultural Affairs
Department of Education		Department of Education
Department of Health and Human Services		Department of Youth and Community Development
Department of Housing and Urban Development		
National Endowment for the Arts		
National Science Foundation		

opportunities for students in communities of great need. Policymakers at every level increasingly embrace these goals in the service of providing all students with an excellent public education. To these policymakers and public agencies, we offer the following recommendations to ease burdens on school and community leaders and spread successful innovations.

Include descriptions of expanded learning in documents about funding streams.

Descriptions of allowable school-and-community ELT models should be included in legislation, regulations, agency guidance, and requests for proposals so that recipients are clear that they may use these funds to implement ELT.

Integrate and coordinate grants and requirements.

Finding, securing, and reporting on multiple funding streams is a massive administrative burden for educators, pulling resources away from direct services to children, and making it harder for small organizations and schools to

access funds. Schools and community partners would benefit from public agencies integrating their funding requirements and reporting processes. This would include giving schools and their community partners access to a single proposal process; waivers from funding requirements that aren't relevant to ELT; access to a single database they could use for all public reporting requirements; and use of one budgeting process that accounts for both the expenses of expanding learning time, and revenues from multiple funding sources.

Consider new funding mechanisms for schools with a longer, balanced learning day.

The most efficient way for states and cities to fund more and better learning time is to offer an increased per pupil allocation to schools that expand the school day with a community partner. This would give schools and their partners a solid funding base and the security they need to involve families and communities in long-term planning for school reinvention.

¹In Formula or Block grant awards, grant amounts are determined by a formula based on need and demographic data. Competitive awards are given after submitted proposals are scored against set criteria, and there is no guarantee of funding for applicants. Entitlement programs provide funding or in-kind goods and services to all applicants that meet specified eligibility requirements. Finally, discretionary awards are provided by elected officials for specific projects at the official's discretion. As of the 2013-14 school year, there is a moratorium on federal and New York State discretionary awards.

²Federal fiscal year 2013 (FY13) covers period October 1, 2012 through September 30, 2013. State fiscal year 2014 (FY14) covers April 1, 2013 through March 31, 2014, and New York City fiscal year 2014 (FY14) covers July 1, 2013 through June 30, 2014.

PUBLIC FUNDING SOURCES FOR EXPANDED LEARNING TIME

FUNDING SOURCE	ADMINISTERING AGENCY	FEDERAL FY13	NYS FY14	NYC FY14	TARGET POPULATION	DISTRIBUTION PROCESS
Advanced Placement Incentive Program Grant Supports activities to increase the participation of low-income students in both pre-AP and AP courses and tests.	US Department of Education	\$28.5 million	-	-	Secondary school students	Competitive grants to SEAs, LEAs, or national nonprofit educational entities with expertise in providing AP services
Advantage After School Programs (AASP) Provides quality youth development opportunities to school-age children and youth after school. AASP offer a broad range of educational, recreational and culturally age-appropriate activities that integrate what happens in the school day.	NY State Office of Children and Family Services	-	\$17.7 million	-	Full-day pre-kindergarten through grade 12	Competitive grants to schools and non-profit organizations
AmeriCorps AmeriCorps offers opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups.	Corporation for National and Community Service	\$310 million	-	-	Adults (age 17 and older for State & National; 18 and older for other programs) who want to serve local communities	\$10M formula grants to states and \$200M in competitive grants to nonprofit organizations, schools, and local/state/federal government (\$19.9 million awarded in NY) FY14 deadlines: Dec. 2013 (LOI) and Jan 2014 (application)
Art Works Supports projects that help children and youth acquire knowledge, skills, and understanding of the arts through hands-on learning and engagement in school-based and community-based settings.	National Endowment for the Arts	\$5.9 million	-	-	All Students	Competitive grants to nonprofit organizations with 501(c)(3) status, including arts and cultural organizations, school districts, youth service and other community groups
Attendance Improvement and Dropout Prevention (AI/DP) Provides grants to improve school attendance and provide dropout prevention services.	NY State Department of Education	-	\$50.5 million	-	K-12 students	Set-aside of state education funding to NYC (foundation aid)
Beacon Program Beacons are school-based community centers serving children, youth, and adults. They provide activities that establish opportunities for empowerment and skill building, development of character and positive social norms, and the integration of family, school and community support.	NYC Department of Youth and Community Development	-	-	\$48 million	New York City Students age 6 and up, and adults	Competitive grants to non-profit organizations and schools; existing contracts scheduled to end June 2014; next RFP expected Fall 2013
Carl D. Perkins Career and Technical Education Improvement Program: Title I (Basic State Grants) Provides grants to further State and community efforts to improve vocational education programs and adult education and literacy systems.	US Department of Education	\$1 billion	-	-	Secondary and postsecondary students	Formula grants to secondary schools and postsecondary institutions; NY state allocation: \$51.4 million
Carol M. White Physical Education Program Funds go toward initiating, expanding, and improving physical education programs in order to make progress toward meeting state standards.	US Department of Education	\$74.5 million	-	-	K-12	Competitive grants to LEAs and CBOs
Child and Adult Care Food Program (CACFP) Nutrition education and meal reimbursement program that helps providers serve nutritious and safely prepared meals and snacks to children and adults in day care settings.	US Department of Agriculture	\$2.9 billion	-	-	Children and Youth ages 18 and younger in eligible programs	Entitlement program

PUBLIC FUNDING SOURCES FOR EXPANDED LEARNING TIME CONT.

FUNDING SOURCE	ADMINISTERING AGENCY	FEDERAL FY13	NYS FY14	NYC FY14	TARGET POPULATION	DISTRIBUTION PROCESS
Child Care and Development Fund (CCDF) Assists low-income families, families receiving temporary public assistance and those transitioning from public assistance in obtaining child care so they can work or attend training/education. The program also promotes coordination among early childhood development and afterschool programs. CCDF is authorized by the Child Care and Development Block Grant Act.	US Department of Health and Human Services	\$5 billion	-	-	Children under age 13 and from low income families in need of child care	Formula grants to states, subsidy-based entitlement to localities; NY state allocation: \$739 million; NYC allocation: \$468.4 million
Community Development Block Grant-Entitlement Community Grants Provides funds to develop viable urban communities by providing decent housing and a suitable living environment, and by expanding economic opportunities.	US Department of Housing and Urban Development	\$3.1 billion	-	-	Low- and moderate-income persons	Formula grants to entitled cities and counties; NY state allocation: \$294 million
Community Schools Grant Initiative Supports school buildings that serve as community hubs to deliver academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families.	NY State Education Department	-	\$15 million	-	K-12 students	Competitive grants to LEAs; in NYC nonprofit organizations collaborating with the school district may be the lead applicant
Community Service Block Grant Provides funds to alleviate the causes and conditions of poverty, including services and activities addressing employment, education, better use of available income, housing, nutrition, emergency services and/or health.	US Department of Health and Human Services	\$658 million	-	-	Low-income individuals that may be unemployed or receiving public assistance	Block grant to states; NY state allocation: \$58.5 million
Contract for Excellence Provides additional accountability for increased State Aid for low performing school districts. C4E is a comprehensive approach to targeting fiscal resources to specific allowable programs proven to raise the achievement of the students with the greatest educational need.	NY State Department of Education	-	\$655 million	-	K-12 students with the greatest educational needs	Formula grants to schools; NYC allocation: \$530 million
Cultural After School Adventures (CASA) Funds a variety of arts programming capitalizing on the diversity of artistic talent in New York City, while assisting schools in meeting arts benchmarks and state standards.	NYC Department of Cultural Affairs	-	-	\$5.1 million	Students enrolled in after-school programs	Grants to cultural organizations to partner with schools
Elementary and Secondary Schools Counseling Program Provides grants to school districts to establish or expand the range, availability, quality and quantity of counseling for students in elementary and secondary schools.	US Department of Education	\$49.6 million	-	-	K-12 students	Competitive grants to LEAs
Extended Learning Time Grant Program Supports school-wide learning opportunities in high-quality extended school day and/or school year programs with a focus on improving academic achievement.	NY State Education Department	-	\$20 million	-	K-12 students	Competitive grants to LEAs

PUBLIC FUNDING SOURCES FOR EXPANDED LEARNING TIME CONT.

FUNDING SOURCE	ADMINISTERING AGENCY	FEDERAL FY13	NYS FY14	NYC FY14	TARGET POPULATION	DISTRIBUTION PROCESS
Extended School Day/School Violence Prevention Supports collaborative projects that address the problem of school violence through extended school day programs and/or other school violence prevention strategies/resources.	NY State Department of Education	-	\$24.3 million	-	K-12 students	Competitive grants with annual continuations to LEAs and non-profit organizations working with LEAs; NYC allocation: \$13.1 million; current round set expire June 2014
Federal TRIO Program Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.	US Department of Education	\$838.6 million	-	-	Middle and secondary school students from disadvantaged backgrounds, first-generation college students, and individuals with disabilities	Competitive grants to institutions of higher education, public and private agencies and organizations with experience in serving disadvantaged youth and secondary schools (grant recipient depends on TRIO program)
GEAR UP Provides grants to increase the number of low-income students who are prepared to enter and succeed in postsecondary education through services at high-poverty middle and high schools.	US Department of Education	\$302.2 million	-	-	Entire cohort of low-income students beginning no later than the 7th grade and follow the cohort through high school	Competitive grants to LEAs, SEAs and institutions of higher education; and non-profits working in partnership with LEAs
Investing in Innovation (I3) Expands the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.	US Department of Education	\$141.6 million	-	-	K-12 students	Competitive grants LEAs and non-profit organizations working with LEAs or a consortia of schools
Neighborhood Development Area Programs Designed to help youth become healthy, responsible, and caring adults; programs provide young people with academic, college and career readiness, leadership, and conflict resolution opportunities.	NYC Department of Youth and Community Development	-	-	\$5.4 million	Middle and high school students	Competitive grants to nonprofit organizations. Next RFP expected late fall/early winter 2013
Out-of-School Time (OST) Programs for Youth Supports programs that provide a blend of academic, recreational and cultural activities for young people after school, during holidays and in the summer.	NYC Department of Youth and Community Development	-	-	\$134 million	K-12 students with priority to high need neighborhoods	Competitive grants to nonprofit organizations partnering with schools; multiple initiatives for school-based, high school, and center-based programs
Promise Neighborhoods Provide funds to design comprehensive approaches for addressing the education and developmental needs of children in distressed, high-poverty communities, from cradle to career.	US Department of Education	\$59.9 million planning and implementation (FY12)	-	-	K-12 students in low-income communities	Competitive grants to non-profit organizations, postsecondary institutions; no implementation competition for FY13

PUBLIC FUNDING SOURCES FOR EXPANDED LEARNING TIME CONT.

FUNDING SOURCE	ADMINISTERING AGENCY	FEDERAL FY13	NYS FY14	NYC FY14	TARGET POPULATION	DISTRIBUTION PROCESS
Race to the Top Supports States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.	US Department of Education	\$4.4 billion (FY11)	-	-	K-12 students	Competitive grants to SEAs; NY state allocation: \$700 million
Race to the Top - District (RTT-D) New competition for districts that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.	US Department of Education	\$383 million (FY12)	-	-	K-12 students	Competitive grants to LEAs
School Dropout Prevention Program Supports programs that provide assistance to help schools implement effective school dropout prevention and re-entry programs.	US Department of Education	\$46.3 million	-	-	High schools with high dropout rates and their middle school feeder schools	Competitive grants to SEAs and LEAs serving communities with dropout rates above the state's average
School Improvement Grants Aims to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.	US Department of Education	\$505.8 million	-	-	K-12 students in lowest performing Title I schools	Formula grants to SEAs; NY state allocation; \$36.1 million
Smaller Learning Communities Supports the implementation of SLCs and activities to improve student academic achievement in large public high schools with enrollments of 1,000 or more students.	US Department of Education	\$88 million (FY09)	-	-	Secondary students in large public high schools	Competitive grants to LEAs
Social Innovation Fund Intends to improve the lives of people in low-income communities by mobilizing public and private resources to grow promising, innovative community-based solutions that have evidence of compelling impact in three areas of priority need: economic opportunity, healthy futures and youth development.	Corporation for National and Community Service	\$27 million	-	-	K-12 students in low-income communities	Competitive grants to local and national intermediary organizations
Special Education Grants (Individuals with Disabilities Education Act) Provides funding to assist states in meeting the costs of providing special education and related services to children with disabilities.	US Department of Education	\$11 billion	-	-	Youth ages 3-21 with disabilities	Formula grants to SEAs
Striving Readers Comprehensive Literacy (SRCL) Advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students, high-need youth, and students with disabilities.	US Department of Education	\$151.3 million	-	-	K-12 students	Formula and competitive grants to SEAs

PUBLIC FUNDING SOURCES FOR EXPANDED LEARNING TIME CONT.

FUNDING SOURCE	ADMINISTERING AGENCY	FEDERAL FY13	NYS FY14	NYC FY14	TARGET POPULATION	DISTRIBUTION PROCESS
Summer Youth Employment Program (SYEP) Provides New York City youth with summer employment and educational opportunities at public, private and non-profit worksites.	NYC Department of Youth and Community Development	-	-	\$45.2 million	Youth ages of 14 to 24	Lottery for ages 14-24
Title I, Part A: Grants to School Districts (Elementary and Secondary Education Act, or ESEA) Ensures that disadvantaged students have a fair, equal, and significant opportunity to obtain a high-quality education and meet high standards. - Includes Academic Intervention Services (AIS) that can include extended school day, before, and after-school sessions and summer school. - Includes Supplemental Educational Services (SES) that provide academic tutoring in reading, English language arts, and mathematics, free of charge to eligible students in eligible schools.	US Department of Education	\$13.8 billion	-	-	Disadvantaged K-12 students	Formula grants to SEAs; allocation to NY state; 1.1 billion
Title III: English Language Acquisition (ESEA) Provides funding to help limited English proficient (LEP) students attain English proficiency while meeting State academic achievement standards.	US Department of Education	\$693.8 million	-	-	Limited English Proficient and Immigrant K-12 students	Formula grants to SEAs; NY state allocation \$55.4 million
Title IV, Part B: 21st Century Community Learning Centers (ESEA) Supports school and community-based programs that provide academic enrichment opportunities during both non-school hours and during an expanded school day (under ESEA waiver only).	NY State Department of Education	\$1.1 billion	-	-	K-12 students with a priority to low-income and low-performing schools	Competitive grants to schools and CBOs; NY state allocation; \$78.1 million
Title X: McKinney-Vento Education for Homeless Children and Youth Program Ensures that homeless children, including preschoolers and youth, have equal access to free and appropriate public education and supports LEAs in gathering comprehensive information about the impediments these students must overcome to regularly attend school.	US Department of Education	\$50 million	-	-	K-12 homeless youth	Formula grants to SEAs; NY state allocation \$4 million
WIA In-School Youth Program (Workforce Investment Act) Provides services to help promote success for youth as they transition out of high school and become productive members of their communities. Programs encourage youth leadership and development through work readiness and career-development workshops; summer employment and internships; college preparation and college tours; and individual and group counseling.	NYC Department of Youth and Community Development	-	-	\$4.6 million	Low-income high school juniors and seniors	Competitive grants to non-profit organizations
Youth Development Program Funding for the Youth Development/Delinquency Prevention and Special Delinquency Prevention Programs grants were consolidated during the last state budget. Guidance pending.	NY State Office of Children and Family Service	-	-	\$15.4 million		Formula grants to localities

ABOUT TASC

The mission of TASC is to expand the school day to give disadvantaged students more opportunities to discover and develop their talents; more support to overcome the challenges of poverty; and more time to achieve at the high levels essential for success in the global workplace. Since our founding in 1998 we have helped more than 621,000 kids, supported more than 564 public schools, partnered with more than 400 community and cultural organizations and colleges and trained 23,000 community members to work in schools.

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This is the third edition of A Fiscal Map for Expanded Learning Time.
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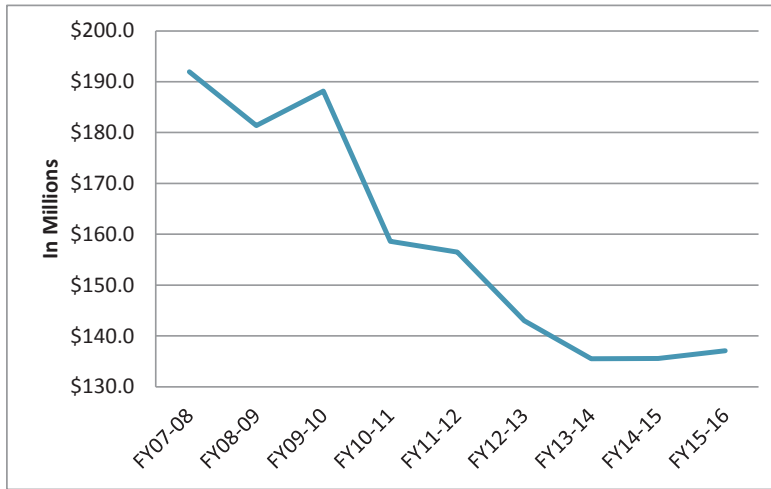
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APPENDIX C



FUNDING FOR EXPANDED LEARNING



Decline in funding specifically for community-based or school-community partnerships for expanded learning (21st CCLC, Advantage, ESD/SVP, YDP)

State Funding

Advantage After School:

- Youth development programs with priority target of “disconnected/high-need” youth
- \$19.3 million in FY15-16; peak funding of \$28.2 million in FY07-08
- Grants are for five years
- Administered by the Office of Children and Family Services

Extended School Day/ School Violence Prevention (ESD/SVP):

- Provide support to students through extended school-day and/or school violence prevention programs
- \$24.3 million in FY15-16; peak funding of \$30.2 million in FY07-08
- Grants are for three years with the possibility of two one-year extensions
- Administered by the New York State Education Department

Youth Development Program (YDP):

- Support for providers offering positive youth development programs
- \$15.4 million in FY15-16; peak funding of \$37.1 million in FY08-09
- Distributed by county-based formula
- Administered by the Office of Children and Family Services
- Funds are distributed through county Youth Bureaus; in New York City they are part of the Department of Youth and Community Development’s Out-of-School Time (OST) Program

Extended Learning Time:

- Program to extend the school day, week, or year by adding at least 25 percent more time
- \$20 million provided in FY13-14; no new funding in FY14-15 or FY15-16
- Grants are for three years
- Administered by the New York State Education Department

Community Schools:

- Program to add support services, such as parent centers, healthcare, and afterschool, to schools
- Recent research has found that more than 90% of community schools incorporate expanded learning opportunities into their programming
- \$15 million in new funding provided in FY13-14; additional \$15 million in FY14-15; no new funding in FY15-16
- Grants are for three years
- Administered by the New York State Education Department

Summer Youth Employment Program (SYEP):

- Program employs youth ages 14 to 24 during the summer months, supporting their transition to the workforce
- Many participants serve as aides to summer programs for younger children, allowing programs to serve more children
- \$30 million provided in FY15-16; peak funding of \$35 million in FY08-09

Local Funding

- Cities and counties often choose to fund expanded learning opportunities through discretionary spending, generally through local Youth Bureaus
- New York City invests approximately \$411 million in the COMPASS, including SONYC, and Beacon initiatives

Federal Funding:

21st Century Community Learning Centers:

- Programs offer academic enrichment and youth development, particularly for youth at low-performing or high poverty schools, through school-community partnerships
- \$78.1 million in FFY14-15; peak funding of \$100.5 million in FFY09-10
- Grants are for three to five years
- Administered by the New York State Education Department

Child and Adult Care Food Program (CACFP): The At-Risk Afterschool Snack and Supper Program:

- Nutrition assistance for afterschool programs to provide free snacks and suppers to youth
- As of July 1, 2014 the program reimbursed 82 cents per snack and \$2.98 per supper
- Any program located in a school district where 50% or more of enrolled students qualify for free or reduced-price school meals are eligible to receive funding

Summer Food Services Program (SFSP):

- Provides free, nutritious meals to children eighteen and under in low-income neighborhoods during the months when school is not in session
- Eligible locations must either be in areas where more than 50% of students qualify for free or reduced-price lunch or, if in a different area, the site must only provide free meals to students who qualify for free or reduced-price lunch

Child Care Subsidies:

- Federal, state, and local support for low-income families that may be used to pay for care for children from birth up to age twelve
- \$976.6 million in FY15-16 (combined federal, state, and local contributions); peak funding of \$999.3 million in FY10-11
- Approximately 1/3 of funding goes to school-age child care

School District Grants:

- Certain federal funding for school districts, such as Title I and School Improvement Grants (SIG), can be used for expanded learning opportunities at the discretion of the school district