

Statewide Afterschool Networks Policy Review

2007-2008



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INTRODUCTION

Despite the challenging economic times of the past eight years, and amid all of the education, childrens' and family issues faced by state legislatures and agencies, afterschool has emerged as a key political priority in a number of states. The statewide afterschool networks in these states have been critical to advancing policy and funding for afterschool.

These partnerships—funded through the support of the Charles Stewart Mott Foundation—are focused on actively educating and engaging key decisionmakers in support of school-based and school-linked afterschool programs, particularly in underserved communities.

The statewide afterschool networks have achieved success through various means, including building and expanding a coalition of key stakeholders; providing timely and credible information to network members and policymakers; and maintaining a focus on goals that all stakeholders can support. The networks also drew on technical assistance, resources and peer-to-peer learning available through the Afterschool Technical Assistance Collaborative and the National Network of Statewide Afterschool Networks.

The National Network of Statewide Afterschool Networks connects established statewide afterschool networks in their collective mission to build partnerships and policies that are committed to the development and sustainability of quality afterschool programs.

Currently 38 statewide afterschool networks are funded to further statewide afterschool policies and systems of practice that support the success of children and young people.

The National Network is centered around three goals:

Goal 1: Create a sustainable structure of statewide, regional and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.

Goal 2: Support the development and growth of statewide policies that will secure the resources that are needed to sustain new and existing afterschool programs.

Goal 3: Support statewide systems to ensure programs are of high quality.

See Appendix A for more information about the vision and goals of the statewide afterschool networks.

Building Broad Coalitions

Network leads agree that partnerships of influential individuals, agencies and organizations are effective and necessary to show policymakers the widespread and persistent support for afterschool programs. Networks engage a wide range of afterschool program providers, as well as a broad array of other stakeholders who support expanding out-of-school learning opportunities for youths.

The networks have also engaged and educated key policymakers from both political parties, demonstrating that afterschool is not a partisan issue. In Connecticut, for example, legislation for afterschool funding had sponsors from both sides of the aisle, including the speaker of the house. That bipartisan bloc of legislative leaders was able to restore funding after it was defeated in committee.

Individual networks also include influential organizations and agencies. In Minnesota, the network, Youth Community Connections, benefited from the support of a major private philanthropy and the University of Minnesota, both of which added enormous credibility to the network's efforts.

Providing Information

Serving as an information resource is a primary function of a network. Information that is timely, credible and persuasive can be extraordinarily valuable when educating policymakers. By providing evidence of the effects of afterschool programs on students' and working families' lives, networks can convince wavering policymakers to become champions.

This information serves to inform network partners about key events on the legislative calendar and can enable supporters to contact legislators when timing is critical.

Networks have also become invaluable as principal sources of information for a variety of audiences. For example, the Massachusetts Afterschool Partnership provided research and data to help a state commission move forward in identifying statewide afterschool needs.

Maintaining Focus

Despite network partners' varying interests, a network's success depends on its focus on furthering statewide afterschool policies.

Successful networks also strive for true engagement among partners. In Iowa, for example, the Iowa Afterschool Alliance developed a widely praised "blueprint" for an afterschool system in the state. The network built consensus by making sure that each element of the document was vetted with all members of the coalition. The network also held field sessions to gather input from grassroots supporters and invited a broad list of interest groups and local policymakers to comment on the blueprint.

The National Network

State networks benefit from being part of the National Network of Statewide Afterschool Networks, in which they have opportunities for peer-to-peer learning and access to a variety of resource experts and information. The national meetings also provide time for network members to work together, away from the pressure of business in their home states.

The recent financial and economic crisis has raised questions about whether networks can sustain their success. Most network leads believe they have laid the groundwork for continued support for afterschool in their states.

About This Document

Furthering statewide afterschool policies is a primary function of the statewide afterschool networks and is critical for sustainable success in increasing the number and ensuring the quality of afterschool programs for children. Youth policy development ranges from educating key stakeholders responsible for legislative success that can result in new funding, to administrative changes that provide new access to existing sources of money, to removing policy barriers to ensure greater access and quality of programming.

The seven statewide afterschool networks profiled here illustrate some of these policy successes—large and small—from across the country. The seven case studies examine successful and replicable policy approaches that provided additional resources for more programs or led to significant support for access to quality programs. After the detailed case studies, other state successes are described in “Statewide Afterschool Networks Legislative Review 2007-2008,” and further add to the growing record of important contributions by the statewide afterschool networks.

CASE STUDIES

Connecticut

ACCOMPLISHMENTS

In May 2006, the Connecticut General Assembly passed, and the governor signed, a bill that created a pool of funds to support afterschool programs, resulting in a total of \$4.4 million of new funding, split between the state department of education and the department of social services. The following year, the legislature increased the department of education budget for afterschool by \$2.35 million per year for two years. The funding supported a competitive grant program, earmarked programs, curriculum development for science and math, and administrative expenses and quality improvements.

Background

In 2004, with the backing from a key legislative champion and 30 bipartisan co-sponsors, the Connecticut General Assembly supported a \$100,000 pilot afterschool initiative. The following year, an additional \$7 million in funding for afterschool programs was requested, and the Education Committee included \$5 million, but the bill died in the Appropriations Committee. Last-minute budget negotiations resulted in an allocation of \$1 million of justice funding, but the funds were spent before any could be used for afterschool programs. This temporary setback, however, laid the groundwork for passing the \$100,000 line item for afterschool pilot programs again that led to the state's policy success.

Network Involvement and Activities

The network was strategic and consistent in engaging key legislative leaders as champions to increase funding for afterschool. The speaker of the house and a sports figure spoke at the Network's Lights On Afterschool event. The policy advisor to the speaker attended the National Network of Statewide Afterschool Networks annual meeting. Network partners spent time educating key policymakers and understanding the policy process.

An advocacy committee coordinated and delivered key messages to stakeholders. Information on the benefits and affordability of, and the need for, afterschool programs were regularly and repeatedly shared by network partners through meetings with policymakers, breakfast sessions and e-mail blasts. An annual Afterschool Day at the Capitol became an opportunity for policymakers to hear testimonials from their constituents.

Lessons Learned

The network learned the importance of working with a key legislative champion who will both support and work for a bill's passage—although the bill may be defeated because of competing interests. Staying on message and keeping the message simple was a key factor in ensuring that the message was heard, according to Michelle Doucette Cunningham, the executive director of the Connecticut After School Network. “You may feel like you’re a broken record,” she says. “But they need to hear the consistency and uniformity of the message. Rather than trying to be creative and develop different messages for each conversation, it’s often better to get clear on the key points you want to deliver and consistently repeat them.”

Implications for the Future

Continuing to work with key champions is critical to sustaining afterschool funding. The network must also provide support to the department of education in implementing the new funding and give technical assistance to the grantees.

ACCOMPLISHMENTS

In 2008, the Iowa legislature increased funding for afterschool programs. And the Iowa Afterschool Alliance laid the foundation for support beyond the fiscal year for programming by producing a blueprint that represents a broad consensus for support of afterschool programs.

Background

The Iowa legislature established a competitive grant fund for afterschool programs in 2006, using funds from the Healthy Iowans Tobacco Trust, its share of the nationwide settlement with the tobacco companies. In its first year, the grant program was funded at \$150,000; in 2007, the legislature increased funding to \$900,000.

Network Involvement and Activities

After the major increase in funding in 2007, the Iowa Afterschool Alliance hoped to receive \$4 million, based on the Alliance's estimate of the need. However, the economic downturn made such an increase unlikely, and then other competing priorities—such as the establishment of the Iowa Core Curriculum—pushed afterschool programs down on the list of concerns.

The Alliance mobilized its statewide network of providers and supporters to advocate for funding. By sending frequent “action alerts” to members, the Alliance notified people throughout the state when key legislative events were taking place so that they could contact their legislators on behalf of funding for afterschool programs.

As a result of the strong grassroots effort, the afterschool grant fund received \$1 million. To further enhance the field, the Alliance began to design a blueprint using its Mott Foundation Innovation grant. The blueprint outlined a consensus view of how to create a statewide system of high-quality, accessible and affordable afterschool programs.

To prepare the blueprint, the Alliance held a series of four community forums around the state, during which a cross section of individuals discussed the current state of afterschool programs, the barriers to improvement and their goals for the future. The Alliance then collected the information and worked with all stakeholders to ensure that everyone agreed with the vision.

Lessons Learned

The challenging legislative session and the process of creating and compiling the long-term blueprint demonstrated to Alliance leaders the importance of building and maintaining a broad coalition. In the legislature, the Alliance presented in its educational materials the point of view of both large providers and small, local communities, along with a broad range of stakeholders. They were also able to create a powerful consensus vision by ensuring that every type of program and community was represented in the blueprint.

Implications for the Future

Although the economic situation forced the Alliance to adjust its short-term goals in 2008, the long-term goal remains the same: a statewide system of high-quality, accessible and affordable afterschool programs for every child in the state. Alliance officials believe that the blueprint represents a solid foundation on which they can build toward achieving that goal.

“The lesson for us is we need to continue to strengthen our base of support among the legislators,” says Brooke Findley, the director of the Iowa Afterschool Alliance. “Education is the way to do that. That’s the reason we designed the blueprint as a tangible document. Afterschool in Iowa is real. Here are 20 pages to explain it.”

Massachusetts

ACCOMPLISHMENTS

Support for afterschool programs in Massachusetts is significantly higher in 2008 than it was in years past, and the Massachusetts Afterschool Partnership (MAP) played a key role in that success. Due in large part to concerted policy development and advocacy efforts by MAP, the state legislature in 2005 created a statewide commission to examine the state's afterschool programs and recommended improvements. The commission's report, issued in 2007, helped build support for a more than 150 percent increase in funding for state programs in 2008, from \$2 million to \$5.5 million.

Background

MAP was created in 2003 after the state had virtually eliminated funding for afterschool programs in the wake of the economic turmoil following the 9/11 attacks. Since its formation, MAP has worked with the legislature to establish and expand the Afterschool and Out-of-School Time grant program, and to form an After School and Out-of-School Time (ASOST) Commission to study the status of afterschool programs around the state and recommend improvements. MAP has also created statewide and regional networks of afterschool stakeholders to share best practices among regions and communities, and to mobilize the afterschool community to achieve strategic goals.

Network Involvement and Activities

The 38-member ASOST Commission held 10 hearings around the state, at which community members—including youth—expressed strong support for afterschool programs and urged the panel to recommend expanding and strengthening them. “After the process, there was a much better understanding in the legislature and the administration of what the need was,” says Gwynn Hughes, the network's lead. In addition, she says, the hearing process “built more champions across the state.”

MAP played an important role in helping to construct the commission. MAP formed a policy committee that drafted legislative language to create the commission, and then the network maximized its database and e-mail system to organize supporters throughout the state who could contact their local legislators.

Once the commission was assembled, MAP supplied commission members and staff with data and information to help ensure they had access to documents about which they might not otherwise know.

The commission's report was a strong endorsement for improved and expanded afterschool programs, recommending increased access to high-quality affordable programs, improved quality programming and workforce, and a sustained commitment to afterschool programs. The legislature responded in 2008 with the significantly increased funding.

Lessons Learned

MAP's experiences in 2008 demonstrated that a network must remain nimble to respond to challenges it may not have anticipated at the outset.

The network recognized, as the process continued, that seeking funding was not enough; it had to suggest political solutions to legislators. MAP also had to find a balance between involving the members of the coalition and responding to the fast-moving legislative timeline. From one standpoint, the network wanted to work with all of its partners so that each had a sense of ownership of the product. But because the legislative sessions move rapidly, the network learned that it had to be able to make quick decisions—with clear strategies of which key stakeholders to involve—when necessary to respond to legislators' needs for information.

Implications for the Future

Now that state officials are clearly behind afterschool programs, the network's goal is to continue building momentum and to enhance programming. "It's the difference between trying to get to the table, as opposed to being at the table and trying to contribute in the best way," says Hughes.

A major goal is to create a permanent coordinating council that would continue the work of the ASOST Commission. The ASOST Commission recommended such a council, and Hughes believes the council would help advance afterschool programs and help the field weather the current tight fiscal climate.

Hughes maintains that MAP's work has created a broader coalition for afterschool programs in Massachusetts. "We put a lot of energy into trying to get champions," she says. "With the commission, there are more champions in the legislature. Now there's more of a focus on developing bigger policy and research ideas that can be solutions."

Minnesota

ACCOMPLISHMENTS

A year after the legislature provided significant one-time state funding for afterschool programs, Youth Community Connections (YCC), Minnesota's statewide afterschool network, helped organize a governor's summit on afterschool. At the summit, which drew a wide range of partners and stakeholders, the president of The McKnight Foundation, a Minneapolis-based family foundation, proposed a new challenge grant for the 2009 legislative session, which was later supported by its board, offering to put up \$2 million if the legislature provided \$10 million in state funding for afterschool and summer learning programs.

Background

Utilizing an idea first proposed at a meeting of the National Network of Statewide Afterschool Networks in January 2007, The McKnight Foundation challenged lawmakers to provide \$10 million in state funding for afterschool and summer learning programs; if the state did so, the foundation would provide a challenge grant to the state of Minnesota. Although the legislature did not meet the challenge, it did provide \$5.3 million over two years for afterschool programs.

Network Involvement and Activities

The McKnight challenge grant offered an opportunity to YCC to develop policy briefs, prepare partners to present research-findings and testimony for policymakers, and engage champions to support the initiative. Key legislators met with knowledgeable advocates and received information relevant to their districts' needs.

The foundation's backing opened a lot of doors, says Laura LaCroix-Dalluhn, the network's lead. "It's a huge statement to have a private foundation say afterschool and summer learning are important," she says.

Partially due to the foundation's support and an arrangement with the governor to hold an afterschool summit, YCC attracted a broad range of partners from many fields and political persuasions, including the mayors of Minneapolis and St. Paul, the president of the state university, top officials from the state department of education, and leaders from the business community, community associations and Boys & Girls Clubs.

Lessons Learned

YCC's success in building a coalition in support of the legislative challenge convinced the organization that a broad alliance is vital because the partners bring credibility to the effort and they also contribute in substantial ways. For example, the president of the University of Minnesota is an important ally who can speak with authority to legislators and the governor, notes LaCroix-Dalluhn. The university also provides research, and the extension service gives reach into all of the state's counties. "Networks are about networking," she says. "I truly believe success has come because of meaningful relationships and the ability to leverage resources when missions and goals align."

An equally important factor is the quality of the work the alliance produces. Developing and producing informative and engaging educational materials takes time, but doing so is vital to the effort. "I don't think people would trust us as much if we didn't produce high-quality work," LaCroix-Dalluhn says.

Implications for the Future

YCC believes it is in a strong position for the 2009 legislative session, with a broad and powerful coalition and the promise of a challenge grant from a key private foundation.

However, sustainability will become an important issue. The organization's leadership is thinking about how to remain stable financially, while at the same time creating a structure that supports afterschool programs in Minnesota and avoids relying on a few individuals.

New Hampshire

ACCOMPLISHMENTS

With the 2005 passage of the Minimum Standards for School Approval as the policy foundation, PlusTime New Hampshire is partnering with the New Hampshire Department of Education on implementing a system that allows students to earn credit toward graduation for learning that takes place outside of the classroom through expanded learning opportunities (ELOs), including afterschool and community settings. This change in policy has placed PlusTime in a key position to help facilitate the development of the policy and work with partners to lead the policy's execution.

Background

In 2005, the New Hampshire State Board of Education completed a rule-making process that drastically changed standards for New Hampshire high schools. One of the cornerstones of the new Minimum Standards for School Approval was a requirement that all high school courses be evaluated through demonstration of student mastery of course-level competencies, beginning no later than the 2008-2009 school year. The new policy allows students to acquire those competencies either in school or out of school through ELOs.

Network Involvement and Activities

With Mott funding through the Supporting Student Success project (See Appendix C), PlusTime convened a team—including leaders from the legislature, the governor's office and the state department of education—to develop an implementation plan and pilot. As a result of the planning process, the New Hampshire ELO Partnership formed in the summer of 2007, with the specific purpose of developing a model for ELOs that may be used by high schools statewide.

In the fall of 2007, with funding from Nellie Mae Education Foundation, the New Hampshire ELO Partnership launched the initial pilot with four high schools and three high schools participating as network sites auditing the process. The model for the pilot aligns with state education standards and gives school systems a way to assess learning so students can earn credit toward graduation for learning outside the traditional classroom.

For the past 14 months, the New Hampshire ELO Partnership and the first cohort of four high schools and three network sites have been developing a shared vision and mission, and tested initial implementation strategies and tools.

Lessons Learned

Designing a new system for ELOs and implementing that system at the same time has proven challenging. Although the New Hampshire ELO Partnership received some planning funds through PlusTime, work began with the pilot sites at the same time the materials were being developed. Intensive professional development was required with the pilot schools on a variety of topics such as use of course-level competencies, performance-based assessment and effective collaboration with community partners.

A second lesson learned for the network was the critical importance of a collaborative, strong working relationship with the state department of education. “The level of engagement, and our relationship with the department of education, has deepened dramatically and without the department of education we simply would not be able to do this work,” says Cynthia Billings, president and CEO of PlusTime.

Finally, education systems change takes time and the implementation strategies that truly impact the ways in which students earn credit toward graduation are complex. Combining the rigor of the academic system with youth development best practice requires intentional discussion and planning. Having a good working partnership with policymakers helped create mutual understanding: “A very strong relationship with the department of education is key,” says Billings.

Implications for the Future

PlusTime is committed to expanding the program and will do so responsibly. The network, along with the New Hampshire ELO partners, will evaluate the pilot and make necessary revisions before adding more schools. “We’re constantly taking lessons learned at the sites to create and build a stronger system,” says Billings. “We plan to refine, refine, refine, and then replicate.”

The network is also building its own capacity to support afterschool programs for high school students. As in many states, programming tends to focus on younger students, but high school students in New Hampshire have the opportunity to participate in ELOs as a pathway to earn credit toward graduation.

ACCOMPLISHMENTS

When the state of Ohio made funds for afterschool programs available from the Temporary Assistance for Needy Families (TANF) program, the Ohio Afterschool Network (OAN) stepped in and became an invaluable resource to providers. The network provided information about the available funds and helped afterschool providers navigate multiple systems to obtain them.

Background

In early 2006, outgoing Governor Bob Taft decided to use some of the state's surplus TANF funds—\$30 million—for school districts to fund afterschool and school readiness enrichment programs. Through an inter-agency agreement, two state agencies—the Ohio Department of Education and the Ohio Department of Job and Family Services—were responsible for administering the funds. OAN quickly acknowledged the need for information and technical assistance.

Network Involvement and Activities

When the TANF afterschool funds were made available in the spring of 2006, OAN recognized that providers would need assistance to access and use them well. The window for applying for funds was short and districts had little experience using TANF dollars, among other challenges. To provide assistance, OAN disseminated information about the funding to members, posted the request for proposals on its parent agency's Web site and set up an online question-and-answer feature to inform providers about the program. OAN also hosted five regional conversations with recipients of the funds and representatives from county departments of job and family services to discuss and collect shared questions, challenges and opportunities, which were then passed on to the state agencies managing the program to be answered on the Q&A Web site.

In addition, the network contacted providers to track how the money was spent, and identify effective programs and common challenges for providers in using the funds. The organization also conducted a "gap analysis" to determine where programs were located and which areas were underserved.

Network partners proved to be important allies. For example, Fight Crime: Invest in Kids, an organization of public safety officials and prosecutors, lobbied the legislature to seek improvements and additional resources for afterschool programs. In its work, Fight Crime used the OAN gap analysis to help make its case and \$20 million was allocated in the state's biennium budget.

Lessons Learned

Despite OAN's efforts, the Ohio program was not a complete success. About \$9 million of the original \$28.5 million available was not spent, and some bureaucratic and regulatory hurdles remain. OAN had to manage many obstacles tied to timing of the request for proposals, processing contracts and district unfamiliarity with eligibility in order for the money to result in a program or expansion of an existing one.

Implications for the Future

OAN's experience with the TANF program has strengthened its position in the state. Its membership has increased significantly, from 120 members to 600, and nearly 150 people attend its quarterly meetings, compared with 40 three years ago. In addition, the network has an enhanced reputation among providers, says Liz Nusken, the network lead. "We have more visibility on the part of providers," she says. "They come to us for help."

The program also educated OAN about state agencies and regulations. The organization now has better relationships with agency officials, and it is in a position to propose ideas to improve funding and services.

Washington

ACCOMPLISHMENTS

The state legislature in 2007 created the first statewide program for afterschool, the Washington State Community Learning Centers program. The legislation, which provides \$3 million over two years, closely follows the recommendations of the Washington Afterschool Network, the action arm of School's Out Washington.

Background

In 2004, the network examined its goals for the future. Based on the recommendations of a wide range of stakeholders, School's Out Washington agreed on four priorities, which would become the strategic state plan: support for out-of-school learning opportunities for children and youths; support for professional development for providers; public awareness of the importance of afterschool programs; and support for intermediate organizations to provide leadership, coordination, technical assistance and advocacy.

Network Involvement and Activities

The creation of the statewide network at the same time enabled School's Out Washington to mobilize stakeholders and supporters at the grassroots level to back the organization's agenda. Using a grassroots-mobilizing e-mail system, the network notified its 1,700 members weekly so that they could contact their legislators and also communicated with its members in other ways, including publishing a quarterly newsletter and sending monthly e-mails when the legislature was not in session. In addition, the network held a Lights On Afterschool awards ceremony to honor supportive stakeholders, including champions in the legislature.

The network also raised special unrestricted funding, which allowed them to share the cost of a legislative liaison who could present the network's agenda in the legislature. The liaison attended hearings, met with potential champions and represented the network in meetings at the state capitol. Other partners of the network also had legislative staff who spoke up for the afterschool agenda in their meetings with legislators when it was appropriate.

Lessons Learned

Network officials believe they were successful because they stayed focused on their cause while allying themselves with other youth-serving organizations, instead of competing for funds.

The organization also credits its investment in communications for its success. In addition to the electronic communications to its members, the network contracted with a news service to send stories about afterschool to newspapers and radio stations around the state. “People are more aware of the programs we have, and why afterschool is important in their communities,” says Janet Frieling, the network lead.

Implications for the Future

The 2007 Washington State Community Learning Centers program enshrined the network’s agenda in legislation. The challenge now is to sustain state support in this difficult financial time. The governor has already cut spending on some programs that have been authorized by the legislature.

At the same time, School’s Out Washington wants to ensure that its efforts are sustained. Too often, notes Frieling, networks rely on relationships between individuals; when the inevitable turnover happens, organizations have to start over. “If networks can anticipate transitions,” she says, “they can sustain their efforts.”

LEGISLATIVE REVIEW

Statewide Afterschool Networks Legislative Review 2007-2008



Advocated by the **Arkansas** Out of School Network's efforts, Governor Mike Beebe created the Governor's Task Force on After-School and Summer Programs for Arkansas in 2007. The task force completed its work in August 2008 with a series of recommendations for legislation that might be considered by the governor and the general assembly.



New funds released in FY06–07 for **California's** After School Education and Safety (ASES) Act doubled the number of afterschool programs to about 4,000. FY08 funding reached \$550 million for ASES. This program places a priority on funding high-needs schools and students.



The **Colorado** Afterschool Network (CAN) reported that HB07-1248, which allocates \$300,000 for afterschool programs, passed the legislature for FY08 and received level funding for FY09. The bill provides grants to entities offering high-quality programs for middle school students that may include alcohol and drug prevention and an educational component. HB 1357 was introduced during the 2008 legislative session that would have eliminated some state academic testing and directed the savings to afterschool programs and teacher professional development. However, after the bill died in committee, CAN partners testified, provided research and testimony in support of out-of-school learning opportunities. In 2008, SB 177 was passed into law and created the Colorado Works Strategic Use Fund, which allocated \$10 million a year for specific initiatives and programs that further the purposes of the state Temporary Assistance for Needy Families program.



The **Florida** State Legislature has directed the Legislative Office of Program Policy and Governmental Accountability to complete a statewide study of the State of Afterschool Care in Florida. The study, currently in progress, will cover all aspects of afterschool, including the identification of unmet needs.



Georgia allocated \$14 million from the Temporary Assistance for Needy Families (TANF) fund as a state budget item for afterschool programs in FY08 and is expected to receive level funding in FY09. This money supports grants to school- and community-based afterschool programs. In addition, to maintain service levels of subsidized child care and afterschool care, the Georgia General Assembly reallocated \$20.3 million in existing and unspent TANF funds to the Child Care and Development Fund for FY09.



Illinois has received substantial funding for afterschool through legislative earmarks over the past few years, ranging from \$5 million in FY08 to \$24 million in FY07. The earmarked funds do support afterschool but because the money has no program guidelines or accountability to support quality attached to it, and provides no systemic way to administer programs and track services and successes, it is not a consistent form of funding. The Illinois After-school Partnership collaborated with its allies to address these issues, and HR 384 was passed to create the After-school Funding Policy Task Force. The Illinois After-school Partnership convened the task force, which produced recommendations around quality guidelines and funding expectations. As a result, the Illinois State Board of Education, which administers the line item, has already adopted most of the recommendations and the network continues to work with legislative allies to educate the general assembly on the recommendations and their importance for the system of afterschool in Illinois.



The **Kansas** State Legislature, spearheaded by Senator Laura Kelly, has approved continued funding for FY09 of a \$400,000 line item in the Kansas Department of Education budget for afterschool programs that target middle school students. The Kansas Middle School Afterschool Activity Advancement Grants support programs that have a physical activity component, career and higher education learning opportunities, and provide academic enhancement.



Toward the end of the 123rd **Maine** Legislature in 2008, legislation (LD 63) requesting funding for afterschool program development was amended to Resolve Chapter 211, directing the Maine Department of Education and the Maine Department of Health and Human Services to gather information pertaining to methods to establish and fund afterschool programs in communities that lack programs. The departments were specifically required to seek input from the Maine Afterschool Network, and to report the results of the research to the legislature's Joint Standing Committee on Education and Cultural Affairs in January 2009. That committee is then authorized to submit legislation to the 124th Legislature based on the findings of the report.



Champions in the **Michigan** Senate and House have pushed to pass HB 5814, which would secure \$25,000 in FY09 for Michigan After-School Partnership (MASP), the state network. The network and its partners protected substantial cuts to the department of human services budget that funds afterschool programs. SB 1107 proposes \$50,000 for MASP funding and appropriates \$725,000 for pilot grants to mathematics and science centers that are selected to develop and implement pilot programs for afterschool and summer mathematics for eighth grade students. HB 5804 and HB 5809 both included \$25,000 each for MASP funding, and are expected to pass in FY09.



Based on a proposal by the **Missouri** AfterSchool Network, Governor Matt Blunt recommended \$1 million for grants to afterschool programs in FY08 and the legislature approved his two new afterschool initiatives at \$500,000 each—the Math, Engineering, Technology and Science Initiative, and the Healthy Lifestyles Program to target poor nutrition and childhood obesity.



In 2007, **North Carolina** created a new funding stream of \$113 million from which afterschool programs can draw funds. The state legislature also funded a pilot grant program at \$1.5 million over a two-year period for the creation of 10 new afterschool programs, which began in January 2008, that blend academic support with enrichment in low-performing systems. Citizen Schools Program—an apprenticeship program for middle school students—was funded at \$600,000 for FY09. The program provides high-quality extended learning time for middle school students. Additionally, the state has invested \$25 million from 2007–09 in dropout prevention grants, a number of which are supporting afterschool initiatives.



Voters in Omaha, **Nebraska**, recently elected an 18-member Learning Community Coordinating Council to facilitate coordination among 11 school districts that make up the Omaha metropolitan area. Created by the Nebraska Legislature in 2007, the Learning Community Coordinating Council will operate a yet-to-be-determined number of elementary learning centers and will have authority to levy up to 5 cents per \$100 to provide afterschool mentoring, tutoring, health services (including mental health) and parental counseling.



New Jersey funded the New Jersey After 3 Initiative at \$15 million and the Boys & Girls Club State Alliance at \$1.4 million in FY08. The state funded New Jersey After 3 at \$14.5 million for FY09. In addition, the New Jersey Department of Children and Families funds Family Friendly Centers at \$2.5 million annually to fund 66 afterschool programs. New legislation, sponsored by Senator Ronald Rice, would require the most economically disadvantaged school districts to develop a plan to provide comprehensive afterschool programs. S 1175 mandates that the board of education of each district come up with a plan for a comprehensive program for afterschool activities. The bill passed in the senate with a vote of 34-2 and awaits approval from the assembly.



New Mexico invested \$1.5 million in FY07 and \$1.2 million in FY08 for the Afterschool Enrichment Programs. Additionally, the state funded \$1.5 million in FY07 for 21st Century Afterschool Programs, and \$1.8 million in FY08 for existing 21st Century Afterschool Programs. In 2009, the network and its partners are working to create an Afterschool Act that would do the following: recognize the need for more afterschool programs across the state; create an Office for Out-of-School Time at the state level; open more funding opportunities for out-of-school time; continue to support the \$3 million that the state allocated in the previous two years to the 21st Century Afterschool Programs and Afterschool Enrichment Programs; and support the Next Generation Fund increase of \$5 million.



In FY09, the **New York** state budget included an addition of \$9.8 million to complement the anticipated 21st Century Community Learning Center request for proposals. This allocation was reduced to \$6.8 million to account for the school calendar year (versus the state fiscal year) and for mid-year budget cuts. The state funding stream for education included language making afterschool explicit in the state's education funding formula, as follows: "The commissioner shall adopt regulations establishing allowable programs and activities intended to improve student achievement which shall be limited to: (I) class size reduction, (II) programs that increase student time on task, including but not limited to academic afterschool programs ..." The efforts of New York State Afterschool Network partners and the broader afterschool community were essential to these successes.



The **Oklahoma** Legislature voted to create an incentive program for afterschool programs that focuses on obesity reduction and nutrition education. Senator Ron Justice and Representative Susan Winchester introduced and championed SB 1612, which creates the Oklahoma Quality Afterschool Opportunities Act to Reduce Childhood Obesity and Improve Academic Performance. Governor Brad Henry signed the bill in June 2008.



In 2007, the **Oregon** Legislature appropriated \$260 million of a larger school-funding package to go directly to the school improvement fund. SB 318 makes these funds available for two years—FY08 and FY09—to spend on prescribed programs designed to raise student achievement, including smaller class sizes, summer programs, before- and afterschool programs, teacher development and mentoring, vocational education, literacy programs and full-day kindergarten. Governor Ted Kulongoski approved the legislation.



In 2008, the **Pennsylvania** Statewide Afterschool Youth Development Network (PSAYDN) and its partners testified to the House Committee on Children and Youth and informed the committee on why every child in the state deserves high-quality afterschool programs. In addition, HR 824—a bill sponsored by Representative Jake Wheatley—successfully passed the legislature. The resolution requires the Legislative Budget and Finance Committee to commission a study that assesses the afterschool needs of children. Also, the 2008–09 budget included \$271.4 million for the Accountability Block Grant. The block grant supports student achievement improvement strategies and allows districts to select from a breadth of program supports, including tutoring and before- and afterschool activities related to improving academic achievement.



Rhode Island's General Assembly approved increasing reimbursements to child-care providers, which include many afterschool programs, by \$1.1 million. Additionally, portions of a bill that would create a Mayoral Academy—which incorporated afterschool time for students—were included in and passed the state budget legislation. During the 2007 session, the general assembly created a special legislative commission to study the issue of transportation for afterschool programs. The commission recognized a dramatic need for statewide coordination of afterschool transportation between school districts and afterschool programs. The Rhode Island Department of Education is currently developing a statewide transportation system for students and, based on the work of the commission, will include afterschool programs in the transportation system.



After intensive advocacy by allies and supporters of the **South Carolina** Afterschool Alliance, the network received \$189,000 for FY09 for the support of programs. This funding from the Education Oversight Committee's Proviso continues the funding that the network received in FY08 and will support training and technical assistance to afterschool programs.



The **Vermont** Out-of-School-Time Network has joined the Kids Are Priority One Subsidy Work Group to recommend strengthening the Vermont Child Care Tuition Assistance Program to bring the income eligibility guidelines and payment rates for Vermont's Child Care Subsidy Program up to date.

APPENDIX

Appendix A: Vision and Goals of Statewide Afterschool Networks

Vision of a Statewide Afterschool Network

A formal statewide afterschool network can provide a structure for bringing together key decisionmakers (for example, policymakers such as governors, legislators and mayors; educators, child-care providers, youth development workers, program developers, advocates, parents and others) interested in improving outcomes for children and youth through school-based and school-linked afterschool programs. The long-term goal is that the network will provide intentional and meaningful bridges between leaders of schools, communities and families in order to better support student learning embedded in youth development principles, and life-long learning opportunities.

The network provides an opportunity to encourage local and state policymakers to wisely invest additional resources that will expand quality afterschool opportunities focused on improving outcomes for children and families. The network also provides a means for joint planning, sharing of resources and best practices, building bridges to and between federal, state and local afterschool initiatives, and forging partnerships necessary for comprehensive statewide afterschool policies.

A statewide afterschool network has the potential to provide the financial resources and guidance necessary to frame a broad vision for ensuring success of programs across the states. It serves as a driving force in bringing stakeholders together to build public will and influence public policies focused on quality and sustainability. Furthermore, it models the kinds of partnerships necessary to develop balanced and diversified funding needed to sustain high-quality programs over time. This approach holds promise for building the capacity of programs—and the field—to have a positive and enduring impact on hundreds of thousands of children and families.

Goals and Objectives of a Statewide Afterschool Network

Goal 1: Create a sustainable structure of statewide, regional and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.

Objectives:

Create a forum for communication and dissemination of ideas and resources that represent a diversity of interests in the policymaking process. The network must have the ability to propose recommendations and channel influence in meaningful ways by providing access to key decisionmakers.

Coordinate multiple afterschool efforts funded and administered through education initiatives, human service initiatives (child care), other state and local government agencies, and community-based organizations.

Appendix B:

Afterschool Technical Assistance Collaborative (ATAC)

What Is ATAC?

The Afterschool Technical Assistance Collaborative (ATAC) is a group of national organizations working to aid states, through technical assistance, in building statewide afterschool networks. Members of the ATAC team (described below) represent a diverse array of constituency groups and, to a large degree, reflect the range of stakeholders and expertise that is needed at the state level to affect change.

What Groups Are Involved in ATAC?

Afterschool Alliance—Advocacy organization committed to raising awareness and expanding resources for afterschool programs. The Alliance can help tailor a network’s message about afterschool for a particular audience; develop a strategic communications plan, and public education and outreach campaigns; promote coalition building; devise legislative strategies; and connect with national public awareness activities like Lights On Afterschool!

Council of Chief State School Officers—National association of public officials who head state departments of K–12 education. CCSSO can help networks engage state education leaders, understand their state education department’s priorities and integrate afterschool with standards-based reform.

The Finance Project—Nonprofit organization dedicated to improving results for children, families and communities nationwide. The Finance Project can help states develop strategic financing plans, create public-private partnerships, develop dedicated revenue streams and think about supporting program sustainability.

National Conference of State Legislatures—Bipartisan membership organization dedicated to serving state lawmakers and their staffs. NCSL can assist networks to identify lawmakers with an interest in afterschool, develop strategies for engaging lawmakers, track recent afterschool legislation, and provide information on current and past legislative action in the states.

National Governors Association Center for Best Practices—Membership organization dedicated to supporting the work of the governors by providing a bipartisan forum to help shape and implement national policy and to solve state problems. Staff of NGA’s Center for Best Practices can help networks connect with their governor and his/her staff, identify and understand the governor’s priorities, and share information about developments in other states.

National League of Cities, Institute for Youth, Education, and Families—Membership organization comprising mayors and city council members from cities of all sizes. NLC is well positioned to help state networks work with municipal leaders to identify ways that they can stimulate and support quality programs at the local level and help to promote supportive afterschool policies at the state level.

What Does ATAC Do?

The overall goals of the ATAC group are to:

- Facilitate statewide, regional and local partnerships at all levels
- Support statewide efforts to secure resources needed to sustain new and existing afterschool programs
- Support statewide systems to ensure programs are of high quality

How Does ATAC Work?

ATAC organizations are available to assist state networks in a variety of ways. Each state is assigned a primary and secondary ATAC contact person who acts a liaison to the other ATAC team members. Thus, state networks discuss technical assistance needs with their ATAC contacts who then use the resources of the entire ATAC team to respond strategically to the network request. Because assistance is customized to the needs of each state, ATAC does not deliver a preset menu of technical assistance options. Ways in which ATAC delivers technical assistance are:

- Participating in conference calls
- Convening on-site meetings
- Providing e-mail consultations
- Gathering and researching information
- Creating tools and materials
- Brokering assistance, consultation and facilitation

Partners and Supporting Organizations

College of Charleston Foundation—The Afterschool and Community Learning Resource at the College of Charleston Foundation was created to raise and explore emerging policy issues at the local, state and federal levels and to analyze trends and strategies for improving afterschool funding and support systems. Dr. Terry Peterson consults with national education leaders, states and localities on afterschool public policies that might enhance the expansion of and partnerships supporting local quality afterschool programs and community learning centers. He develops surveys, publications and presentations on contemporary afterschool and education issues. He also has worked extensively at finding connections among educators and current education reforms and the afterschool and community learning fields.

Learning Point Associates—Learning Point Associates is a not-for-profit educational research organization that works intensively with improving the quality of afterschool programs. Learning Point works with education and community leaders to help them better implement and sustain systems of quality through support and technical assistance.

Collaborative Communications Group—Collaborative Communications Group coordinates the work of the National Network of Statewide Afterschool Networks, including arranging meetings and documenting successes and challenges of the ongoing work.

Appendix C:

Supporting Student Success: The Promise of Expanded Learning Opportunities

Project Summary

The Council of Chief State School Officers (CCSSO), National Conference of State Legislatures (NCSL) and National Governors Association Center for Best Practices (NGA Center), with support from the Charles Stewart Mott Foundation, have developed a grant opportunity for all statewide afterschool networks. The Supporting Student Success (S3) initiative helps state leadership teams support student achievement by pursuing the inclusion of expanded learning opportunities (ELOs), such as afterschool, summer learning and extended-day programs, as an integral and an effective part of state educational systems.

Project Context and Background

As part of this initiative, CCSSO, NCSL and the NGA Center provide state leadership teams of state legislators, education chiefs and governors' policy advisors with grants and in-depth technical assistance. Specifically, the project 1) deepens knowledge of the potential of ELOs through site visits to nationally recognized programs and cross-state peer-to-peer discussions, and 2) provides intensive technical assistance to state leadership teams as they develop and begin implementation of practices and policies that integrate high-quality ELOs into state education systems.

A growing body of research suggests that well-designed and implemented ELOs can positively affect student academic achievement and overall development. However, ELOs are often implemented in fragmented, piecemeal ways, disconnected from larger school reform and improvement efforts, and separate from state systems of education.

To fully realize the potential and promise of ELOs, they must be incorporated into and viewed as an essential component of state education systems. State policymakers can play a critical role in doing this, as they work to transform public education and meet shared state education goals. For this purpose, CCSSO, NCSL and the NGA Center have undertaken this joint initiative to provide support for state leadership teams to develop and implement state plans and policies to more effectively embed ELOs within state education systems.

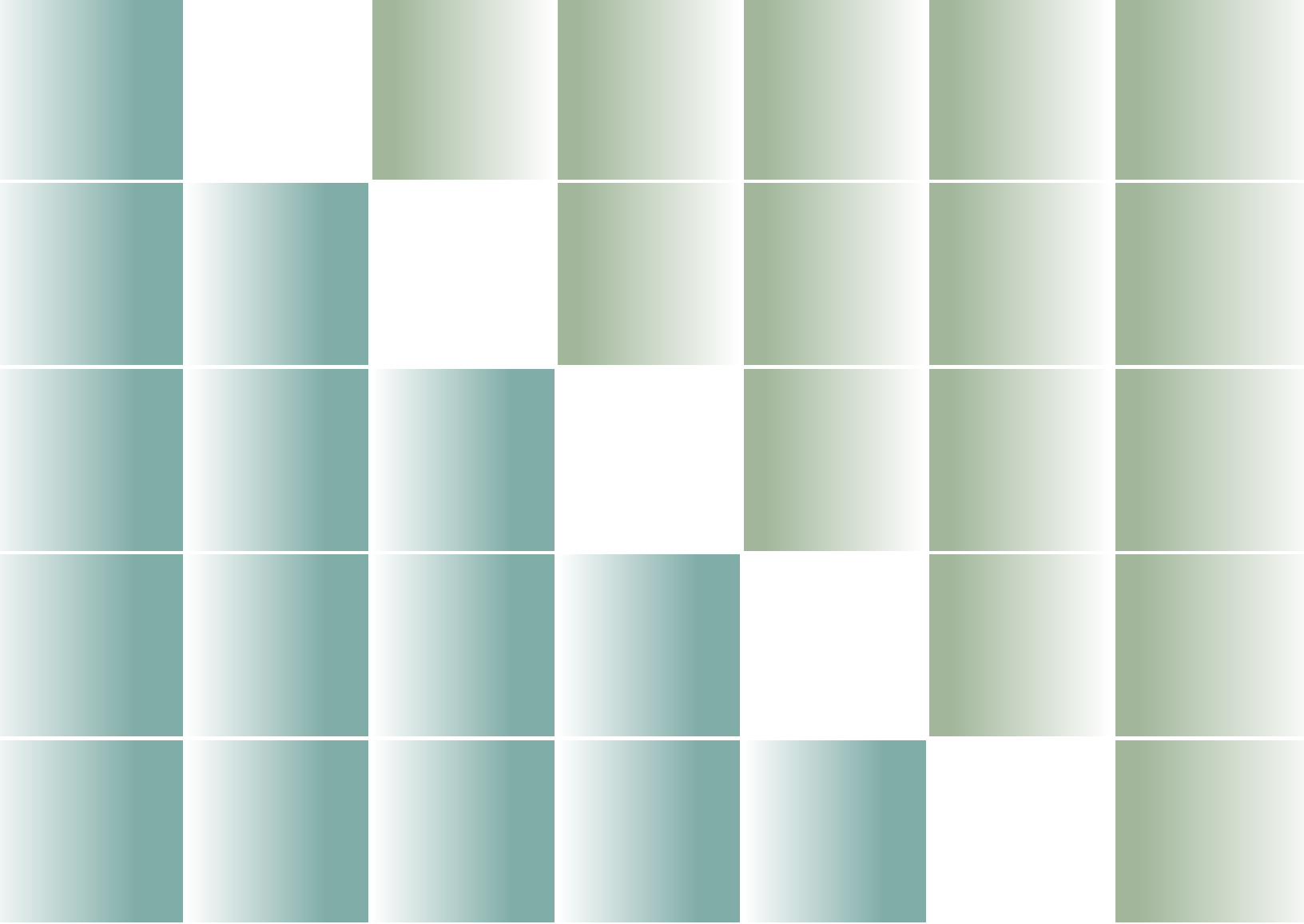
Project Outcomes

States devise short- and long-term project goals specific to their contexts, and then develop and implement action plans to address these goals. Project outcomes may include:

- Introduction of legislation to support increased access to ELOs or infrastructure development
- Creation of a state pilot program to significantly extend the amount of time students spend engaged in learning, including fundamentally redesigning the learning day itself
- Establishment of cross-agency funding and administrative mechanisms in order to maximize existing funds, based on an analysis of available federal, state and local funding streams
- Integration of information on ELOs and ELO participation into state K–12 education data systems
- Creation of a professional development curriculum for ELO staff, grounded in current research on best practices and aligned to teacher professional development systems
- Adoption of statewide quality regulations and program standards
- Development of leadership academies for principals, teachers and ELO program coordinators focused on how to create and support effective school-based or school-linked ELOs

2007–2008 Grantees

With support from the Mott Foundation, six states received the first of these 18-month grants in 2007–2008: Colorado, Iowa, Massachusetts, New Hampshire, Ohio and Rhode Island.



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