

Following the Money

How are effective and lasting collaborations built? What does it mean to create a new day for learning? What roles do principals and afterschool providers (or expanded learning opportunity providers) play in connecting learning? In order to begin to answer these questions, it's important to understand some of the systems and networks that have developed over the last few years to support expanded learning opportunities, especially as they relate to schools.



A Snapshot of the Funding Streams and Networks of Support Surrounding Expanded Learning Opportunities

Federal Support

Since the mid 1990s, federal attention to learning during the out-of-school time hours has increased significantly. For over 10 years, the 21st Century Community Learning Centers (CCLCs) program, funded through Title IV of the Elementary and Secondary Education Act, has supported school-based community learning centers throughout the United States. Though the amount of funding has remained relatively flat for a number of years—around \$1 billion annually—the 21st CCLC program has become an important source of support for expanded learning opportunities.

Other federal sources of support for expanded learning opportunities directed specifically to the education sector include:

- Title I, the largest source of federal education funds devoted to serving low-income and disadvantaged youth; Supplemental Services, also a part of Title I; and School Improvement Funds, which are also allocated by states through Title I. This funding—increased dramatically through the Department of Education’s Race to the Top fund—is likely to be leveraged in new ways to support struggling schools and school systems and to foster expanded learning opportunities.
- Full-Service Community Schools funding, which supports the development of schools that provide a full-range of community services alongside the traditional school program, has also increased recently.
- Other programs include: the federal child nutrition program, which funds afterschool snacks and meals for low-income children and youth; Americorps and Learn and Serve programs, which provide grants and volunteer support; and grants from the Departments of Justice and Labor.

Federal dollars for out-of-school time also flow through Child Care and Development Funds (CCDF), many of which go to low-income families in the form of vouchers, and through Temporary Assistance to Needy Families (TANF), which can also be allocated by states to support out-of-school time activities (for detailed national and state federal funding profiles see www.nccic.org/afterschool).

Foundation Support

To seed and increase connections between schools and out-of-school time providers, a number of foundations have worked to build networks and systems at the national, state, district, and city levels. The Charles Stewart Mott Foundation has invested heavily in this work. In addition to working in partnership with the Department of Education to fund 21st CCLCs, the Mott Foundation has supported the development of statewide networks (currently in 38 states), through the National Network of Statewide Afterschool Networks. The networks, in turn, have built extensive support systems within their states (see below). The Mott Foundation has also supported a wide variety of efforts at the national level, including the development of this guide and resources, designed to connect quality learning in and out of school.



The National Network of Statewide Afterschool Networks

The National Network of Statewide afterschool Networks brings together 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.

These partnerships—funded by the Charles Stewart Mott Foundation—are focused on actively engaging key decision makers in support of school-based/school-linked afterschool programs, particularly in underserved communities. Currently 38 statewide afterschool networks are funded to coordinate and influence the systems that support the success of children and young people.

The network is focused on three goals:

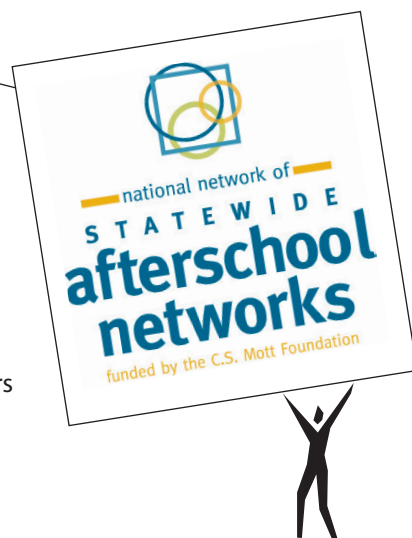
Goal 1: Create a sustainable structure of statewide, regional, and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.

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.

Principals are involved with statewide networks in a number of ways. To connect with your statewide network, please visit: www.statewideafterschoolnetworks.net.

The Wallace Foundation has also invested significant resources to support the development of quality out-of-school-time systems, primarily at the citywide level, through direct and long-term support to five cities—Boston, New York, Chicago, Washington, DC, and Providence, RI—and through dissemination of research and tools developed around this effort. This systems-level work has been further enhanced by the development of groups like the Collaborative for Building After-School Systems (or CBASS), a network for citywide out-of-school-time programs, funded with support from the Atlantic Philanthropies.



Support from National Education and Civic Groups

The development of networks and systems of support has also been cultivated at the national level by groups working in the both the education and civic sectors. In addition to NAESP and the National AfterSchool Association (NAA)—who have entered into a long-term collaborative effort—other national players include:

- The Afterschool Alliance, which has garnered increased attention around the need to provide youth with safe spaces to learn and grow during out-of-school time hours through the development of an extensive policy support network, with affiliates across the country
- The Center for Summer Learning, Learning Point Associates, the National Institute of Out-of-School Time, the Harvard Family Research Project, Fight Crime Invest in Kids, The Finance Project, SEDL's National Center for Quality Afterschool, AED's Center for Youth Development's Promising Practices in AfterSchool, American Youth Policy Forum, the Forum for Youth Investment, and others who have developed resources and tools to foster the growth of quality expanded learning opportunities
- School administrators and governance organizations including, the National Association of Secondary School Principals (NASPP), the American Association of School Administrators (AASA), the Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA) who have each issued policy statements and developed resources on expanded learning opportunities
- Civic groups such as the National Governor's Association (NGA), the National Conference of State Legislatures (NCSL), and the National League of Cities have also voiced support, and in many cases developed standards, tools, and other resources, for the development of quality extended learning opportunities

While NAESP and NAA recognize that everyone—from the highest-level policy makers to front-line teachers and afterschool staff—has a critical role to play in creating this new learning day, we believe that principals and afterschool directors, who are most directly involved and responsible for children's day-to-day learning experiences, are key to moving the vision from concept to reality.

(“Leading a New Day for Learning: A Joint Statement from the National Association of Elementary School Principals and the National AfterSchool Association,” 2009)

Fostering Collaboration Across Traditional School-Community Boundaries—NAESP and NAA's Joint Efforts

In 2007, the National Association of Elementary School Principals (NAESP) and the National AfterSchool Association (NAA) officially launched an effort to encourage deeper collaboration between principals and afterschool providers. Since then, NAESP and NAA have held joint national conferences and issued a joint statement supporting collaborative work to advance the new day for learning approach. The organizations have also begun offering “Aligning the Learning Day” collaborative professional development sessions for principals and afterschool providers.

State Support

States are playing an increasingly important role in this work as well. In addition to administering 21st CCLC, Title I, CCDF, TANE, and other federal funds, states such as California and New York have also begun to provide state-supported funding for school-based afterschool programs, to reach children who might not otherwise have access to quality programs (for more information on state funding, see Earle, 2009).

In 2006, Massachusetts launched a state-sponsored expanded learning initiative to provide funding and support for schools to provide 300 additional hours of learning for every student in each participating school. The competitive program requires an intensive planning process involving parents, community partners, teachers, and other stakeholders; whole-school re-design; a focus on academics and enrichment; and involvement of community partners. The Massachusetts effort is being watched closely, and is likely to serve as a model for district- or state-level initiatives in other states (National Center on Time and Learning, 2008).

City- and District-Level Support

A number of cities and districts, beyond the Wallace-funded sites, also have well-developed networks to support expanded learning opportunities. The City of Los Angeles works in partnership Los Angeles Unified School District and the private sector to support LA's BEST—Better Educated Students for Tomorrow—which provides programming at over 180 elementary schools throughout Los Angeles. And, as part of the Mott Foundation's New Day for Learning initiative, a number of cities including Providence and San Francisco are developing partnerships between city, school, and community partners to build rich networks of expanded learning opportunities.

Support from Youth-Serving and Community-Based Organizations

Alongside these systems and networks of support, thousands of youth-serving and community-based organizations provide expanded learning opportunities to youth in communities. Traditionally, groups like Boys & Girls Clubs, YMCA and YWCA, Girls Inc., 4-H, Girl Scouts, and Boy Scouts, Campfire USA, and others have worked in communities across the United States to provide afterschool, weekend, and summer learning opportunities for young people. Communities in Schools, which has affiliates in 27 states and works collaboratively with families, volunteers, businesses, community groups, and schools, also provides extensive supports for collaboration around before-school and afterschool programs.

As the focus on creating a new day for learning expands, additional organizations are emerging around this initiative. In 2008, the United Way announced that it would direct its giving and advocacy to a 10-year goal of cutting the nation's dropout rate in half. Combined with county and city parks and recreation programs, activities sponsored by various religious groups, as well as a host of other community-based organizations, these groups make up part of a complex system of supports for school- and community-based expanded learning opportunities.

Potential Supports for Expanded Learning Opportunities

The model below shows how various sources can provide support for expanded learning opportunities at the national, state, or local levels. These linkages represent possible opportunities, and do not necessarily guarantee that all funding streams or networks of support are available for expanded learning opportunities in all locations.

