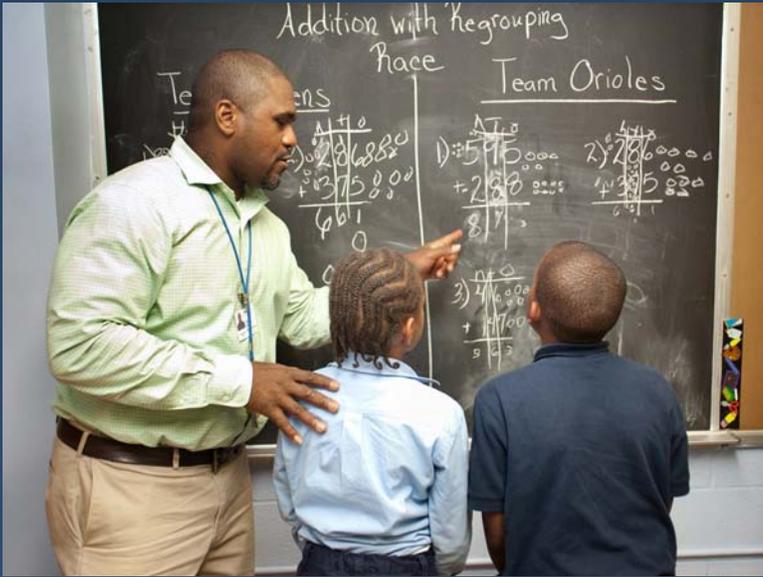


School Leaders



SCHOOL-COMMUNITY PARTNERSHIPS

A Guidebook on Designing an Expanded Learning Time Program

NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

The New York State Afterschool Network (NYSAN) is a public-private partnership of organizations throughout the state dedicated to increasing the quality and availability of after-school, summer and expanded learning opportunities. NYSAN coordinates state, regional, and local partners around a common agenda focused on systems construction, policy development, and capacity building. The network connects practice with policy across the afterschool, expanded learning, and youth development fields by bringing together stakeholders who include public agency leadership, elected officials, program providers, leaders from the nonprofit sector, members of the philanthropic community, intermediary organizations, capacity building providers, and researchers.

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LETTER FROM THE EXECUTIVE DIRECTOR

Dear School Leaders,

The New York State Afterschool Network (NYSAN) has developed this guidebook to provide an outline of some of the questions and possibilities that principals and other school leaders may want to consider as they plan for implementation of Expanded Learning Time (ELT) programs through application for the state's ELT Request for Proposals, as a requirement for Priority Schools, or as a local initiative.

At the core of this guidebook are questions, resources and examples to assist schools in planning effectively with one or more community partners to maximize the enrichment opportunities this additional time can create for students. Community organizations can play a crucial role in bringing essential resources and expertise to schools, complementing and supplementing what the rest of the school day delivers. Community partnerships expand the types of learning experiences to which students are exposed, bringing arts instruction, civics and service, hands-on science, sports and physical fitness, and/or vocational education and career readiness activities into the school schedule. For schools looking to increase student achievement despite challenging circumstances, a high-quality, thoughtfully designed partnership may bring an infusion of new energy, new ideas, and new resources into their work of changing students' lives.

This guidebook also highlights how schools and community partners can effectively engage parents and students in the planning process. Engaging parents and students from the earliest stages of planning can help ensure that the additional time is seen as an opportunity rather than a burden and that the proposed schedule aligns with families' needs and other activities. Rethinking the school schedule will impact many facets of the community, from when the school bus driver's last route ends to when families schedule their summer vacations. Community buy-in is crucial to maximizing the impact of additional time.

The intensity of the demands placed on principals and other school and district leaders are reflected in the structure of this guidebook, which aims to highlight the advantages and challenges of expanding learning time in a succinct and pragmatic way. This guidebook does not pretend to offer a step-by-step approach to implementation, nor will it cover every issue that administrators will encounter. It does, however, suggest models that may be unfamiliar to those who have not previously developed an ELT program and flag issues that are better addressed at the beginning of the planning process than when they arise unanticipated midway into the year. More information about the various state opportunities and requirements can be found in Appendix A.

The guidebook reflects the thoughtful contributions of many experienced providers of ELT, community schools, and afterschool programs who have worked effectively and closely with schools to create true partnerships. Their advice represents best practices from the field and from research on afterschool and ELT.

Sincerely,



Nora Niedzielski-Eichner, PhD
Executive Director, New York State Afterschool Network



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Guidebook Workgroup:

This workgroup convened a day-long working session in order to share ideas and best-practices and outline the process, considerations, and resources included in this guidebook.

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THE VALUE OF COMMUNITY PARTNERSHIPS

As schools seek to achieve high standards for all students and support their students healthy growth into productive citizens, research has shown school-community partnerships to expand learning time can be an effective approach. Partnering with high-quality community organizations to develop an expanded learning program can be a highly effective way to leverage these valuable community strengths. Community partners bring new resources—human, knowledge-based, and possibly even financial—to schools, enriching school faculty and diversifying the curriculum through the skills of the talented teaching artists, science and business leaders, coaches, and college students who bring their passions, knowledge, and real world stories to tutoring and mentoring students. Community educators teamed with teachers and curriculum specialists create low staff-to-student ratios that focus on the needs of each child.

Enrichment:

College and career readiness under the Common Core requires problem solving in real world situations and critical reasoning from textual and experimental evidence. High-quality community partners focus their programs on engaging students through inquiry-based learning and hands-on problem solving. They offer physical activity, STEM, arts, civics, music and other enriching programming that widens students' worldview, inspires them to engage with school, and creates dreams for their futures.

Engagement:

Community partners can also contribute to successful schools by making it easier for families to have a voice in the process. Community-based programs typically run until the end of the traditional work day, making community staff readily accessible to parents. Many community programs hire staff from the community served and strive for cultural competency, increasing parents' comfort in communicating with the community partner. Community partners are also frequently larger social service organizations, giving them additional opportunities to engage parents through their health, nutrition, counseling, or other services.

Research suggests that high-quality expanded learning through community partners increases student engagement. Students who participate in high-quality afterschool and summer programs showed more effort, enjoyment, and persistence in school and were more likely than others to feel supported by their teachers and connected to school. This increased engagement is likely one reason that students who participate in high-quality programs have higher school attendance and are more likely to be promoted on time and graduate high school.

Experience:

Inviting a high-quality community partner to join in the planning and implementation of the expanded learning time program will bring that partner's substantial expertise in running afterschool, summer, and other expanded learning programs to the process. Dedicated, experienced program staff from the community partner will help relieve the burden on principals of trying to plan and oversee unfamiliar programs while ensuring accountability and best practices. Combining the talents and resources of both the school and community ensures maximum impact from these additional hours.

Resources:

- ◆ View [School-Community Learning Partnerships: Essential to Expanded Learning Success](#)
- ◆ See [Organizing Schools for Improvement](#)
- ◆ View [The Coalition for Community Schools Blog](#)
- ◆ See [The Role of Expanded Learning Opportunities in New York State School Reform](#)
- ◆ View Policy Associates, Inc.'s [supporting research](#)

CREATING HIGH-QUALITY PARTNERSHIPS

This guidebook is designed to outline the process of creating an expanded learning time program through a true school-community partnership. True partnerships go beyond signing a joint Memorandum of Understanding, and involve constant collaboration on many aspects of the program. Partnerships can take many forms, sometimes with the school as the lead partner and sometimes with the community-based organization as the lead partner. Some programs also choose to incorporate multiple community-based organizations that work together to best deliver the services the students most need. Regardless of the structure, high-quality partnerships include many common elements.

Key components of high-quality partnerships include:

- ◆ Joint planning between school and community partners, including feedback from students and families
- ◆ Clearly defined roles within the program, including supporting a full-time on-site program coordinator
- ◆ Consistent communication between partners, including frequent face-to-face interactions
- ◆ Alignment of program goals with school needs
- ◆ Joint professional development opportunities which include both school and community-based organization staff
- ◆ Community-based organization involvement in school-day activities and improvement
- ◆ Joint commitment to ongoing program improvement

Resources:

- ◆ View [Guide to Quality Afterschool Partnerships](#)
- ◆ See [Examining Alignment of Afterschool and the Impact on Academic Achievement](#)
- ◆ View [Alignment Reflection Tool](#)
- ◆ See [Practitioner Tips: Aligning with the School Day](#)



A Note on Terminology

Throughout this document, the term “expanded learning time” will be used in preference to “extended learning time.” Expanded learning emphasizes the importance of enrichment and hands-on, inquiry-based learning, as well as the role of community partners in expanding the resources available to schools.

THE PLANNING PROCESS



Gather & Analyze Data: Conduct Surveys, Map Assets, Identify Biggest Challenge

Select Whole School or Groups: Assess Needs, Select Groups

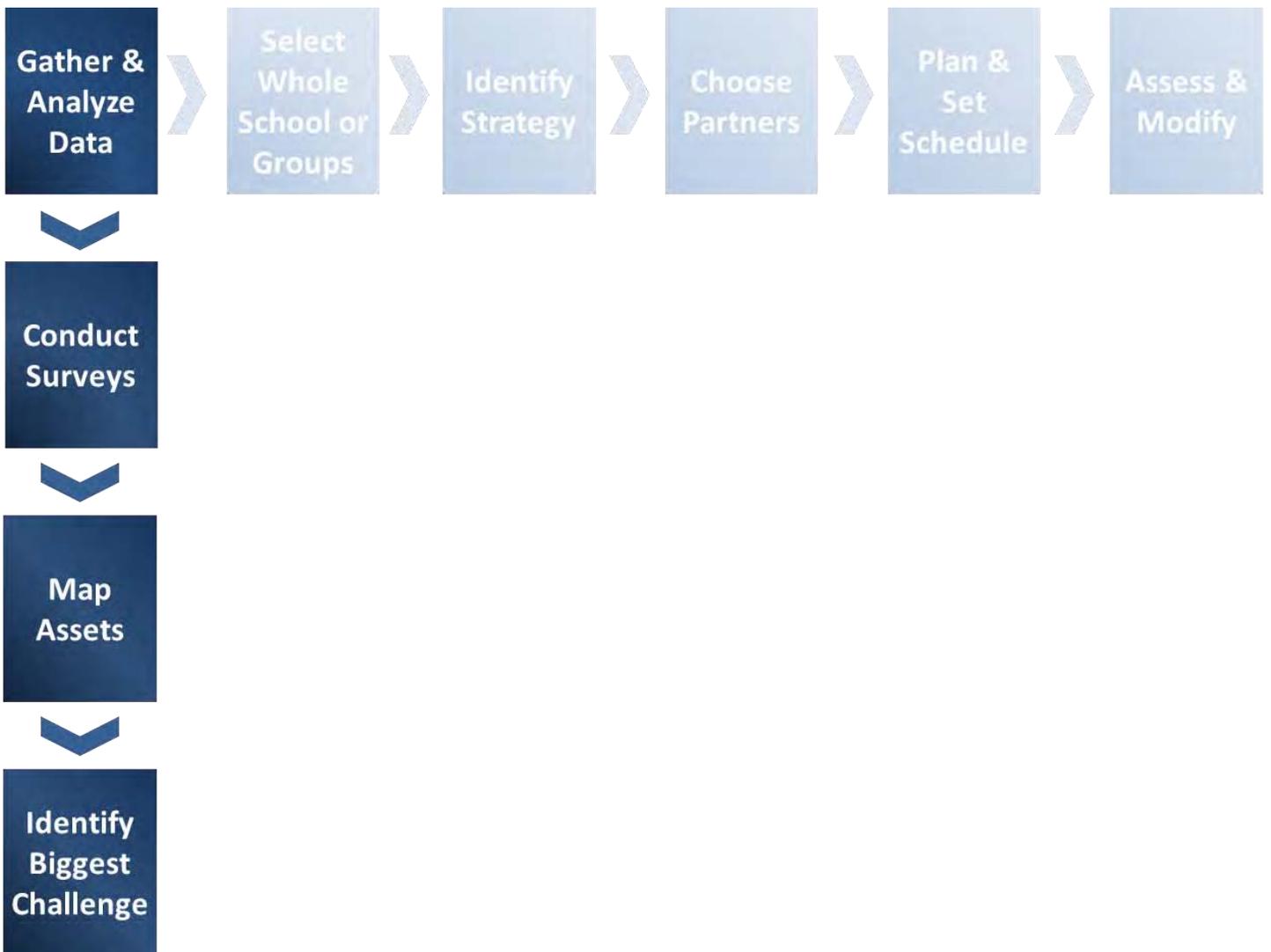
Identify Strategy: Identify Strengths & Gaps, Define Program Goals

Choose Partners: Compare Needs to Partner Strengths, Assess Partner Quality

Plan & Set Schedule: Assess Student & Family Needs, Consider Program Goals, School Level Considerations (Elementary School, Middle School, High School)

Assess & Modify: Gather Feedback, Assess Program Goals, Modify Program

GATHER & ANALYZE DATA



Survey Teachers, Families and Students

Gathering data from your school's most affected stakeholders will help ensure that the addition of time to your school year will meet needs and be supported by the community. This can be a simple and informal process. Use this data to drive the programming and timing of the additional hours.

Guiding Questions:

- ◆ How do teachers want to be involved in the additional time?
- ◆ What do families see as the biggest unmet need for their children?
- ◆ What do students see as their biggest unmet need?
- ◆ What scheduling needs and conflicts currently exist?

Key Considerations:

- ◆ Consider the best format for surveying for each group of stakeholders to get the most information—(online survey, handwritten survey, stakeholder meeting).
- ◆ Consider the timing for implementing the survey to get the best results.
- ◆ Surveys may need to be given in multiple languages or formats depending on your stakeholder groups.
- ◆ Getting feedback from each of these stakeholder groups (teachers, families, students) is a critical first step of this process.
- ◆ Surveys can be quick and informal and take advantage of already planned stakeholder meetings, such as PTA meetings, student government, or school safety surveys.

Resources:

- ◆ See the [Harvard Family Research Project's website on engaging families](#)
- ◆ Appendix B: Sample Surveys

Asset Map Your Community

Find out what resources and assets are currently available in your community. This will allow the program to leverage available resources instead of duplicating efforts, maximizing impact.

Guiding Questions:

- ◆ Are there community programs that are currently serving your school's students? If so, what needs are they meeting?
- ◆ Are there community partners that are or could be working in your school or community? What are their strengths?
- ◆ Are there businesses in your community that would be interested in partnering to offer assets to your school? What are their areas of interest?

Key Considerations:

- ◆ Youth-serving community programs often occur in libraries, recreation centers, community centers, etc. and these centers may also know of other programs in the community.
- ◆ Think of organizations and businesses that may have a focus on children, education, STEM, arts, community service, etc. that may not be traditionally considered as possible partners, but may still be interested in your program.
- ◆ Mapping may be informal, but may benefit from the contributions of multiple members of the school leadership team.

Resources:

- ◆ View [New York State Afterschool Network's map of afterschool programs](#) that are SACC licensed or receive city, state, or federal funding— zoom in to find programs in your community.
- ◆ For additional New York City listings, visit [Partnership for After School Education \(PASE\)](#) or [Center for Children's Initiatives](#) for online maps that show programs in your community.
- ◆ For additional Nassau County listings, visit [Child Care Council of Nassau, Inc.](#)
- ◆ For more on community partnerships in expanded learning time schools, view [Expanded Time, Enriching Experiences](#)

Identify Your School's Biggest Challenge

Research shows that high-quality expanded learning opportunities create positive outcomes for students in a variety of areas. Identifying your school's biggest challenge can inform your program design decisions by tailoring your extended learning time to address those challenges.

Guiding Questions:

- ◆ What does the qualitative and quantitative data show are the biggest challenges for your students?
- ◆ What have you identified as school improvement priorities?
- ◆ Which challenges align with benefits provided by expanded learning programs?

Key Considerations:

- ◆ Challenges do not have to be limited to academics— your expanded program can address a variety of other challenges including social-emotional skills, physical fitness, health, college and career readiness, family engagement, chronic absenteeism and more.

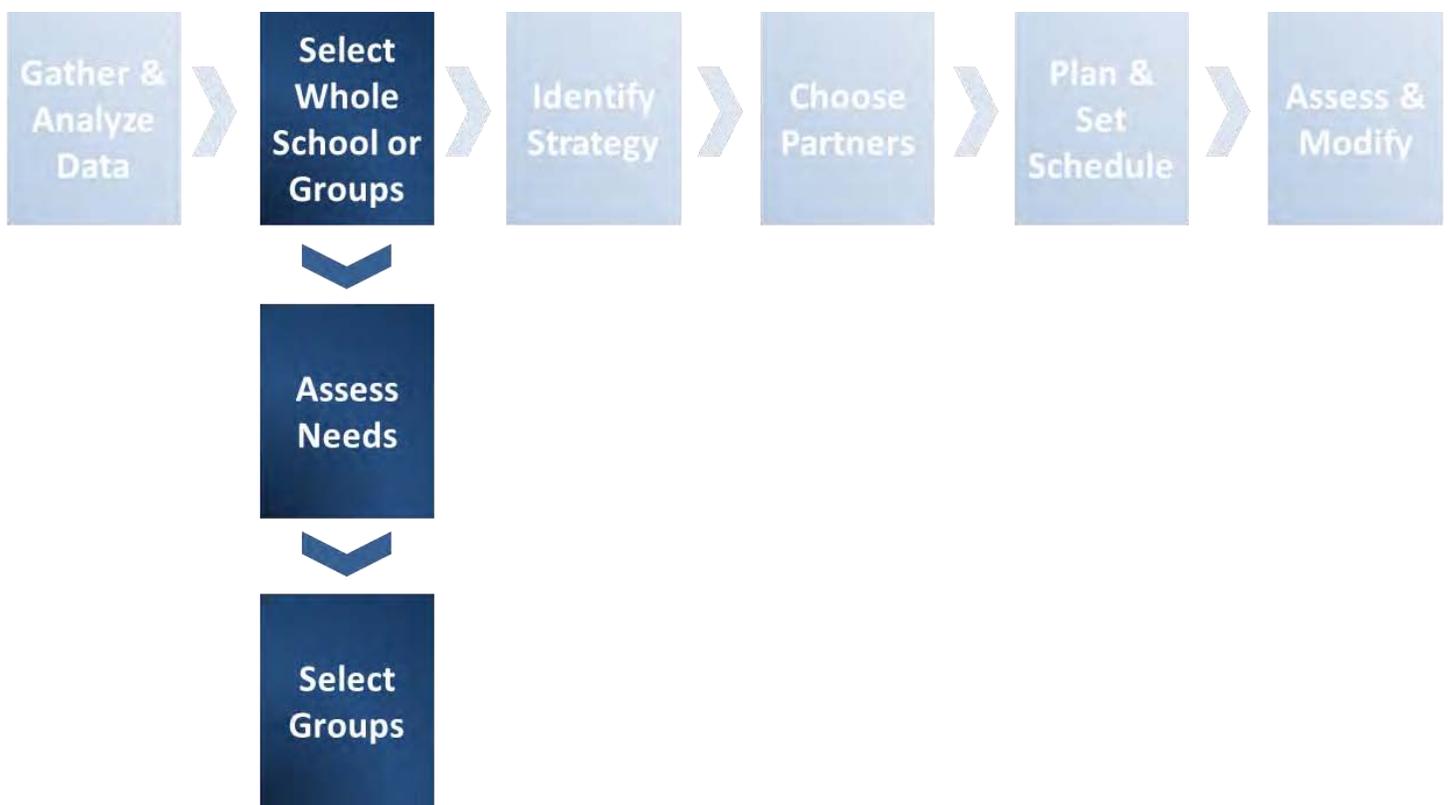
Using Early Warning Indicator Data

Building on research about the early warning indicators regarding high school completion, many schools are now looking at attendance, behavior, and coursework (see resources below for versions targeted to expanded learning opportunities) to better understand student progress and needs. Community-based organizations are also trying to move from looking only at school-level rates in each of these categories, and to drill down into these measures to see which students are “on track” and which students are struggling. For example, TASC has created a tool called GradTracker to help with this type of analysis.

Resources:

- ◆ View [How Out-of-School Time Program Quality is Related to Adolescent Outcomes](#)
- ◆ See this infographic, [High Quality Afterschool Programs Accelerate Student Achievement](#)
- ◆ See [Putting Middle Grade Students on the Graduation Path](#)
- ◆ Use [Grad Tracker](#)
- ◆ Appendix C: Afterschool Fact Sheet
- ◆ Appendix D: Needs Assessment Toolkit

SELECT WHOLE SCHOOL OR GROUPS



Assess School and Students' Needs

Both whole school and subgroup models can be effective. Consider the school and students' needs to determine which model will be the most effective for your school community and to determine whether the program(s) should be mandatory or voluntary for students to attend.

Guiding Questions:

- ◆ What is your intent for the extra time and how does it relate to your vision for school improvement?
- ◆ What are students' needs (academic, social/emotional, physical)?
- ◆ What other programs are already successfully serving students from your school?
- ◆ What resources do you or existing partners have available?
- ◆ How will making the program mandatory/voluntary affect the program's success?
- ◆ Is it developmentally appropriate to make the program mandatory for your students?
- ◆ What approach will work best with the youth who most need the assistance?

Rethinking the Day

The school day can be expanded by adding time to the beginning or end of the day, but the day can also be expanded by adding additional enrichment activities throughout the day.

Both strategies can be successful.

Key Considerations:

- ◆ Adding time to meet a state requirement or a specific grant may impact whether the additional time can be mandatory or voluntary for students.
- ◆ Not all students have to be served by the same program.
- ◆ Consider needs data gathered from stakeholders in first step.
- ◆ Whole school or whole grade programs allow for rethinking the structure of the entire day/year.
- ◆ Whole school approaches can require significant logistical reconfigurations.
- ◆ Consider transportation availability and needs.
- ◆ Programs can be voluntary in the first year(s) and become mandatory in later years.
- ◆ Consider the reactions of students, parents, and teachers to making the additional time mandatory.

Resources:

- ◆ See [TASC's Fiscal Map for Expanded Learning Time](#)
- ◆ Appendix E: Fiscal Map for ELT

Select Subgroups (Unless Using a Whole School Model)

Selecting subgroups can allow your programs to be more targeted to youth's specific academic and developmental needs. Subgroups are also a great option if your school has an existing 21st Century Community Learning Center or other youth program in the building. Intentional selection of subgroups is key to long-term success.

Guiding Questions:

- ◆ Reviewing the data gathered and your turnaround strategy, which subgroups are your priorities?

- ◆ What subgroups are already being served by other programs?

- ◆ What subgroups are there specific resources available to serve?

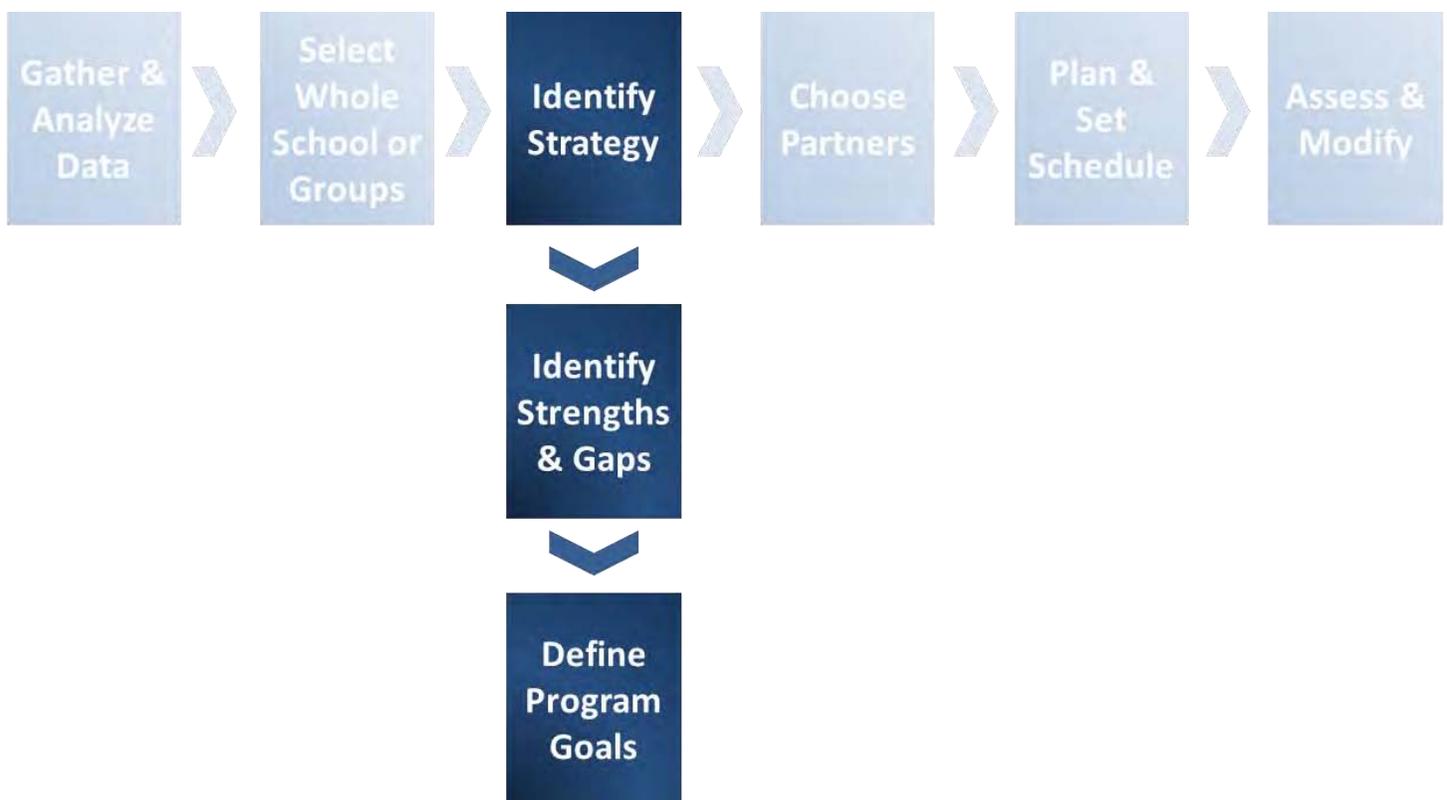
Key Considerations:

- ◆ Research suggests that mixed ability groups are most effective, and that programs that target only the lowest achieving students are less effective (see below).
- ◆ Assess your existing internal and external resources and seek to maximize them.
- ◆ Programs for subgroups can differ in terms of mandatory or voluntary participation.
- ◆ Consider existing targeted funding streams that may assist in selecting groups, i.e. you may use Title III funds for a program that only serves English Language Learners.

Resources:

- ◆ View [*Effects of Peer Support Interventions on Students' Access to the General Curriculum and Social Interactions*](#)
- ◆ See [*Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group*](#)
- ◆ View [*Promoting Active Engagement in Small Group Learning Experiences for Students with Autism and Significant Learning Needs*](#)

IDENTIFY STRATEGY



Define Preliminary Program Goals

Setting preliminary program goals based on the data gathered in previous steps will provide a framework from which to move forward in selecting a community partner and program structure that will work best for your school.

Guiding Questions:

- ◆ What is the school or program's mission statement?

- ◆ What are you hoping to accomplish through the program?

- ◆ What do students, families, and teachers see as goals for the program?

- ◆ How will the program measure success?

Key Considerations:

- ◆ Program goals should relate back to the school or program's mission statement.
- ◆ Program goals should be measurable.
- ◆ If you have multiple programs, each program may have its own set of goals.

Resources:

- ◆ See [AfterSchool Youth Outcomes Inventory](#)
- ◆ Appendix F: SMART Goal Template

CHOOSE PARTNERS



Compare Your School's Needs to the Strengths of Potential Community Partners

Community partners provide benefits to expanded learning programs. Select a partner that complements the goals of the program and fills gaps for the school.

Guiding Questions:

- ◆ Do you currently have a community partner(s)? If so, are they meeting or can they adapt their programming to meet the needs you have identified?
- ◆ What other community partners have expertise in the strategies or focus areas you have chosen?
- ◆ What community partners have the ability to connect youth with experts in the youths' fields of interest?
- ◆ Do any potential community partners already serve students from your school? If so, could their reach be expanded to meet your needs?
- ◆ Can any of these community partners work together to provide robust programming targeted towards your school's needs?
- ◆ Which potential partners are skilled in working with your school's age group?
- ◆ When are the community partners available to run programming for your school?
- ◆ Will these potential partners be able to participate in consistent cross-functional planning with school leadership?

Key Considerations:

- ◆ Use your networks or afterschool intermediaries to help identify possible partners (see resources below).
- ◆ Reach out to statewide organizations such as 4-H (Cornell Cooperative Extension); local/county agencies such as youth bureaus or libraries; local assets such as museums, performing arts organizations, chambers of commerce, and settlement houses; and other organizations with a youth development focus (see resources below).
- ◆ All program planning should be conducted jointly with the chosen community partner.
- ◆ If you have multiple sub-groups, you may use one or many community partners.
- ◆ Multiple community partners can work together to offer one program if each meets separate needs.

Resources:

- ◆ See [Identifying Partners](#)
- ◆ Appendix G: New York Resource Directory List
- ◆ Appendix H: Principles of Effective Partnerships

Determine the Quality of Potential Partners

High-quality community partners have a track record of success and positive references. Only high-quality programs are proven to create positive outcomes for youth, so it is crucial to select a high-quality partner for your school.

Guiding Questions:

- ◆ Which potential partners have the capacity to provide high-quality expanded learning time programs?

- ◆ Can potential partners provide positive references?

- ◆ Which potential partners use evidence-based programming and/or have a track record of success?

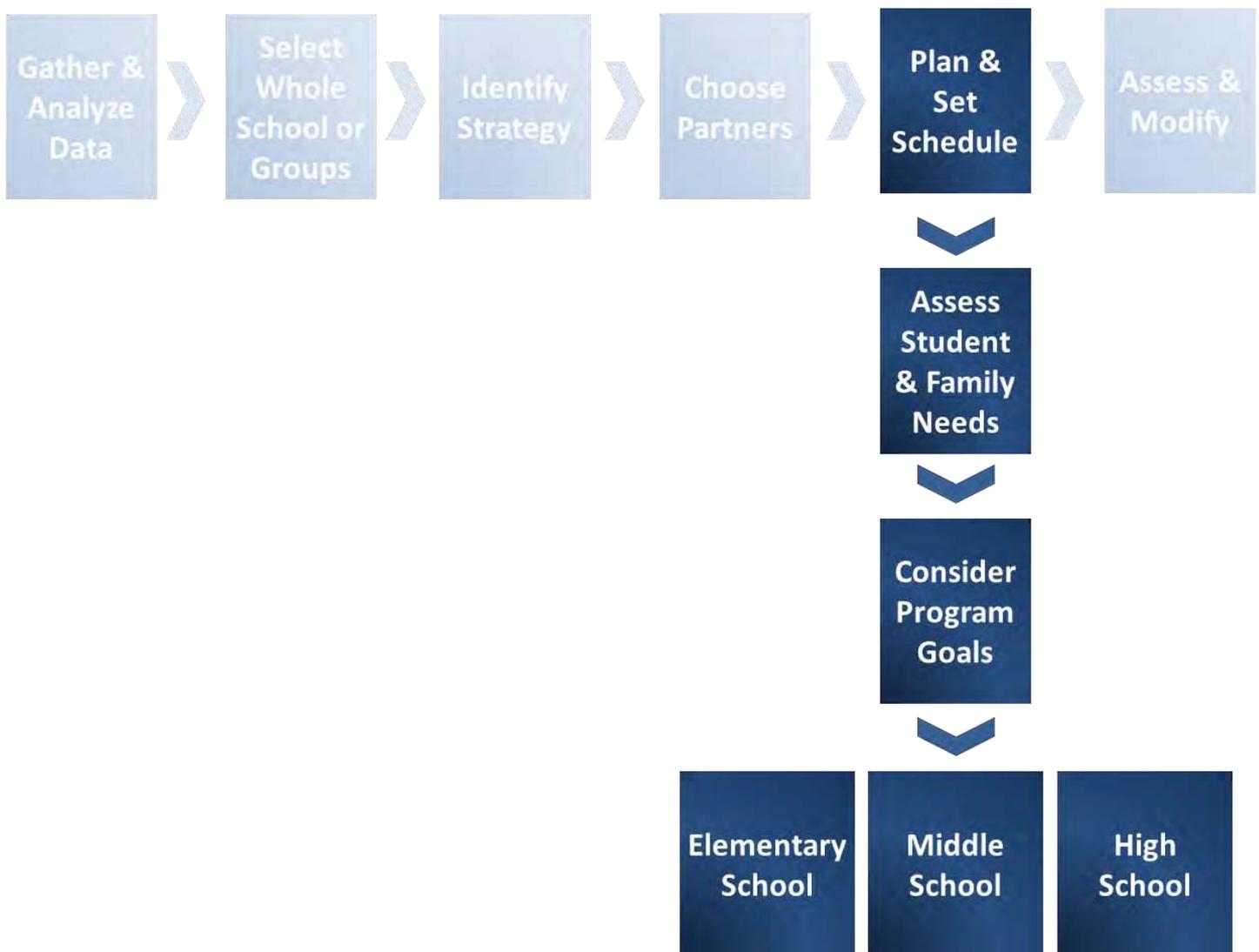
Key Considerations:

- ◆ Ask potential partners for references.
- ◆ Capacity can be demonstrated through experience with similar programs and/or use of evidence-based programming.
- ◆ Once a partner has been selected, both parties should agree on and sign a Memorandum of Understanding (see resources below).

Resources:

- ◆ See Appendix I: Sample 21st Century Community Learning Centers Partnership Agreement

PLAN & SET SCHEDULE



ELEMENTARY SCHOOL

Specific Considerations for Elementary School Programs

Scheduling



Implementation



Student & Family Engagement



Models



Select a Program Schedule

Finding the right schedule can mean the difference between reaching the majority of students on a regular basis and only reaching a few students through the expanded learning program. Take program goals and family needs into consideration, and work with your community partner(s) to use the following ideas to select a preliminary program schedule.

Guiding Questions:

- ◆ What are the childcare needs of your working families?
 - ◇ What days/times/seasons do they need care?
- ◆ What schedule will best support achievement of program goals?

Ideas for scheduling an additional 200 hours*:

Add Time:	Time Breakdown A	Time Breakdown B	Notes
4-5 days per week before or after school	If school operates 180 days, adding time 5 days/week would add a minimum of 1 hour and 7 minutes per day	If school operates 180 days, adding time 4 days/week would add a minimum of 1 hour and 23 minutes to those days	Time can be added only during specific seasons for longer times each day
2-3 days per week before or after school	If school operates 180 days, adding time 3 days/week would add a minimum of 1 hour and 52 minutes to those days	If school operates 180 days, adding time 2 days/week would add a minimum of 2 hours and 47 minutes to those days	Time can be added only during specific seasons for longer times each day
On weekends	Could be 7 hours per day, 1 day per week, for 29 weeks	Could be 6 hours per day, 1 day per week, for 34 weeks	Days and times can change based on holidays and opportunities
During summer	Could be 8 hours per day, 5 days per week, for 5 weeks	Could be 6 hours per day, 5 days per week, for 7 weeks with 1 day off for 4 th of July	Time can be continuous or broken into more than one session during summer

*200 hours may not be sufficient to meet all goals or requirements. Consider adding more than 200 hours as appropriate or required.

Considerations:

- ◆ Refer to parental opinion to decide which model is best for your school community.
- ◆ Front loading the time in the beginning of the year frees up the spring when students may have conflicting schedules after school.
- ◆ Parents may opt for additional time in fall and spring, not winter based on weather or early darkness.
- ◆ In some communities, based on religious commitments many students have after school hours, parents may not want an afterschool program that runs after 4pm.
- ◆ The availability of transportation may affect scheduling and the number of children served- it may be more feasible to require additional time after school for the whole school and then run buses once at a later time instead of running buses twice.
- ◆ Weekends and summer scheduling may require additional transportation.

Select Engaging Programming

Programming used during the additional time needs to not only be geared towards meeting program goals, but also to be engaging for students. Programming is required to include a range of hands-on activities that integrate academics, enrichment, and social-emotional development to engage students who may not be engaged by traditional classroom activities. Youth development organizations are well-versed in appropriate and engaging programming that incorporates hands-on learning. The following are key considerations and are not meant to be a comprehensive guide to selecting programming, as your community partner will bring many resources to the table based on their knowledge and past experience.

Programming:

- ◆ Set clear expectations with parents and students.
- ◆ Include diverse offerings that complement but do not replicate school-day activities (academic enrichment, arts, physical activities, STEM, social-emotional learning, team building, etc.).
- ◆ Take advantage of lower staff to student ratios to implement more hands-on and experiential activities that engage students.
- ◆ Consider gender segregation, especially around STEM activities, in the 4th and 5th grades.
- ◆ Consider programming geared toward transitions: Prekindergarten to Kindergarten, Kindergarten to First Grade—especially over summer.
- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool](#) on Programming and Activities for a more comprehensive view of high-quality programming.
- ◆ View the [National Summer Learning Association’s Comprehensive Assessment of Summer Programs](#).

Marketing and Design:

- ◆ The customer is the parent.
- ◆ Consider creating a mission statement for the program, or relating the program back to the school’s mission statement—share this with parents and participants and be sure that activities selected align.
- ◆ Consider usage of peer to peer marketing: reward students for bringing peers to programming.
- ◆ Brand the program in a desirable manner.

The Name Matters

One New York library struggled to get children to come to their weekend reading program, Weekend Stories. Realizing that their customer is the parent, they changed the program name to “Ready, Set, Kindergarten” and doubled the attendance by helping parents realize that the program addressed one of their major concerns.

Engage Students and Families

Engaging students and families is key to program success and must be done from the beginning. Community-based organizations are often skilled in strategies for engagement, so plan jointly with your partner.

Student Engagement:

- ◆ Allow student voice and decision-making.

Student Leadership Group

In many youth development programs, students are given opportunities to assist in decision-making through a student leadership group. Students can participate by surveying peers to get feedback on programming, assisting in gathering ideas for/planning events, developing weekly/monthly themes for the program, creating a monthly program newsletter, etc.

- ◆ Allow student choice.

Allowing Student Choice

When the program has an art project related to a book the students have read, some students may choose to draw/paint about the book while others may choose to create a performance about the book.

- ◆ Investigate opt-out/absenteeism -- What needs is the program not meeting?

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool](#) on Youth Participation and Engagement
- ◆ See [Putting It All Together: Guiding Principles for Quality After-School Programs Serving Pre-Teens](#)

Family Engagement:

- ◆ What do your parents need to know?
 - ◇ Information regarding critical testing years and study skills needed for transition to middle school
 - ◇ Information about middle school choice (if appropriate)
 - ◇ Information about summer learning loss
 - ◇ Information about community resources- library, recreation centers, etc.
 - ◇ Information about the importance of regular participation in the expanded hours
- ◆ How best can you engage and involve parents in expanded learning time?
 - ◇ Get parents involved through surveys, discussions, focus groups, etc. from the start of program design
 - ◇ Engage often- host family nights and parent focus groups, survey parents, present at PTA meetings, etc.

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool](#) on Parent, Family, and Community Partnerships at
- ◆ See [Effective Strategies for Engaging Parents: Real Life Experiences that Make a Difference](#)

Summer Quest

(New York City, NY)

Overview	Signs of Success
<p>NYC Summer Quest, launched in 2012, is a collaborative initiative of the New York City Department of Education (DOE), the New York City Department of Youth and Community Development (DYCD), and the Fund for Public Schools (FPS). This three-year pilot program, developed to combat summer learning loss, has been designed and implemented using the best practices of academic preparation and youth development.</p> <p>The Summer Quest programs run for five weeks, Monday through Friday, from 8:00 am to 5:30 pm at each of the 11 sites in the South Bronx. Community-based organizations partner with the schools at those sites to provide a combination of rigorous, Common Core-aligned academic preparation, field trips, arts-based activities, STEM enrichment, and youth development activities.</p> <p>NYC Summer Quest is composed of 3 program models:</p> <ul style="list-style-type: none"> • Early Literacy Skills Camp: Serving rising 1st– 4th graders in need of academic and social/emotional learning support. Several schools serve rising 5th graders as well. • 21-Century Skills Camp: Serving 6th – 8th graders in need of academic support. • Dream Big Academy: Providing high-performing rising 8th graders with assistance preparing for and applying to NYC’s specialized public high schools. <p>In 2012, these 11 school/CBO partners served over 1,120 students. This year, the pilot has expanded to serve up to 1,790 students. Many of the elementary and middle school programs will incorporate at least one grade of students mandated to attend summer school.</p>	<p>The New York City Department of Education completed an impact evaluation of the summer 2012 pilot. Findings include:</p> <ul style="list-style-type: none"> • NYC Summer Quest served high needs students: 20% were students with disabilities, 28% were English Language Learners, and 97% qualified for free and reduced-price lunch. • On average, rising 1st and 3rd graders experienced statistically significant gains on their DIEBELS assessment after attending Summer Quest. On average, rising 2nd graders did not experience summer learning loss after attending Summer Quest. • Based on pre- and post-survey responses of the middle school students, participants felt more connected to their community and more confident in their ability to do challenging work. • 90% of parents would recommend Summer Quest to other parents. • School/CBO teams provided seamless programming aligned to each school-year initiative and partner resources. • Key stakeholders, including site leadership, teachers, and CBO staff, reported high satisfaction with their Summer Quest experience. <p style="text-align: center;">Funding</p> <p>NYC Summer Quest is a true public-private partnership: The Fund for Public Schools fundraises to provide the private funding portion, while the NYC DOE and DYCD provide the public funding portion. In summer 2012, 15 private funders provided 70% of the \$3.5 million budget, leveraging more than \$1 million in public resources. For summer 2013, The Fund for Public Schools was able to leverage significant additional public funds from the NYC DOE and DYCD.</p>

LeAp | PS 5

New York City Summer Quest (New York City, NY)

Community Partner Overview	Partnership Features	Signs of Success
<p>LeAp (Learning through an Expanded Arts Program), a nonprofit organization committed to improving the quality of public education through a hands-on, arts-based approach to teaching the academic curriculum, was selected through a competitive RFA process to implement the NYC Summer Quest program in summers 2012 and 2013. LeAp’s Summer Quest program is a five-week camp that uses an active, arts-based model to teach English Language Arts, math, science and social studies, to rising 1st through 7th graders.</p>	<p>LeAp works with the faculty at PS 5 in the Bronx, NYC to create a hands-on, arts-based curriculum. The curriculum was developed by choosing an overarching theme and integrating it into different content areas.</p> <p>LeAp teaching artists and school teachers work with students during the morning using the school’s curriculum, with an additional afternoon component led by LeAp educators that reinforces topics learned in the morning through hands-on visual arts, music, dance, drama and sports activities.</p> <p>An example: the 1st grade group studied the life-cycle of a plant. In the morning, they began with yoga, learning the root pose and tree pose. They then wrote non-fiction books about plants in ELA, counted seeds and beans in ones, tens, hundreds, thousands in math, created hypotheses about soil in science, and learned about the world’s environments in social studies.</p>	<p>According to an eight-year longitudinal study, conducted by New York University, students who participated in the <i>Active Learning Leads to Literacy</i> Program, which LeAp is based on, outperform their peers on 87% of the 23 literacy skills tested.</p>

NYC Summer Quest is supported by The Fund for Public Schools (private funding), New York City Department of Education (public funding), and New York City Department of Youth and Community Development (public funding). Information on this model provided by <http://leapnyc.org/>

Abyssinian Development Corporation | Thurgood Marshall Academy Lower School

ExpandedED Schools (New York City, NY)

Community Partner Overview	Partnership Features (con'd)	Signs of Success
<p>The Harlem-based Abyssinian Development Corporation provides school-based after-school enrichment as an ExpandedED School in partnership with TASC (The After-School Corporation).</p> <p>Partnership Features</p> <ul style="list-style-type: none"> • Five AmeriCorps members hired by Abyssinian work at the school from lunchtime until 5:30 pm. • During the expanded hours, faculty experiment with innovate instructional approaches. These include teaching core subjects through visual arts and reinforcing math and literacy skills through science projects. AmeriCorps members and other community educators are on-hand during these projects to provide extra supervision and guidance. • To develop these new approaches, teachers and Abyssinian staff receive on-going professional development from TASC. 	<ul style="list-style-type: none"> • Teachers and community educators offer enrichment activities; students select from offerings including art, dance, yoga, karate, and capoeira. • All participate in a weekly character development activity that focuses on personal traits such as respect for others and honesty. • Field trips to museums and galleries build on the integrated arts curriculum. • Abyssinian staff join in teachers' collaborative planning time to so that they can understand how to help teachers meet goals for student learning. For instance, AmeriCorps workers may provide extra help for struggling students, monitor and coach those with behavioral challenges, or figure out how to integrate certain academic skills into enrichment activities. 	<ul style="list-style-type: none"> • In the past two years, the percentage of students scoring at or above proficiency on state tests rose 15 points in math and 6 points in reading, surpassing city-wide gains. • Student attendance is up and tardiness is down as are referrals to citywide agencies for additional support services. • Parent, teacher and student satisfaction with the school on the NYC School Survey is above the city average.

Federal 21st Century Community Learning Center grant, AmeriCorps, and Carol M. White Physical Education Program grant

Baden Street Settlement | Mercier Literacy Foundation | Dr. Martin Luther King, Jr. School No. 9

TIME Collaborative of Rochester City Schools (Rochester, NY)

Community Partner Overview	Partnership Features	Partnership Features (con'd)
<p>The Baden Street Settlement, located at the school site, organizes high energy activities first thing in the morning, including yoga, cheerleading and sports, to encourage students to arrive to school on time and to improve their concentration during the rest of the day.</p> <p>The Mercier Foundation provides intensive literacy instruction in grades K-2, working with teachers to ensure support is aligned with classroom lessons.</p>	<ul style="list-style-type: none"> • Through the TIME Collaborative, the district provided planning time and a framework for designing the extended school day while handing ultimate control to the school and its community partners. Planning participants included the principal, partners, parents and faculty. • As part of the planning, the school looked at a range of strategies to make efficient use of time. The schedule was scrutinized for wasted minutes. Now, as students enter homeroom, for instance, they are assigned an academic task to complete. Teachers analyzed reading and math assessments to pinpoint student weaknesses and better target small group interventions. Integrating reading and writing with all core subjects further reinforced language arts skills without cutting time from other areas. 	<ul style="list-style-type: none"> • Teachers were given the option to work the full 8-hour day and paid for their extra time. • At the end of the day, students have a choice of activities led by participating teachers and community partners including art, music, cooking, sports, STEM projects, American Sign Language, and a Lego club. <p style="text-align: center;">Signs of Success</p> <p>Although School 9 is still in its first year implementing the longer school day, school leaders report higher student engagement and better use of community partnerships to bring new types of learning into the school.</p>

Funding provided by School Innovation Fund grant, Title I funds, Mercier Literacy Foundation private funds, NYS Advantage After School grant to Baden Street Settlement, and private funds to pilot ELT from the Ford Foundation

Quad A for Kids Rochester City Schools (Rochester, NY)

Community Partner Overview	Partnership Features	Signs of Success
<p>Quad A for Kids provides after-school programming for 350 youth in three Rochester City School District elementary schools. Their model is to coordinate closely with school personnel to deliver a research-based, three hour per day, five day per week after-school program that promotes the personal and social development of Rochester city youth.</p>	<ul style="list-style-type: none"> • Students are engaged in hands-on activities that reinforce math, science, reading/literacy, and health & wellness. • Programming includes: daily homework sessions, Literacy Labs, CATCH (Coordinated Approach To Child Health) Nutrition and Movement classes, Math, Science, Cooking classes, Journalism, Media Arts, Computer Tech, Sport Fit, Spanish Language, Gymnastics, Team Sports, Junior Achievement, Scouting, Choir and Recorder Band. • Quad A also promotes social-emotional growth with training in conflict resolution, “Coping Power” and <i>Karate Kids</i> Anti-Bullying Curriculum. • Students are provided a healthy snack and dinner before they leave every evening. • Students from the Human Services Program at Monroe Community College volunteer as part of their field work studies. 	<ul style="list-style-type: none"> • When compared with a control group of demographically matched peers, Quad A students had fewer school absences (4.2%) as measured by average percentage of days than non-Quad A students (6.9%) for the 2008-09 school year. • 57% of Quad A students met or exceeded grade level measures for ELA compared to the 34% of non-participating students. • 80% of Quad A students met or exceeded grade level measures for Math compared to 51% of non-participating students.

Funding for Quad A is provided through a combination of private and government funding. Foodlink is funded via NYS Department of Health and provides snack/dinner to students in-kind. Information on this model from <http://www.quadaforkids.org/>

<h2 style="text-align: center;">EnCompass</h2> <h3 style="text-align: center;">Rochester City Schools (Rochester, NY)</h3>		
Community Partner Overview	Partnership Features (con'd)	Partnership Features (con'd)
<p>EnCompass provides academic enrichment and support to youth in the greater Rochester area and surrounding communities.</p> <p>EnCompass draws from evidenced-based, best practices to support its programs and interventions, which are designed to meet students and families where they are. EnCompass employs certified teachers and content area experts to engage and support youth in educational programming that embeds social-emotional learning and executive functioning.</p>	<p>program using the NYSED Common Core standards for ELA and math. Goals are based on reported school performance, criteria based on assessments; and youth's identified learning needs and strengths.</p> <ul style="list-style-type: none"> Inquiry-Based Learning: Opportunities for students to explore, inquire, and discuss topics relating to a chosen inquiry are incorporated on a daily basis. The inquiry-based learning opportunities promote a cohesive learning community fostering social-emotional competencies (e.g., self-management, peer social skills) as well as academic skill development. Health and wellness components are embedded through health snacks and meals, opportunities for physical activity and/or field trips and regular tracking of wellness through food and physical activity logs. <p>Two full-time EnCompass staff members work at each site to provide extra push-in/pull-out support for individual students during the day. These staff members also ensure that the Academic Enrichment Programming integrates concepts and curriculum from the school day.</p>	<p>EnCompass also employs a Site Coordinator who is part of the school's leadership team. The Site Coordinator helps the EnCompass team to understand the school's culture and to facilitate the development of a strong relationship between the EnCompass team and the school's staff.</p>
Partnership Features		Signs of Success
<p>EnCompass partners with a number of elementary schools (public and charter) in the Rochester area to provide:</p> <ul style="list-style-type: none"> Targeted Academic Tutoring: Youth academic skills, performance and behaviors are supported within the targeted tutoring opportunities provided on a daily basis. Youth work directly with an Academic Coach in small groups to address academic skills and performance specifically in the areas of ELA and math. Individualized learning goals are established for each youth participating in the 		<ul style="list-style-type: none"> 69% youth maintain/improve reading performance 74% youth maintain or improve math performance 95% youth are promoted to the next grade 98% of youth achieved one or more of established individualized learning goals 87% of youth attend 90% of school days Statistically significant positive changes were noted in social-emotional behaviors as reported by the Academic Coach for youth in initiative, participation and self-confidence.
<p><i>EnCompass brings private and county funds, which the district is able to blend with its own dollars to fund transportation to the program, waive facility fees and provide clerical support during program hours.</i></p>		

MIDDLE SCHOOL

Specific Considerations for Middle School Programs

Scheduling



Implementation



Student & Family Engagement



Models



Select a Program Schedule

Finding the right schedule can mean the difference between reaching the majority of students on a regular basis and only reaching a few students through the expanded learning program. Take program goals and family needs into consideration, and work with your community partner(s) to use the following ideas to select a preliminary program schedule.

Ideas for scheduling an additional 200 hours*:

Add Time:	Time Breakdown A	Time Breakdown B	Notes
4-5 days per week before or after school	If school operates 180 days, adding time 5 days/week would add a minimum of 1 hour and 7 minutes per day	If school operates 180 days, adding time 4 days/week would add a minimum of 1 hour and 23 minutes to those days	Time can be added only during specific seasons for longer times each day
2-3 days per week before or after school	If school operates 180 days, adding time 3 days/week would add a minimum of 1 hour and 52 minutes to those days	If school operates 180 days, adding time 2 days/week would add a minimum of 2 hours and 47 minutes to those days	Time can be added only during specific seasons for longer times each day
On weekends	Could be 7 hours per day, 1 day per week, for 29 weeks	Could be 6 hours per day, 1 day per week, for 34 weeks	Days and times can change based on holidays and opportunities
During summer	Could be 8 hours per day, 5 days per week, for 5 weeks	Could be 6 hours per day, 5 days per week, for 7 weeks with 1 day off for 4 th of July	Time can be continuous or broken into more than one session during summer

*200 hours may not be sufficient to meet all goals or requirements Consider adding more than 200 hours as appropriate or required.

Considerations:

- ◆ Refer to parental and student opinion to decide which model is best for your school community.
- ◆ Front loading the time in the beginning of the year frees up the spring when students may have conflicting schedules after school.
- ◆ Consider aligning the program with sports schedules, i.e. if sports practice is Monday-Thursday, the additional time could be scheduled for Fridays and/or Saturdays to avoid conflicts.
- ◆ Running sports or engaging programming in the morning can increase school attendance.
- ◆ Parents may opt for additional time in fall and spring, not winter based on weather.
- ◆ In some communities, based on religious commitments many students have after school hours, parents may not want an afterschool program that runs after 4pm.
- ◆ Consider safety needs of the neighborhood (prevalence of violence) when scheduling. The rate of juvenile crime triples between 3pm and 6pm. Students who are in programming during this time are less likely to be involved.
- ◆ The availability of transportation may affect scheduling and the number of students served- it may be more feasible to require additional time after school for the whole school and then run buses once at a later time instead of running buses twice.
- ◆ Weekends and summer scheduling may require additional transportation.

Select Engaging Programming

Programming used during the additional time needs to not only be geared towards meeting program goals, but also to be engaging for students. Programming is required to include a range of hands-on activities that integrate academics, enrichment, and social-emotional development to engage students who may not be engaged by traditional classroom activities. Youth development organizations are well-versed in appropriate and engaging programming that incorporates hands-on learning. The following are key considerations and are not meant to be a comprehensive guide to selecting programming, as your community partner will bring many resources to the table based on their knowledge and past experience.

Programming:

- ◆ Set clear expectations with parents and students.
- ◆ Include diverse offerings that complement but do not replicate school-day activities (academic enrichment, arts, physical activities, STEM, social-emotional learning, team building, etc.).
- ◆ Take advantage of lower staff to student ratios to implement more hands-on and experiential activities that engage students.
- ◆ Consider gender specific activities, especially for STEM and groups for building social-emotional skills
- ◆ Consider programming geared toward transitions (5th grade to 6th grade, 8th grade to 9th grade) and college awareness.
- ◆ Consider service learning and/or apprenticeship opportunities, including space for students to share or present the work they accomplished.

Citizen Schools

Citizen Schools provides the opportunity for middle school students to develop college and career readiness skills through a combination of after-school apprenticeships and academic support. The 10-week program includes courses to support the student's apprenticeship experience along with homework help and study skill development.

- ◆ Consider different programming per trimester or incremental block.
- ◆ Consider academic acceleration programming.
- ◆ Consider integrating technology into all content areas.
- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool](#) on Programming and Activities for a more comprehensive view of high-quality programming.
- ◆ View the [National Summer Learning Association's Comprehensive Assessment of Summer Programs](#).

Marketing and Design:

- ◆ The customer is the student.
- ◆ Consider creating a mission statement for the program, or relating the program back to the school's mission statement- Share this with parents and participants and be sure that activities selected align.
- ◆ Think about how the program is framed: students feel differently if they are told "you *have* to go" versus "you *get* to go".
- ◆ Consider usage of peer to peer marketing: reward students for bringing peers to programming.
- ◆ Brand the program in a desirable manner.

PS/IS 214

At PS/IS 214 in the Bronx, the school launched its first Regents Algebra class for high-performing 8th graders by adding math courses after 3 pm. A late-day journalism project immerses English language learners in writing.

Engage Students and Families

Engaging students and families is key to program success and must be done from the beginning. Community-based organizations are often skilled in strategies for engagement, so plan jointly with your partner.

Student Engagement:

- ◆ Allow student voice and leadership.

Youth Advisory Council

In many youth development programs, students form a Youth Advisory Council to assist program leadership in decision-making around programming, planning, and more. Students are first asked who would like to participate and then that group decides on the specific priorities of the advisory group.

- ◆ Allow student choice.

Clarence R. Edwards Middle School

At Clarence R. Edwards Middle School's ELT program in Boston, students have several enrichment options to choose from each afternoon, including stepping, art, theater, sports, engineering, concert band, fashion design and more. *"When the Edwards Middle School switched to a longer day, I thought, 'great, I can barely stand six and a half hours. Who wants to go for nine?' But during the first year I realized that ELT makes school more fun. We are able to choose our electives, and when you choose what you want to do, it makes the day go by faster."* Leo, former 8th grade student at Clarence R. Edwards Middle School.

- ◆ Investigate opt-out/absenteeism -- What needs is the program not meeting?

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool on Youth Participation and Engagement](#)
- ◆ See [Afterschool Innovations in Brief: Focusing on Middle School Age Youth](#)
- ◆ See [Engaging Middle-School Youth Through Project-Based Learning Clubs](#)
- ◆ View [Participation Over Time: Keeping Youth Engaged From Middle School to High School](#)

Family Engagement:

- ◆ What do your parents need to know?
 - ◇ Information regarding critical testing years and study skills needed for transition to high school
 - ◇ Information about high school choice (if appropriate)
 - ◇ Information about summer learning loss
 - ◇ Information about community resources- library, recreation centers, etc.
 - ◇ Information about the importance of regular participation in the expanded hours
- ◆ How best can you engage and involve parents in expanded learning time?
 - ◇ Get parents involved through surveys, discussions, focus groups, etc. from the start of program design
 - ◇ Engage often- host family nights and parent focus groups, survey parents, present at PTA meetings, etc.

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool on Parent, Family, and Community Partnerships](#)
- ◆ See [Effective Strategies for Engaging Parents: Real Life Experiences that Make a Difference](#)

Summer Quest

(New York City, NY)

Overview	Signs of Success
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Partnership with Children |

MS 296 The South Bronx Academy for Applied Media

New York City Summer Quest (Bronx, NY)

Community Partner Overview	Partnership Features	Partnership Features (con'd)			
<p>Partnership with Children (PwC) is a community-based organization that brings teams of Masters-level social workers into the most underserved public schools to provide counseling and classroom interventions for students at the highest risk of academic failure and drop-out.</p> <p>It seeks to provide a quality educational and enrichment experience in a safe, disciplined and caring environment where scholars are meaningfully engaged in learning, exploration, and fun.</p> <p>PwC integrates social emotional learning into a framework of academic rigor in real world contexts. It also embraces the Common Core goals of deepening scholars' contextual understanding of their world through collaborative problem solving and independent exploration.</p> <p>In collaboration with MS 296 the South Bronx Academy for Applied Media (SBAM), PwC was selected through a competitive Request-for-Proposal process to implement the NYC Summer Quest program in summers 2012 and 2013.</p>	<p>NYC Summer Quest provides a framework, planning, and ongoing meaningful support for an innovative partnership between a school, MS 296/South Bronx Academy for Applied Media and Partnership with Children to design and provide a 5-week, full day summer program to build sustainable summer learning gain for 120 rising 6th, 7th and 8th grade scholars. Planning participants included the principal, assistant principal, teachers, instructional specialists, CBO leadership, CBO social workers, parents, and community partners.</p> <p>The partnership takes a preventive approach to behavioral interventions that honor the whole child. Built into each day are spirit rallies, where each group of scholars has the opportunity to celebrate their accomplishments and encourage healthy competition. Community service and leadership opportunities are incentivized on individual and group bases.</p> <p>Teachers provide 3.5 hours of ELA and Math instruction in collaboration with CBO social workers in the morning and in the afternoon CBO social workers lead</p>	<p>scholars through recreation and project-based enrichment activities based on grade level. For Social Studies content, Sixth graders study Ancient Egypt, seventh graders study the Civil War, and eighth graders study Immigration. Breakfast, lunch, snack and nutrition workshops are provided daily to all scholars. Daily recreation includes tournament play (soccer, basketball, football, and baseball), Afro Cuban Dance, and Step Dance.</p> <p>Scholars go on weekly field trips to NYC museums and cultural institutions connected to the curriculum, including the Metropolitan Museum, El Museo del Barrio, and CBS Studios.</p> <table border="1" data-bbox="1049 1381 1529 1927"> <thead> <tr> <th data-bbox="1049 1381 1529 1423">Signs of Success</th> </tr> </thead> <tbody> <tr> <td data-bbox="1049 1423 1529 1654"> <p>In its formative evaluation of NYC Summer Quest 2012, the National Summer Learning Association highlighted several promising practices from this partnership.</p> </td> </tr> <tr> <td data-bbox="1049 1654 1529 1927"> <p>In surveys from scholars given two months after the first summer of the program, 87% said the program helped them with Math and 84% said the program helped them with ELA.</p> </td> </tr> </tbody> </table>	Signs of Success	<p>In its formative evaluation of NYC Summer Quest 2012, the National Summer Learning Association highlighted several promising practices from this partnership.</p>	<p>In surveys from scholars given two months after the first summer of the program, 87% said the program helped them with Math and 84% said the program helped them with ELA.</p>
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NYC Summer Quest is supported by The Fund for Public Schools (private funding), New York City Department of Education (public funding), New York City Department of Youth and Community Development (public funding).

Providence After School Alliance

AfterZone Summer Scholars (Providence, RI)

Community Partner Overview	Partnership Features
<p>The AfterZone, created and overseen by the Providence After School Alliance, provides middle school students with year-round access to a wide variety of hands-on learning and enrichment opportunities—provided by over 70 community-based organizations—that motivate and inspire them to succeed, while giving them freedom to experiment with newly discovered interests, develop new skills, create relevant connections between in- and out-of-school experiences, and explore possible career interests.</p>	<p>AfterZone Summer Scholars Program:</p> <ul style="list-style-type: none"> • Provides students with hands-on, community-based field learning experiences that focus on building science, technology, engineering, and math (STEM) skills. • Teaching teams consist of a community-based STEM educator, a district teacher, and an AfterZone staff member who co-develops and co-teaches a collaborative curriculum which connects STEM and literacy skills with hands-on field research. • The program operates during the summer for 4 weeks, Monday through Thursday from 9am—4pm. • Participants are provided with free transportation to and from the program. • Participants are provided with breakfast and lunch during the program. • Adult educators serve as guides for the participants. • Youth select afternoon programs, such as arts, sports, or skill-based activities. • Twice a week students are out in the field engaging in hands-on learning, led by the teaching teams.

Funded through grants from the Charles Stewart Mott Foundation

Information on this model provided by <http://www.mypasa.org/afterzone-middle-school>

Children’s Aid Society | City College Academy of the Arts M293

Community Schools (New York City, NY)

Community Partner Overview	Partnership Features (con’d)	Partnership Features (con’d)
<p>Children’s Aid Society’s (CAS) out-of-school programs are offered before and after the school day, on the weekends, and during holidays and summer vacations. These services and programs are consistent with the schools’ philosophy and core instructional programs. They are available to all students and are designed to be comprehensive so that students will find support for their academic, social, health, psychological, physical, vocational and emotional needs in one place.</p> <p>Community schools are a strategy for organizing school and community resources around student success. By expanding learning opportunities and removing barriers to children’s learning and healthy development, community schools take deliberate action to address significant gaps in the day-to-day lives of children.</p>	<p>Academic Support: Opportunities during out-of-school time seek to reinforce the school day curricula. These offerings include open library hours, homework help, tutoring sessions, and supplementary Department of Education class offerings. There are also holiday and summer programs,.</p> <p>Academic, Social, and Vocational: Enrichment opportunities include community service projects, peer tutoring, journalism, yearbook, and chess clubs. These offerings provide a creative approach to the subjects of literacy, math and science by integrating creative arts, experimental science and analytical games.</p> <p>Expanded School Day: CCAA expands the school day by over an hour, ending at 4pm. 100% of the students attend until 4pm, after which electives and after school programs take place.</p>	<p>summer programming. This consists of morning academic programming in coordination with the school, and extra-curricular and elective programming in the afternoon.</p> <p>School Day: During the school day, CAS staff push into classrooms to support student learning in a variety of program areas: Civil Government (History); Youth Leadership; Technology for Science—robotics and V R Tech for History; and Career Readiness. Career Readiness provides 60 internships for High School students—during the school day on Fridays. The students travel on their own, and report to CAS the first Friday of every month. CAS visits the internship sites 2-3 times during the school year. Students complete reports and make presentations based on their experiences. The students get school credit for these.</p>
Partnership Features	<p>Expanded School Year: CCAA runs one month longer than standard NYC DOE schools, going through the month of July (100% of students). Students graduate high school with 62 college credits.</p> <p>Expanded School Week: A Saturday Academic program runs throughout the year. This is for select students.</p> <p>Intersessions: During School Breaks, CAS provides out-of-school time programs. These programs serve 60 students per day, for 5 hours per day.</p> <p>Summer: In the summer, the community school offers 6 weeks of</p>	Signs of Success
<p>City College Academy of the Arts M293 (6-12) is an early college school. They have designed the learning community to be supportive and safe, as well as rigorous and challenging. CCAA students graduate with as much as two years of college credit. The arts are the conduit through which students develop the skills to become problem-solvers, critical thinkers and analytical learners. CCAA is committed to ensuring that students succeed not only in college but as valued members of their families and community.</p>	<p>In the 2011-2012 New York City School Progress Report, City College Academy of the Arts received an overall grade of A, which includes areas such as Student Progress, Student Performance, School Environment and College and Career Readiness.</p>	

EnCompass Rochester City Schools (Rochester, NY)

Community Partner Overview	Partnership Features	Signs of Success
<p>EnCompass provides academic enrichment and support to youth in the greater Rochester area and surrounding communities.</p> <p>EnCompass draws from evidence-based, best practices to support its programs and interventions, which are designed to meet students and families where they are. EnCompass employs certified teachers and content area experts to engage and support youth in educational programming that embeds social-emotional learning and executive functioning .</p>	<ul style="list-style-type: none"> • EnCompass offers in-school and afterschool academic supports for students in middle and high schools in partnership with the Rochester City School District and Hillside Work-Scholarship Connection (HW-SC). • EnCompass partners with the building staff and administration as well as the HW-SC partners to identify and serve youth struggling with core courses and Regents. • At EnCompass centers, individualized services are tailored to the student’s characteristics and academic needs. Individualized learning plans and goals are established based on the learner's overall profile and identified areas of academic need and strength. • Academic supports are offered by certified teachers or content area specialists in push-in and pull-out settings. The overall purpose of programming is to support at-risk students to increase school attendance and academic success to promote graduation. 	<ul style="list-style-type: none"> • 71% of youth achieved one or more of established individualized learning goals. • 50% of youth maintain or improve reading performance. • 42% of youth maintain or improve math performance. • 83% of youth attend 90% of school days. • The greatest growth in STAR Reading and Math occur for those youth in the bottom quartile of performance; there is a statistically significant positive change for STAR Reading and Math in the lowest quartile of performance.

EnCompass brings private and county funds, which the district is able to blend with its own dollars to fund transportation to the program, waive facility fees and provide clerical support during program hours.

Citizen Schools | Clarence R. Edwards Middle School

Expanded Learning Time Initiative (Boston, MA)

Community Partner Overview	Partnership Model	Signs of Success
<p>Citizen Schools, a national non-profit, partners with select middle schools to provide Expanded Learning Time (ELT) opportunities using a unique staffing model comprised of a Campus Director, a team of Teaching Fellows, Teaching Associates, and Volunteer Citizen Teachers.</p>	<p>The Edwards Middle School:</p> <ul style="list-style-type: none"> • Citizen Schools added 3 extra hours of learning per day for the school’s sixth graders. • Includes content blocks for homework time, math or literacy-focused academic instruction, study strategies, and lessons focused on the college experience and the pathways to attain it. • Students take two apprenticeship courses per semester, each meeting once a week for 10 weeks, culminating in a final project. These courses are led by Citizen Teachers who are experts in the subject matter, teaching in conjunction with Citizen Schools staff. • Employees from companies like Google, Fidelity Investments, Bank of America also share their expertise, providing students with a real-world experience. 	<p>In the 2010/11 school year, the ELA student growth score for Edwards Middle School is the highest among all Boston district middle schools and in the top 3% of all schools in Massachusetts.</p> <p>Edward’s statewide exam scores, student enrollment, daily student attendance rate, community and family engagement, and time for team teaching/collaboration all improved as a result of ELT.</p>

Funding provided by Massachusetts Expanded Learning Time Initiative
 Information on this model provided by <http://www.citizenschools.org/eltsummit/report/>

HIGH SCHOOL

Specific Considerations for High School Programs

Scheduling



Implementation



Student & Family Engagement



Models



Select a Program Schedule

Finding the right schedule can mean the difference between reaching the majority of students on a regular basis and only reaching a few students through the expanded learning program. Take program goals and family needs into consideration, and work with your community partner(s) to use the following ideas to select a preliminary program schedule.

Ideas for scheduling an additional 200 hours*:

Add Time:	Time Breakdown A	Time Breakdown B	Notes
2-3 days per week before or after school	If school operates 180 days, adding time 3 days/week would add a minimum of 1 hour and 52 minutes to those days	If school operates 180 days, adding time 2 days/week would add a minimum of 2 hours and 47 minutes to those days	Time can be added only during specific seasons for longer times each day
On weekends	Could be 7 hours per day, 1 day per week, for 29 weeks	Could be 6 hours per day, 1 day per week, for 34 weeks	Days and times can change based on holidays and opportunities
During summer	Could be 8 hours per day, 5 days per week, for 5 weeks	Could be 6 hours per day, 5 days per week, for 7 weeks with 1 day off for 4 th of July	Time can be continuous or broken into more than one session during summer
As Apprentices or Interns	Could be 25 hours with faculty on job readiness training and introduction and 175 hours of apprenticeship or internship	Could be 200 hours spent as an apprentice or intern	Time can be split into multiple apprenticeships/ internships throughout the year to make 200 hours

*200 hours may not be sufficient to meet all goals or requirements. Consider adding more than 200 hours as appropriate or required.

Considerations:

- ◆ Refer to student opinion to decide which model is best for your school community.
- ◆ Additional time may not occur in the school building (apprenticeships, internships, service learning, etc.) so flexibility is key.
- ◆ Hours could be used very flexibly over days, weeks, or months of the school year for apprenticeships.
- ◆ Front loading the time in the beginning of the year frees up the spring when students may have conflicting schedules after school.
- ◆ Consider aligning the program with sports schedules, i.e. if sports practice is Monday-Thursday, the additional time could be scheduled for Fridays and/or Saturdays to avoid conflicts.
- ◆ Running sports or engaging programming in the morning can increase school attendance.
- ◆ Additional time may have higher attendance in fall and spring as opposed to winter due to weather.
- ◆ In some communities, consider religious commitments students may have after school hours.
- ◆ Consider safety needs of the neighborhood (prevalence of violence) when scheduling. The rate of juvenile crime triples between 3pm and 6pm. Students who are in programming during this time are less likely to be involved.
- ◆ The availability of transportation may affect scheduling and the number of students served.
- ◆ Weekends and summer scheduling may require additional transportation.

Select Engaging Programming

Programming used during the additional time needs to not only be geared towards meeting program goals, but also to be engaging for students. Programming is required to include a range of hands-on activities that integrate academics, enrichment, and social-emotional development to engage students who may not be engaged by traditional classroom activities. Youth development organizations are well-versed in appropriate and engaging programming that incorporates hands-on learning. The following are key considerations and are not meant to be a comprehensive guide to selecting programming, as your community partner will bring many resources to the table based on their knowledge and past experience.

Programming:

- ◆ Set clear expectations with parents and students.
- ◆ Set clear expectations with teachers– they may be facilitating learning rather than teaching.
- ◆ Consider skills necessary for the student’s next steps.
- ◆ Cognitive needs of the 9th/10th grade students are in youth development, whereas 11th/12th grade students need college and career readiness skills.
- ◆ Take advantage of lower staff to student ratios to implement more student-led hands-on and experiential activities.
- ◆ Expand students’ social and cultural capital through connections to experts, higher education and community educators, and cultural institutions.
- ◆ Aim to expand the horizons of students.
- ◆ Consider service learning and/or apprenticeship opportunities, including space for students to share or present the work they accomplished.

Apprenticeships

Consider requiring an apprenticeship for juniors and seniors after they have completed their Regents exams. Students can be tasked with securing their own apprenticeship or internship for the available portion of the additional time with assistance from a faculty advisor. When selecting this option, consider vetting apprenticeships, providing resources for students to find apprenticeships, student reporting on apprenticeship, etc.

- ◆ Consider different programming per trimester or incremental block.
- ◆ Consider academic acceleration programming.
- ◆ Consider integrating technology into all content areas.
- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool on Programming and Activities](#) for a more comprehensive view of high-quality programming.
- ◆ View the [National Summer Learning Association’s Comprehensive Assessment of Summer Programs](#).

Marketing and Design:

- ◆ The customer is the student.
- ◆ Consider creating a mission statement for the program, or relating the program back to the school’s mission statement- Share this with parents and participants and be sure that activities selected align.
- ◆ Think about how the program is framed: students feel differently if they are told “you *have* to go” versus “you *get* to go”.
- ◆ Consider usage of peer to peer marketing: reward students for bringing peers to programming.
- ◆ Brand the program in a desirable manner.

Engage Students and Families

Engaging students and families is key to program success and must be done from the beginning. Community-based organizations are often skilled in strategies for engagement, so plan jointly with your partner.

Student Engagement:

- ◆ Allow student voice and student decision-making.

Youth Advisory Council

In many youth development programs, students form a Youth Advisory Council to assist program leadership in decision-making around programming, planning, and more. Students are first asked who would like to participate and then that group decides on the specific priorities of the advisory group.

- ◆ Set clear expectations with students.
- ◆ Include diverse offerings.
- ◆ Investigate opt-out/absenteeism -- What needs is the program not meeting? (Consider that if the program is tutoring focused, opting out of a session may show that the student is developing awareness of and ownership over his or her needs and how best they can be met– the student may have developed the needed study skills to work effectively on his or her own.)

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool on Youth Participation and Engagement](#)
- ◆ See [Meeting the High School Challenge: Making After-School Work for Older Students](#)
- ◆ View [Afterschool Innovations in Brief: Focusing on Older Youth](#)

Family Engagement:

- ◆ What do your parents need to know?
 - ◇ Information regarding critical testing years and study skills needed
 - ◇ Information about transitions to community college, 4-year schools, and the workforce
 - ◇ Information about summer learning loss
 - ◇ Information about community resources- library, recreation centers, etc.
 - ◇ Information about apprenticeships, internships, the Summer Youth Employment Program (SYEP), summer job opportunities, etc.
- ◆ How best can you engage and involve parents in expanded learning time?
 - ◇ Get parents involved through surveys, discussions, focus groups, etc. from the start of program design
 - ◇ Engage often- host family nights and parent focus groups, survey parents, present at PTA meetings, etc.

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool on Parent, Family, and Community Partnerships](#)
- ◆ See [Effective Strategies for Engaging Parents: Real Life Experiences that Make a Difference](#)

Child & Adolescent Treatment Services

Buffalo Public School District (Buffalo, NY)

Community Partner Overview	Partnership Features
<p>Child and Adolescent Treatment Services (CATS) is a non-profit organization that partners with Buffalo Public High Schools to provide a credit recovery program for high school students in the Summer Youth Employment Program (SYEP). Additional collaborators include the Mayor’s Summer Youth Program, Gloria J. Parks Community Center, and Native American Community Supports.</p> <p>The Buffalo Public School District Guidance Counselors are a key factor in the success of this program. They work closely with the Program Coordinator to determine which courses need to be offered and which students need to attend which courses.</p> <p>CATS integrates socio-emotional skills building programs through violence prevention programming, such as Please Stand Up, Safe Dates, and other attendance and family involvement supports.</p>	<ul style="list-style-type: none"> • The summer program includes a supplemental orientation on working with younger children and other work skills. • Each day, the students attend two and a half hours of summer programming based on the credits they need for approved credit recover as determined by the student’s Guidance Counselor. • The program may offer courses different from traditional summer school programs, including physical education. Principals, teachers, and program staff work together to make sure that all projects and course offerings meet the standards and the needs of the students, so the program is flexible and may look different from year to year. • After courses, students receive lunch and hold small group discussions on job successes and challenges. • After lunch, students go to their SYEP placement in a summer camp and work for three to four hours.
<p><i>Funding provided by Erie County Youth Bureau and the United Way of Buffalo and Erie County.</i></p>	

After School Matters

Chicago Public Schools (Chicago, IL)

Community Partner Overview	Partnership Features	Signs of Success
<p>After School Matters (ASM) is a non-profit organization that partners with Chicago Public High Schools to provide teens innovative out-of-school activities. They provide these programs through a network of public and private partnerships that include Chicago Public Schools, the Chicago Park District, the Chicago Public Library, and community organizations throughout the city.</p>	<ul style="list-style-type: none"> • After School Matters offers paid apprenticeship-type experiences in a wide array of areas, such as technology, arts, and sports. Each apprenticeship involves work in the designated area, learning and making use of relevant skills to accomplish a task. • An apprenticeship lasts for 10 weeks in the fall and 10 weeks in the spring. The apprenticeships meet 3 hours after school, 3 times weekly (180 hours for the year). • Instructors are present to provide information, guidance, and feedback, and to introduce students to the standards, language, and culture of that line of work. 	<ul style="list-style-type: none"> • Youth participants reported significantly higher self-regulation. • Youth participants reported significantly fewer problem behaviors than non-participants. • Students who participate in ASM miss fewer days of school than similar classmates. • Students who participated at the highest levels in the after-school program also tended to fail fewer core academic courses (English, Math, Science, and Social Studies). Furthermore, over the course of their time in high school, students who were enrolled in ASM for three or more semesters and those who participated at the highest levels had higher rates of graduation and lower dropout rates than similar students who did not participate in the program.

Funding provided by Federal 21st Century Community Learning Center grant, AmeriCorps, and Carol M. White Physical Education Program grant

Information on this model provided by <http://www.wallacefoundation.org/knowledge-center/after-school/evaluations/Documents/After-School-Programs-for-High-School-Students-An-Evaluation-of-After-School-Matters.pdf> & <http://www.afterschoolmatters.org/>

Neighborhood Family Services Coalition | NYC Department of Education Learning to Work (New York City, NY)

Community Partner Overview	Partnership Features (con'd)	Partnership Features (con'd)
<p>Learning to Work offers in-depth exploration of career and educational options, as well as hands-on experience through subsidized internships to students in transfer schools and Young Adult Borough Center programs. The New York City Department of Education administers Learning to Work in collaboration with community-based organizations, which operate according to youth development principles, providing struggling students with more personal attention and added supports not found in large traditional high schools.</p>	<p>CBO partner who provides guidance and support to help students achieve their goals and plan for the future.</p> <ul style="list-style-type: none"> All students are eligible to apply for an internship, and internships are generally not linked to school attendance. Advocate Counselors link students to internships based on their interests and strengths. They may also use a scale of job difficulty and student preparedness to make appropriate matches. Each program sets up their own internship sites within their community, but some organizations run multiple internship sites throughout the city. 	<ul style="list-style-type: none"> In addition to internships, all students receive additional work readiness classes through their Advocate Counselors. Students have to take preliminary work readiness classes before beginning their internship, and then take weekly classes throughout their internship learning skills such as resume and cover letter preparation, cultural competence, proper work attire, how to get, keep, and leave a job, etc. These classes generally occur before or after school hours.
Partnership Features	<ul style="list-style-type: none"> Students work in their internships for 10-15 hours per week for as long as they are enrolled in school and are paid at minimum wage. Wages are provided through funding from the Department of Education. Some internships continue through summer on a case-by-case basis. Advocate Counselors or Internship Coordinators visit each student's placement at least once a month. 	Signs of Success
<ul style="list-style-type: none"> Learning to Work operates within Young Adult Borough Centers (YBAC), evening programs that enable older youth with adult responsibilities to earn a high school diploma, and within Transfer Alternative High Schools, which provide youth who have been truant or dropped out of traditional high school with a second opportunity to earn a diploma. All students in these schools are partnered with an Advocate Counselor from the 	<ul style="list-style-type: none"> A 2010 Metis Associates evaluation shows that students who were farthest behind (11 or fewer credits after three years in high school) increased by more than 3.5 times their chances of graduating if they attended a Learning to Work program. Students with internships graduate at higher rates and are more engaged according to a YES survey 2011. Learning to Work students reported high levels of engagement and satisfaction with the program. 	

Learning to Work funding is provided by New York City Department of Education (public funding).

Children’s Aid Society | City College Academy of the Arts M293

Community Schools (New York City, NY)

Community Partner Overview	Partnership Features (con’d)	Partnership Features (con’d)
<p>Children’s Aid Society’s (CAS) out-of-school programs are offered before and after the school day, on the weekends, and during holidays and summer vacations. These services and programs are consistent with the schools’ philosophy and core instructional programs. They are available to all students and are designed to be comprehensive so that students will find support for their academic, social, health, psychological, physical, vocational and emotional needs in one place.</p> <p>Community schools are a strategy for organizing school and community resources around student success. By expanding learning opportunities and removing barriers to children’s learning and healthy development, community schools take deliberate action to address significant gaps in the day-to-day lives of children.</p>	<p>Academic Support: Opportunities during out-of-school time seek to reinforce the school day curricula. These offerings include open library hours, homework help, tutoring sessions, and supplementary Department of Education class offerings. There are also holiday and summer programs,.</p> <p>Academic, Social, and Vocational: Enrichment opportunities include community service projects, peer tutoring, journalism, yearbook, and chess clubs. These offerings provide a creative approach to the subjects of literacy, math and science by integrating creative arts, experimental science and analytical games.</p> <p>Expanded School Day: CCAA expands the school day by over an hour, ending at 4pm. 100% of the students attend until 4pm, after which electives and after school programs take place.</p>	<p>summer programming. This consists of morning academic programming in coordination with the school, and extra-curricular and elective programming in the afternoon.</p> <p>School Day: During the school day, CAS staff push into classrooms to support student learning in a variety of program areas: Civil Government (History); Youth Leadership; Technology for Science—robotics and V R Tech for History; and Career Readiness. Career Readiness provides 60 internships for High School students—during the school day on Fridays. The students travel on their own, and report to CAS the first Friday of every month. CAS visits the internship sites 2-3 times during the school year. Students complete reports and make presentations based on their experiences. The students get school credit for these.</p>
Partnership Features	<p>Expanded School Year: CCAA runs one month longer than standard NYC DOE schools, going through the month of July (100% of students). Students graduate high school with 62 college credits.</p> <p>Expanded School Week: A Saturday Academic program runs throughout the year. This is for select students.</p> <p>Intersessions: During School Breaks, CAS provides out-of-school time programs. These programs serve 60 students per day, for 5 hours per day.</p> <p>Summer: In the summer, the community school offers 6 weeks of</p>	Signs of Success
<p>City College Academy of the Arts M293 (6-12) is an early college school. They have designed the learning community to be supportive and safe, as well as rigorous and challenging. CCAA students graduate with as much as two years of college credit. The arts are the conduit through which students develop the skills to become problem-solvers, critical thinkers and analytical learners. CCAA is committed to ensuring that students succeed not only in college but as valued members of their families and community.</p>	<p>In the 2011-2012 New York City School Progress Report, City College Academy of the Arts received an overall grade of A, which includes areas such as Student Progress, Student Performance, School Environment and College and Career Readiness.</p>	

Providence After School Alliance

The Hub (Providence, RI)

Community Partner Overview	Partnership Features
<p>The Hub, a program created and overseen by the Providence After School Alliance, works with Providence Public Schools to provide high school students from across the city with high-quality Expanded Learning Opportunities (ELO), that not only allow them to earn credits towards graduation but also provide flexible, hands-on learning activities grounded in relevant, real-world skills and professional experience.</p>	<p>High School Expanded Learning Opportunities (ELO) for Credit Program: This initiative is part of a statewide pilot that includes two additional districts, facilitated by the Rhode Island Afterschool Plus Alliance and the state education department.</p> <p>For the past year or more, PASA has worked in partnership with district administrators, faculty and students from a federally mandated turnaround high school and a team of community partners to develop policy, infrastructure, and a model of practice for high school youth allowing them to receive high school credit for quality out-of-classroom learning.</p> <p>An ELO for credit is a way for students to work on innovative projects based in the community that are aligned with school district standards and garner students credits toward graduation.</p> <p>With ELO’s for credit, students work with a mentor from the community and a teacher who is certified in the ELO’s subject. Together, they design an academically rigorous independent project that may be counted for credit, is driven by the student’s passion and is grounded in real world experience.</p>

Funded through grants from the Charles Stewart Mott Foundation.

Information on this model provided by <http://www.mypasa.org/hub-high-school>

<h2 style="text-align: center;">EnCompass</h2> <h3 style="text-align: center;">Rochester City Schools (Rochester, NY)</h3>		
Community Partner Overview	Partnership Features	Signs of Success
<p>EnCompass provides academic enrichment and support to youth in the greater Rochester area and surrounding communities.</p> <p>EnCompass draws from evidence-based, best practices to support its programs and interventions, which are designed to meet students and families where they are. EnCompass employs certified teachers and content area experts to engage and support youth in educational programming that embeds social-emotional learning and executive functioning .</p>	<ul style="list-style-type: none"> • EnCompass offers in-school and afterschool academic supports for students in middle and high schools in partnership with the Rochester City School District and Hillside Work-Scholarship Connection (HW-SC). • EnCompass partners with the building staff and administration as well as the HW-SC partners to identify and serve youth struggling with core courses and Regents. • At EnCompass centers, individualized services are tailored to the student’s characteristics and academic needs. Individualized learning plans and goals are established based on the learner's overall profile and identified areas of academic need and strength. • Academic supports are offered by certified teachers or content area specialists in push-in and pull-out settings. The overall purpose of programming is to support at-risk students to increase school attendance and academic success to promote graduation. 	<ul style="list-style-type: none"> • 71% of youth achieved one or more of established individualized learning goals. • 50% of youth maintain or improve reading performance. • 42% of youth maintain or improve math performance. • 83% of youth attend 90% of school days. • The greatest growth in STAR Reading and Math occur for those youth in the bottom quartile of performance; there is a statistically significant positive change for STAR Reading and Math in the lowest quartile of performance.
<p><i>EnCompass brings private and county funds, which the district is able to blend with its own dollars to fund transportation to the program, waive facility fees and provide clerical support during program hours.</i></p>		

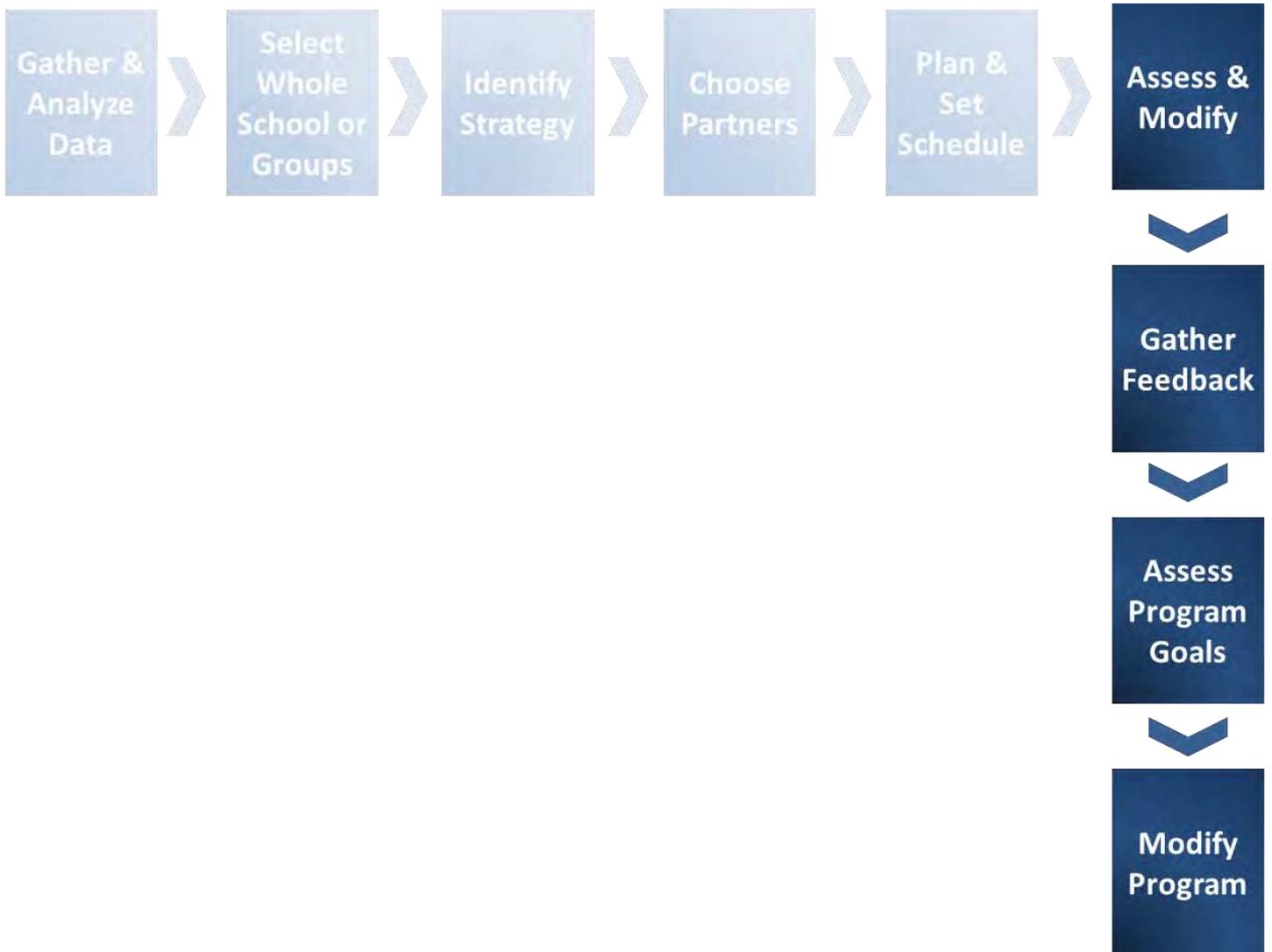
NYC College of Technology | Pathways in Technology Early College High School

Mentor-Tutor Initiative (New York City, NY)

Community Partner Overview	Partnership Features
<p>The Pathways in Technology Early College High School (P-TECH) initiative is a tutoring and mentoring program delivered in partnership with New York City College of Technology and TASC (The After-School Corporation).</p>	<ul style="list-style-type: none"> • City Tech tutors traveled to P-TECH’s Saturday school for six weeks in May and June. • Between 45 and 55 P-TECH students participated each week. Students, tutors and P-TECH faculty worked in small groups for three hours then held a mentoring session for one hour over lunch. The tutors developed strong working relationships with the students. • Lunch provided both an incentive for 9th graders to come on Saturday and was used for community building among tutors, students and P-TECH faculty. Tutors were encouraged to talk to the teens about goal setting and college life. • Tutors received a stipend of up to \$360 at the end of the spring session.

Funding provided by the Gerstner Family Foundation and IBM.

ASSESS & MODIFY



Survey Teachers, Families, Students and Community Partner

Authentic family engagement around the preliminary plan will increase attendance and alert the partners to any ineffective elements before resources are committed. Assessment of the partnership with the community partner will allow for continuous improvement of the program and the partnership.

Guiding Questions:

- ◆ Does the preliminary program plan make sense to teachers, families and students?
- ◆ Does the plan align with their perceptions of student needs?
- ◆ Is the plan sensitive to (or sufficiently attractive to overcome) competing priorities for students' time?
- ◆ What do teachers, families, and students see as barriers to program success?
- ◆ Has the work between the school and the community partner been a true partnership thus far?
- ◆ What improvements to communication and processes need to be made to improve the partnership?

Key Considerations:

- ◆ All program planning should be conducted jointly between the school and the community partner for maximum effectiveness.
- ◆ Consider the best format for gathering feedback from each group of stakeholders to get the most information— (online survey, handwritten survey, focus group discussion).
- ◆ Consider the timing for implementing the surveys to get the best results.
- ◆ Surveys may need to be given in multiple languages or formats depending on your stakeholder groups.
- ◆ Getting feedback from each of these stakeholder groups (teachers, families, students, and your community partner) is critical to ensure success of the program.

Resources:

- ◆ See [Framework for Assessing School-Community Partnerships](#)
- ◆ Appendix J: Partnership Assessment Tools

CONCLUSION

Moving Forward to Implementation and Beyond

The planning process outlined here will hopefully lead you to a strong program design with student, parent, and teacher buy-in. As you move into the implementation phase, it is important to keep your larger program goals in mind, but to be flexible in responding to challenges and seizing opportunities to improve quality. Constant communication with your community partner is key, as is keeping lines of communication open with students, parents, teachers, and other stakeholders. High-quality, hands-on, and enriching additional learning time can have a transformative impact on your students and your community, and community partners across the state are excited to work with you to further that vision.

Key Considerations:

- ◆ Effective implementation will require a coordinator able to convene a cross-functional team and this coordination function should be planned from the beginning— a community partner staff member often serves this role.
- ◆ Continue to engage your stakeholders as the program is implemented, and incorporate their feedback into continuous quality improvement efforts.
- ◆ Investigate opt-out/absenteeism -- What needs is the program not meeting?
- ◆ Do not hesitate to make adjustments as needed, and check in frequently with your program goals to see where the program is and is not measuring up.
- ◆ Use NYSAN's Quality Self-Assessment Tool (QSA) to facilitate discussions at the leadership team and stakeholder levels about how your program compares to established best practices for expanded learning opportunities and to plan for continuous quality improvement. It is recommended that programs use the QSA at least twice a year and that both school and community partner staff participate.

Resources:

- ◆ View the [NYSAN Quality Self-Assessment \(QSA\) Tool and User's Guide](#).



APPENDICES

- Appendix A: Published Statements on the 200 Hours Requirement and the Extended Learning Time Competitive Grant
- Appendix B: Sample Surveys
- Appendix C: Afterschool Fact Sheet
- Appendix D: Needs Assessment Toolkit
- Appendix E: Fiscal Map for ELT
- Appendix F: SMART Goal Template
- Appendix G: New York Resource Directory List
- Appendix H: Principles of Effective Partnerships
- Appendix I: Sample 21st Century Community Learning Centers Partnership Agreement
- Appendix J: Partnership Assessment Tools