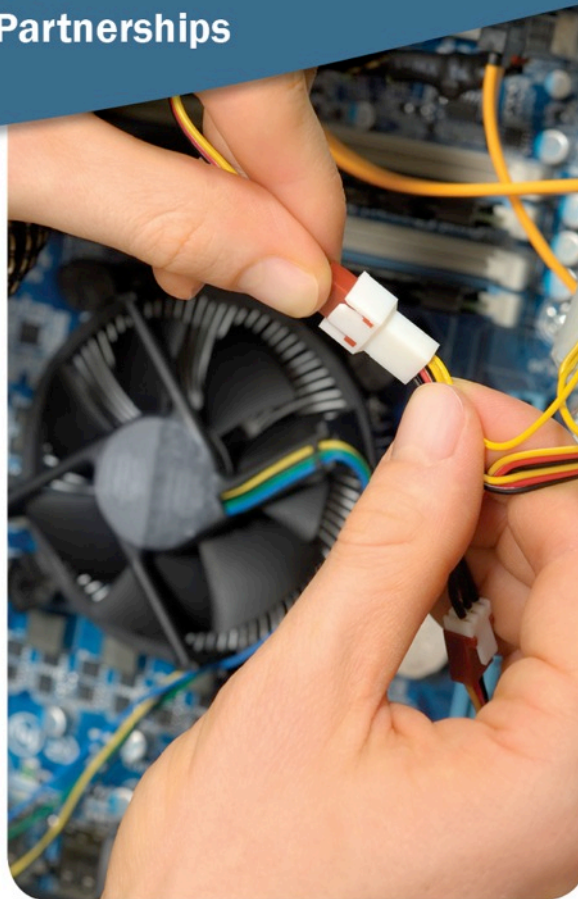


# Opportunities for Texas State and Local Leaders to Leverage Afterschool and Summers to Expand Learning

Powered by School-Community Partnerships



**Terry K. Peterson, PhD, Senior Fellow to the Riley Education Institute and College of Charleston and Advisor to the CS Mott Foundation**

Favorite websites: [expandinglearning.org](http://expandinglearning.org); [afterschoolalliance.org](http://afterschoolalliance.org); [summerlearning.org](http://summerlearning.org)

In this complex world, afterschool and summer opportunities can increase the odds for success



- Schools alone cannot support all of the learning needs for children to be prepared for careers, college and life.
- Young people will require a greater set of skills and dispositions to succeed.
- Today's learners need more opportunities to explore, test, be inspired and create.
- Innovative school-community partnerships in afterschool and summers are well suited to provide these opportunities. *(Former US Secretary of Education Dick Riley, 2013)*

# The Lack of Quality Afterschool and Summer Learning and Enrichment May Be a New, Critical Inequality

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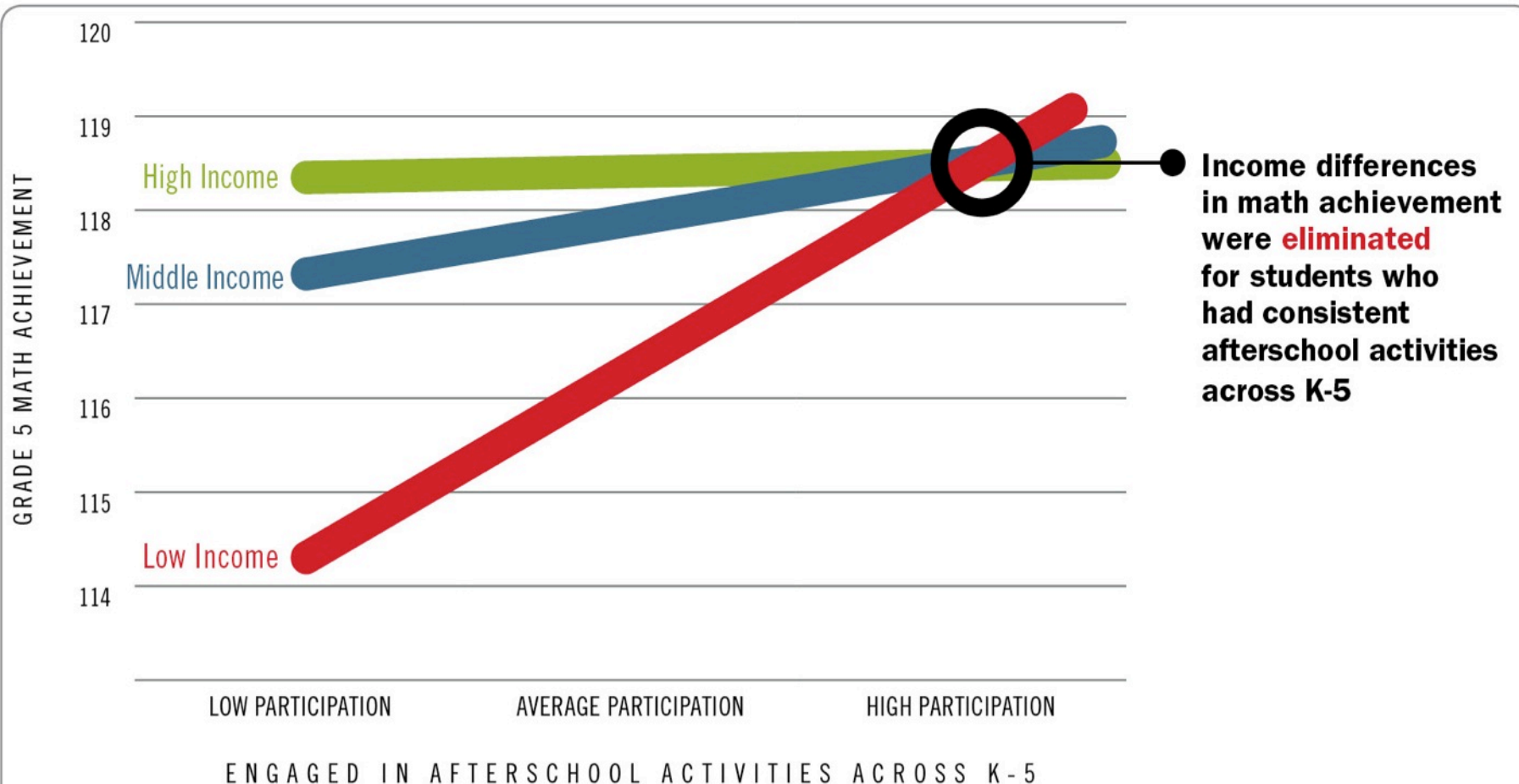
A recent study dramatically demonstrates that high income families understand the critical importance of this “third space” for learning and development.

This study found that on average top-income families are now spending almost \$9,000 a year on enrichment outside the regular school day and year for their children plus a lot of their personal time. (*“The American Dream, Then and Now”* )

*State support and incentives could encourage community and youth serving organizations along with schools, municipalities to collaborate to provide afterschool learning and enrichment, especially in middle and low-income areas.*



## More time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.



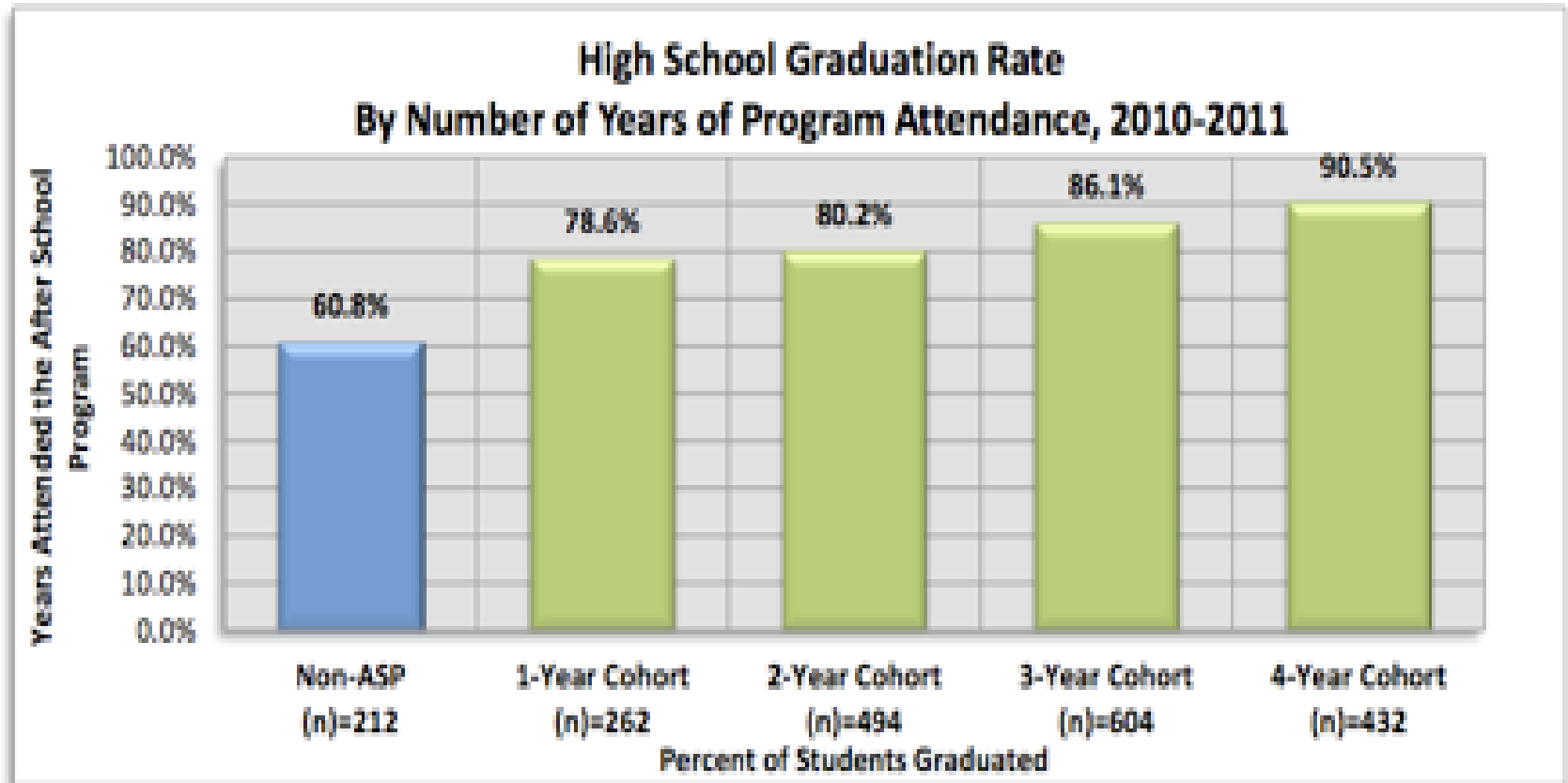
# Research shows, including many studies and articles in the compendium, that. . .

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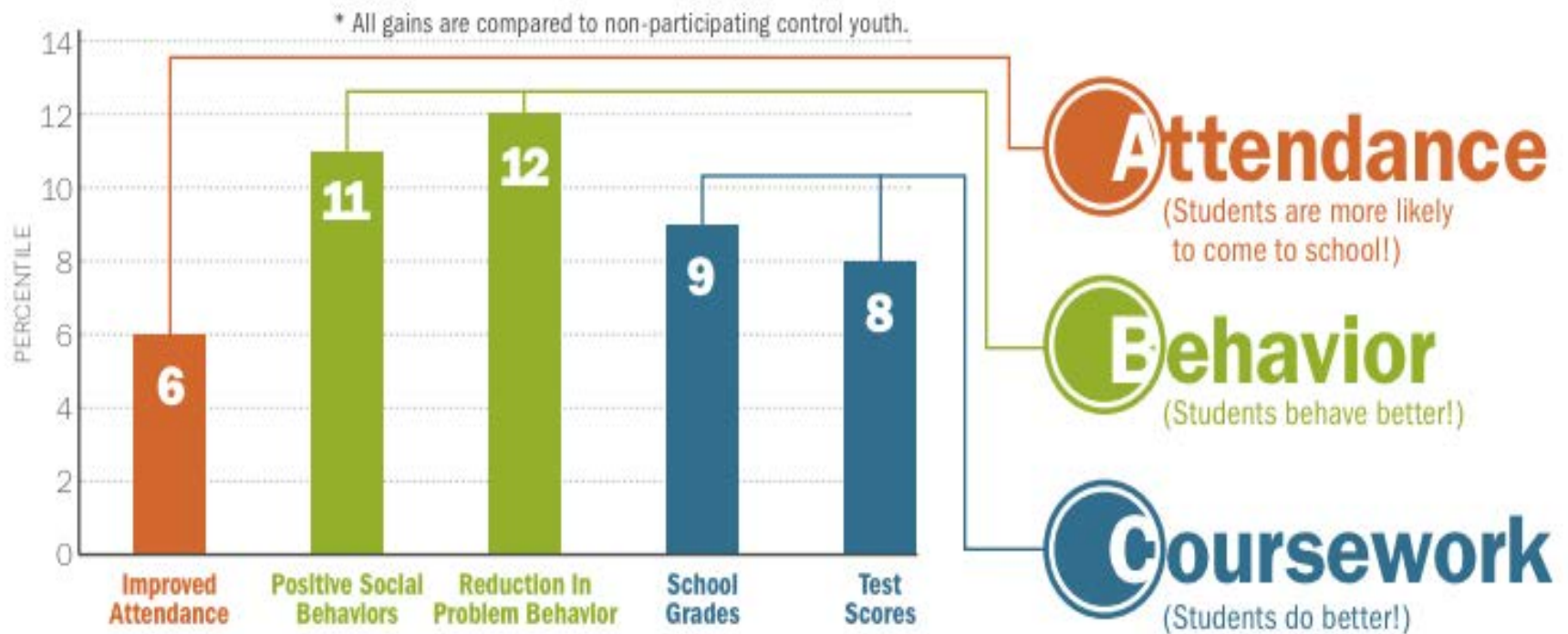
1. **Quality programs do make a positive difference in the education and development of young people.**
2. **Certain program characteristics are linked to continuous quality improvement and sustainability.**
3. **School-family-community partnerships add resources and make a positive impact.**

## EduCare Afterschool in Los Angeles



Educational Resource Consultants, 2011

# High quality afterschool programs are proven to accelerate student achievement and development



Durlak & Weissberg, Collaborative for Academic, Social and Emotional Learning;  
*Expanding Minds*, p. 196

# We Now Also Have Research to Improve Quality: Evidenced-Based Elements

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- **Recruit quality staff and reduce turnover**
- Establish a strong bond and positive relationship between students and staff for success
- **Build bridges between school and afterschool (and summer) staff and programs**
- While increasing the collaboration between the school day and afterschool, do not remove the hands-on learning and student engagement in afterschool (and summers) that are critical
- **Establish networks of support with community and families**

( Denise Huang in *Expanding Minds*, pp. 390 to 397)



## NEW LONG-TERM STUDIES TO BE AWARE OF:

### **Five year study of Massachusetts mandatory Extended Learning Time (ELT) program**

“...found little evidence of effects on students’ academic achievement, and the results from the fifth year indicate that students’ academic achievement outcomes, on average, have largely remained unaffected.”

Significantly more teachers in ELT schools reported that teacher and staff fatigue, as well as student fatigue, were problem areas...

Significantly fewer students in ELT schools reported that: they look forward to going to school; like being in school; that all of their classes are important to them; and that they like the length of their school day...”

(<http://abtassociates.com/reports/2012/-elt-year-5-final-report.aspx>)

# **Expanding learning in afterschool and summers should compliment NOT do the same thing longer from the school day**

- **Students are in school only 20% of their “waking hours.”**
- **Learning can be expanded through project and competency based learning.**
- **Classroom and community teachers can deliver powerful learning together.**
- **Students can have chances to find their own areas of interest to explore and create.**



## Prominent Researchers: It Is Time to Expand Afterschool and Summers Opportunities

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*With the knowledge that we now have:*

we should spend time and energy  
developing strategies, supports, policies  
and funding for . . . afterschool and  
summer learning programs...

...rather than continue to argue whether  
they make a positive difference.

(Durlak and Weissberg in *Expanding Minds*, p. 197)

## State Examples: Addressing The Critical Need For More Afterschool and Summers Opportunities

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- Several states (e.g., *CA*, *MA* and *CT*) have piggybacked on the 21<sup>st</sup> Century Community Learning Centers and offer their own state funded afterschool and summer programs .
- *Tennessee* is using unclaimed lottery monies (almost \$12 million per year ) for *afterschool programs*.
- **Arkansas has legislation and now is working on funding.**
- **South Carolina is considering funding for summer “reading camps.”**

## **Local Examples:** *Some school districts and local governments are stepping up*

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- A county government and school district in Virginia collaborate to fund all middle schools to have quality afterschool programs.
- A number of municipalities across America are leading the development of coordinated afterschool systems
- Local United Ways and Community Foundations are often a positive organizing and startup funding source for quality afterschool and summer programming.
- Some school districts or schools are using their own resources and/or Title I monies to expand afterschool and summer programs and build partnerships with local community groups.



# Additional Resources Are Needed to Improve Quality, too

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- *For connecting and networking the varied programs :*
  - *It is very advantageous for Texas to have an active, broad-based out-of-school time and afterschool network to have a strong collective impact.*
  - *It is very important to more fully capitalize on* partnerships with schools, Boys and Girls Clubs, 4-H, Y' s, local youth groups, Afterschool All-Stars, arts and science organizations, faith based efforts, libraries, museums, colleges, school extracurricular activities, and employers to become more cost-effective, offer course or competency credit, and to share ideas and services.  
(In *Expanding Minds*, explore pp. 259 to 309)

**CONCLUSION:** To take more students to the next level will *necessitate not only reform of the regular school day, but also more quality expanded learning opportunities.*

*Across Texas, what kind of funding, incentives and policy supports can expand successful afterschool and summer learning programs to more neighborhoods and schools that need and want them?*

*Across Texas, how can more youth, arts and community groups, libraries, museums, colleges, employers, hospitals and school extracurricular activities be better orchestrated through community-school partnerships to offer more coherent, quality afterschool and summers learning and enrichment programming.*

*This approach would offer more complementary learning time and choices, but with many more organizations supporting similar key learning, education and youth development objectives.*

***“Does this mean that afterschool and summer learning are the silver bullet for what ails our educational system? Of course not, but I am increasingly convinced that they may, in fact, be a silver lining...an opportunity...a piece of the education reform puzzle.”***

(William S. White, President, CS Mott Foundation, at the release of *Engaging Minds and Opportunities* at the Press Club, 2013)

