Program Funding and Sustainability Webinar
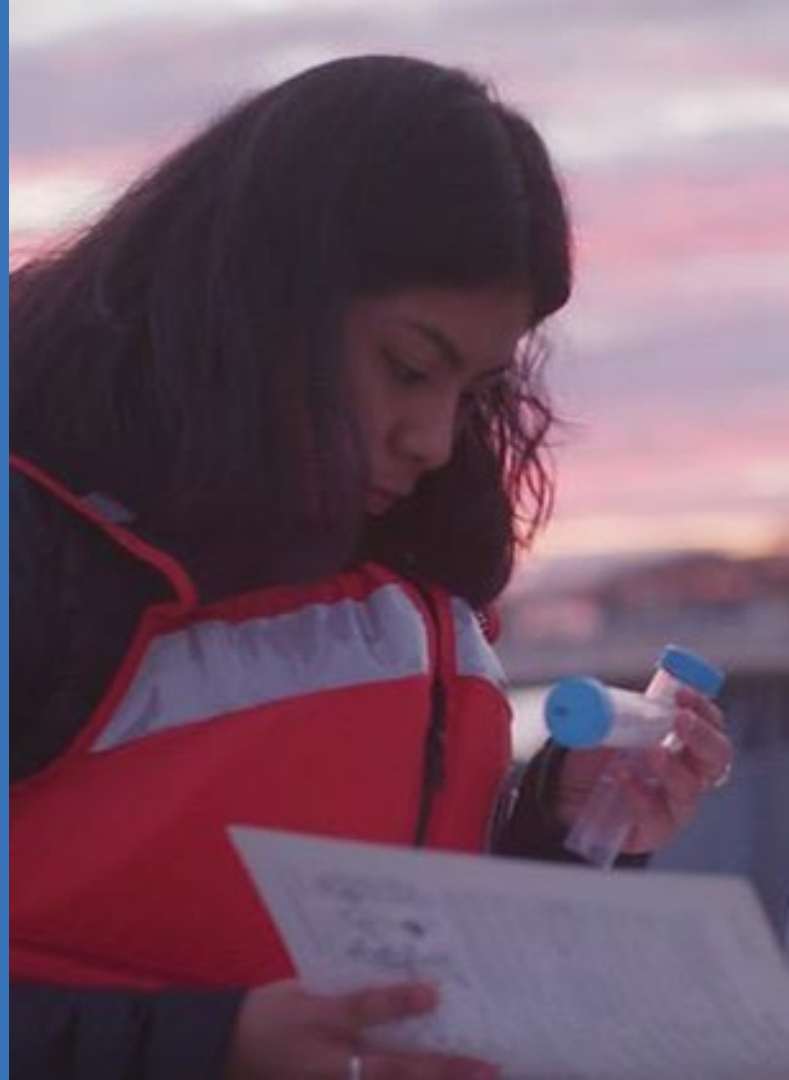
Part One: Program Funding

RAISE THE BAR

ENGAGE
EVERY STUDENT

Dr. Sheronda Witter Fleming
U.S. Department of Education

Engage Every Student is a bold call to action to provide high-quality out-of-school time learning opportunities for every child who wants to participate.

The **U.S. Department of Education** is proud to be collaborating with a group of diverse stakeholders to Engage Every Student.

❑ AASA, the School Superintendents Association
❑ Afterschool Alliance
❑ National League of Cities
❑ National Summer Learning Association
❑ National Comprehensive Center at Westat

Join Us!

Become an ALLY of Engage Every Student.

Make a PLEDGE to work toward Afterschool and Summer for all.

Program Funding and Program Sustainability
Part Two

Part Two of the Program Funding and Sustainability Webinar Series will focus on **Program Sustainability**. The webinar will provide a definition and framework for sustainability. It will also highlight the role of partnerships for out-of-school time program sustainability with a panel of participants from a range of sectors. Space is limited.

Youth Voice and Choice

The Youth Voice and Choice Webinar will spotlight the Powered by Youth Voice: Future Directions for Afterschool initiative and youth survey. Additionally, the webinar will feature strategies of youth-centered organizations within a range of entities including afterschool and summer learning programs, school districts and city government. Space is limited.

March 23, 2023
2:00 pm – 3:00 pm ET

Lucas Held
Wallace Foundation

Scott Palmer
EducationCounsel
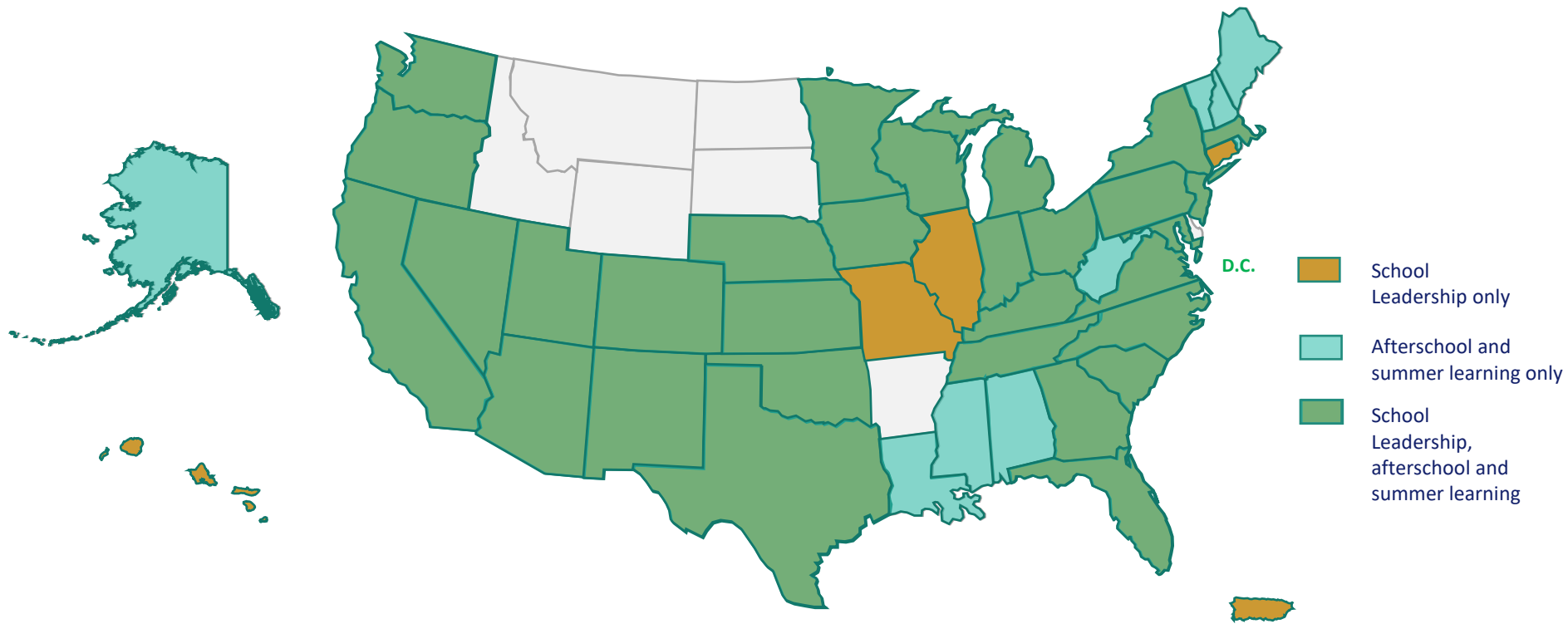
Sean Worley
EducationCounsel

Using Federal Funds for Summer Learning and Afterschool:

A Guide for Providers, School Districts, and Intermediaries

Engage Every Student Webinar Series
Feb. 23, 2023

Lucas Held, Wallace Foundation
Scott Palmer and Sean Worley,
EducationCounsel

Wallace   Education Counsel
Policy | Strategy | Law | Advocacy

Wallace's work in education since 2012

D.C.

School Leadership only

Afterschool and summer learning only

School Leadership, afterschool and summer learning

Afterschool and summer programs can confer a wide variety of benefits

- Academic

- Life skills

- Career readiness

- Health

- Safety

**Afterschool Programs:
A Review of Evidence
Under the Every
Student Succeeds Act**

**Investing in Successful
Summer Programs**
A Review of Evidence Under the Every Student Succeeds Act
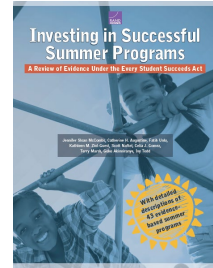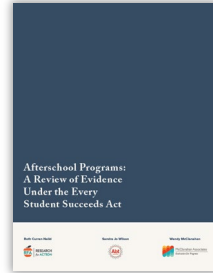
- "Taken together, **the programs improved a variety of outcomes**, ranging from mathematics and reading/ELA achievement to physical activity/health, school attendance, promotion and graduation, and social and emotional competencies.

- "Summer programs **can be an effective mechanism to address the needs of children and youth**… including academic, social, and emotional needs."

Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act, Research for Action, 2019; *Investing in Successful Summer Programs: A Review of Evidence Under the Every Student Succeeds Act,* RAND, 2019.

Wallace

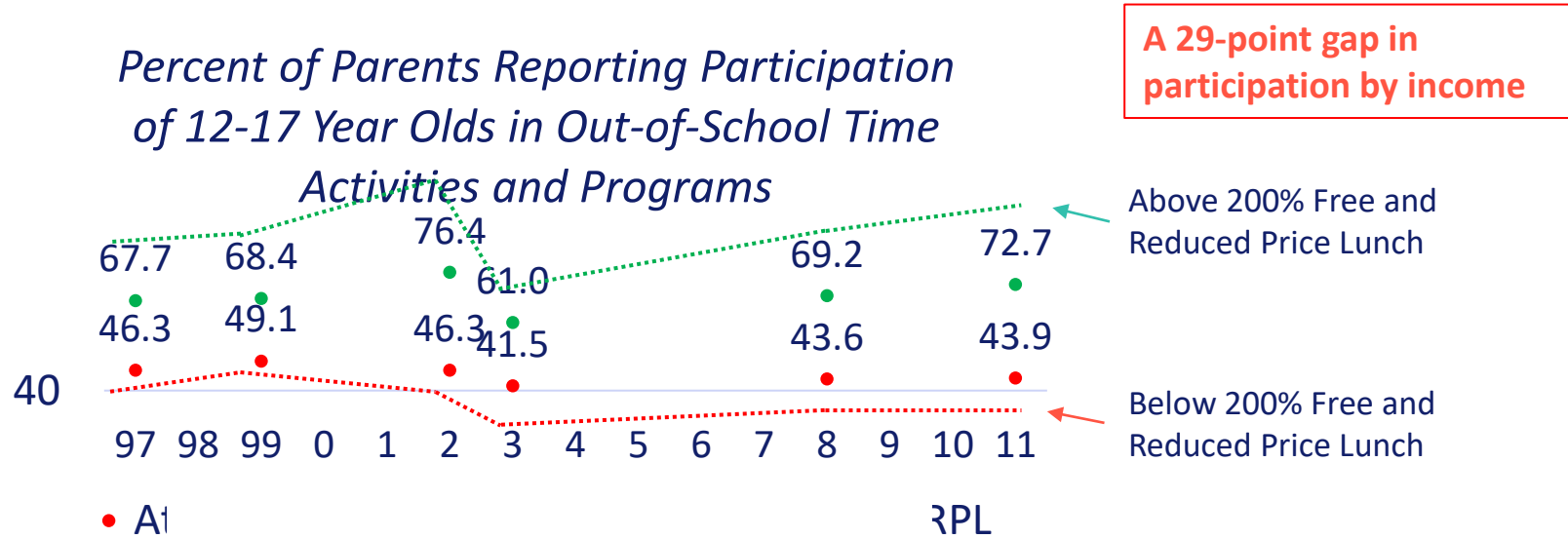# But benefits depend on quality

'OST programs are beneficial, not magic. Their effectiveness is driven by the content of the program and the experiences.'

-- **Jennifer Sloan McCombs**, Director of Research, Learning Policy Institute and Adjunct Policy Researcher, RAND

Boston Afterschool & Beyond students at Thompson Island

Wallace

And income drives access

Percent of Parents Reporting Participation of 12-17 Year Olds in Out-of-School Time Activities and Programs

67.7   68.4   76.4   61.0   69.2   72.7

46.3   49.1   46.3   41.5   43.6   43.9

40

97 98 99 0 1 2 3 4 5 6 7 8 9 10 11

Above 200% Free and Reduced Price Lunch

Below 200% Free and Reduced Price Lunch

• At   RPL

Source: *Participation in Out-of-School Time Activities and Programs*, Moore, et al, Child Trends, 2014; data from National Survey of Children's Health and National Survey of Children's Health.

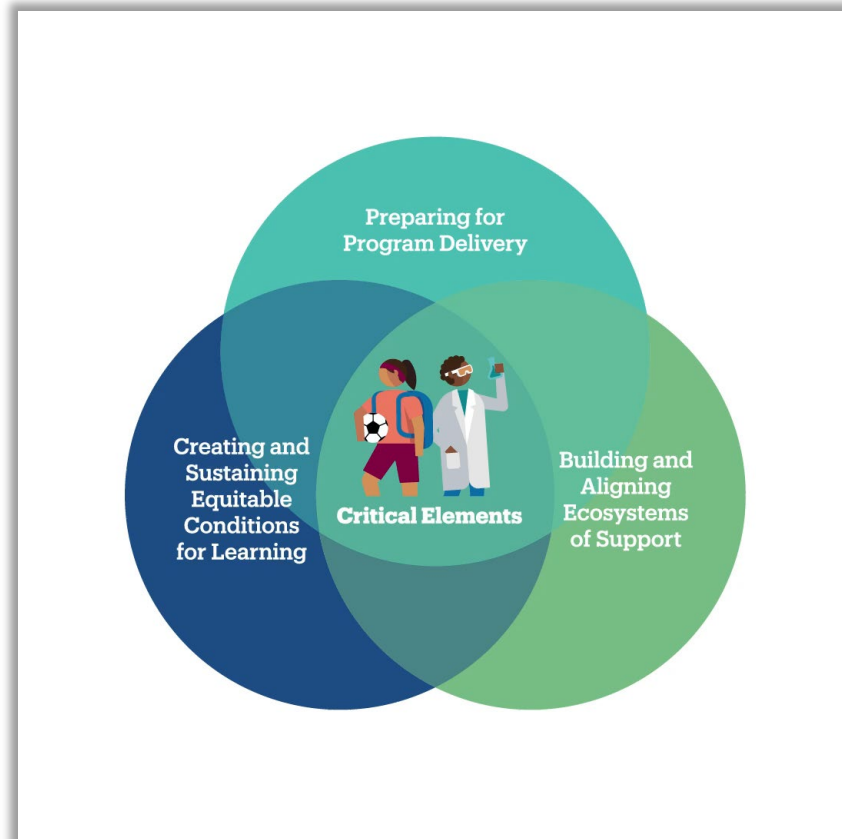Wallace

Many miss out on high-quality programs

- For every child in an afterschool program, an estimated **3 are waiting** to get in
  - An estimated 25 million children aren't able but would like to access afterschool programs
  - The gap is larger for low-income, Black and Latinx families
- Unmet demand has **increased over time**
- And **remained strong** during the pandemic

April 2022

Promoting Healthy Futures:
Afterschool Provides the Supports
Parents Want for Children's Well-Being

America
After 3PM
HEALTH
& WELLNESS

Afterschool Alliance

Promoting Healthy Futures: Afterschool Provide the Supports Parents Want for Children's Well-Being,

The Afterschool Alliance, 2022.

How can we expand quality and access?

- **Preparing for program delivery**
  - Physical infrastructure
  - Human capital
  - Planning, communication and retention
- **Building ecosystems of support**
  - Partnerships
  - Continuous improvement
- **Creating equitable conditions for learning**
  - Rigorous, engaging and relevant opportunities
  - Safe, supportive environments

A true community effort

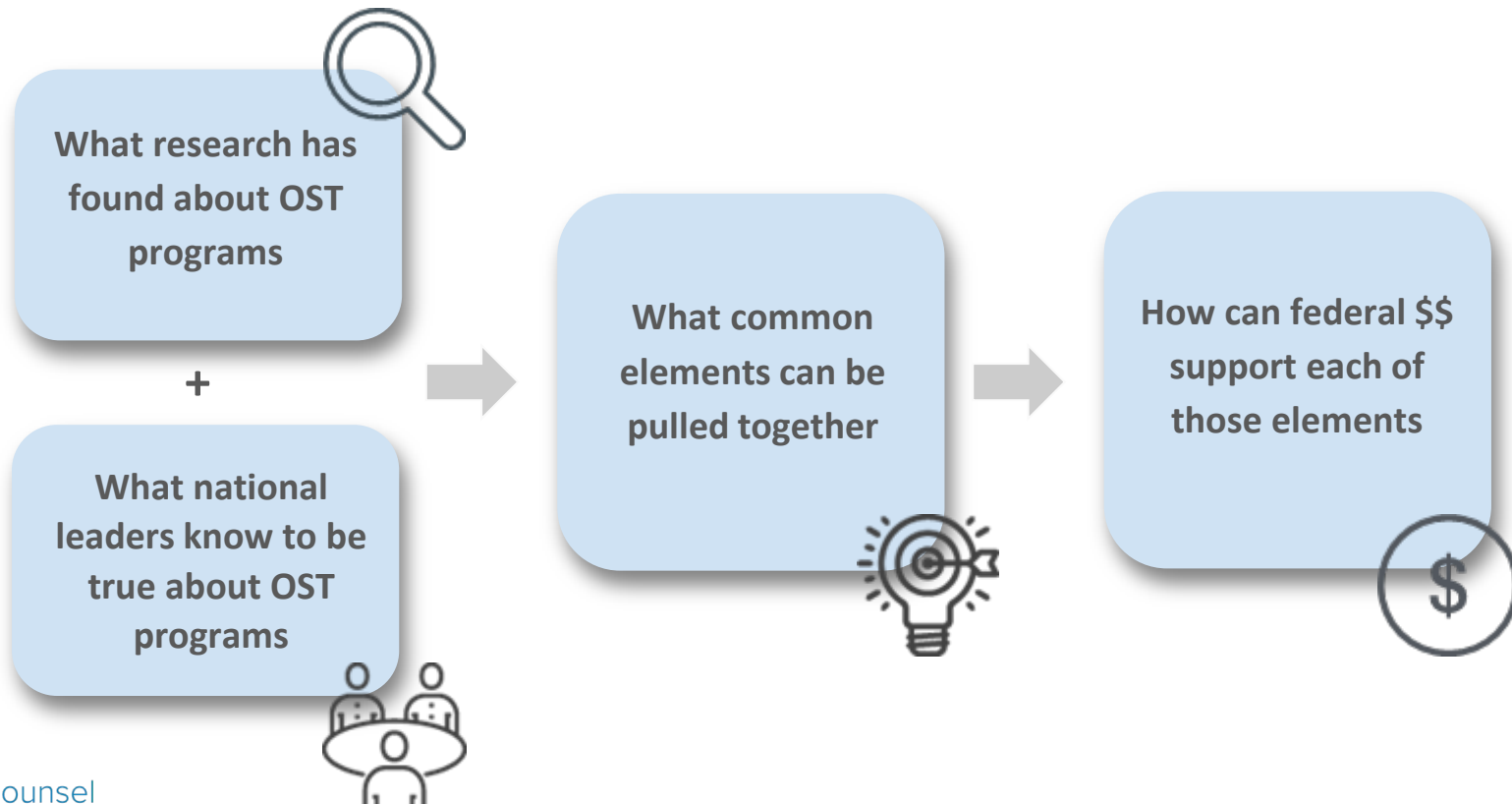- Afterschool Alliance
- American Institutes of Research
- Boston Beyond
- California Afterschool Network
- Every Hour Counts

- KP Catalysts
- National AfterSchool Association
- National Summer Learning Association
- Texas Partnership for Out-of-School Time

- Andrea Bridges
- Sherita Rogers
- Stacie Strotman
- Katie Conduit
- Tafona Ervin

- Kim Lewis
- Mike Cdebaca
- Charmayne Turner

Pathway toward a new resource

What research has found about OST programs

+

What national leaders know to be true about OST programs

→

What common elements can be pulled together

→

How can federal $$ support each of those elements

Over 30 federal programs were reviewed, 24 are included

U.S. Treasury:

- American Rescue Plan (ARP) State and Local Fiscal Relief Fund

U.S. Department of Education:

- Elementary and Secondary School Emergency Relief (ESSER) II Fund
- ARP ESSER Fund
- Title I, Part A
- Title II, Part A
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century)
- Title IV, Part F (Promise Neighborhoods)
- Title IV, Part F (Full-Service Community Schools)
- McKinney-Vento Education for Homeless Children and Youth
- IDEA, Part B

U.S. Department of Health and Human Services:

- ARP Child Care Stabilization Fund
- ARP Child Care and Development Block Grant (CCDBG)
- CCDBG
- Head Start
- Temporary Assistance for Needy Families (TANF)

U.S. Department of Labor:

- Youth Formula Program
- Workforce Pathways for Youth
- Youth Apprenticeships

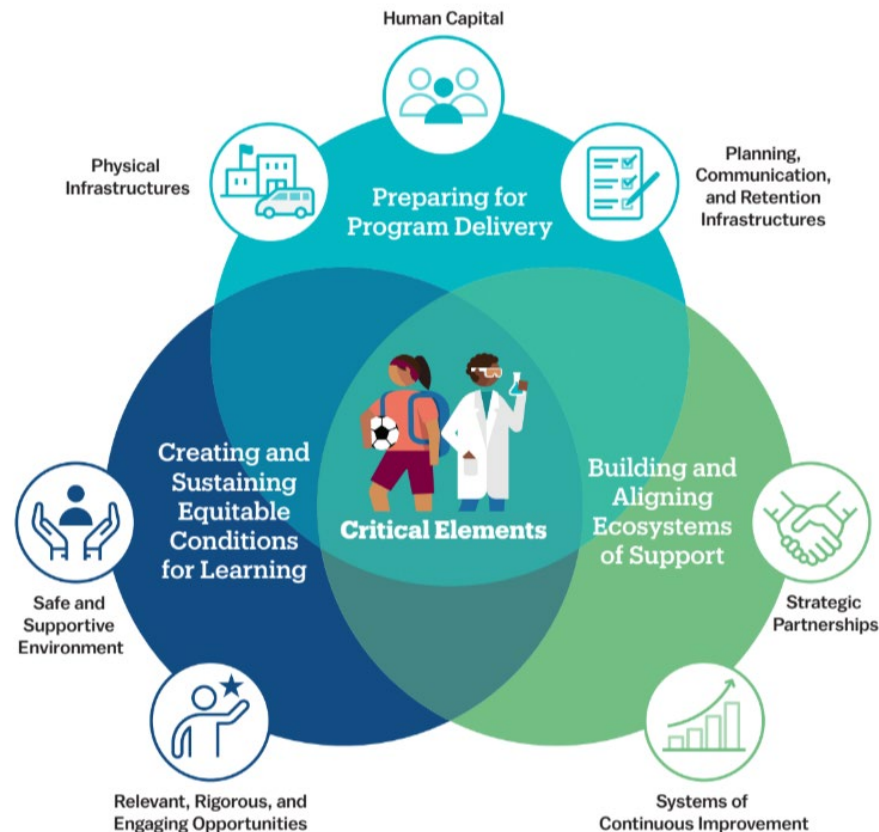**Corporation for National and Community Service:**

- AmeriCorps VISTA

U.S. Department of Agriculture:

- Child and Adult Care Food Program – Afterschool
- National School Lunch Program
- Summer Food Service Program
- School Breakfast Program

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Connecting opportunities in federal resources to each of the elements of high-quality OST programs

Summer and Afterschool Learning

Seven elements of high-quality OST programs

Human Capital

Physical Infrastructures

Preparing for Program Delivery

Planning, Communication, and Retention Infrastructures

Creating and Sustaining Equitable Conditions for Learning

Critical Elements

Building and Aligning Ecosystems of Support

Safe and Supportive Environment

Strategic Partnerships

Relevant, Rigorous, and Engaging Opportunities

Systems of Continuous Improvement

Navigating the guide

PART 1.

Federal Sources to Fund
Equitable Conditions
for Learning, Preparing
for Program Delivery,
and Building
Ecosystems of Support

PART 2.

About the
Federal Funding
Sources

PART 3.

Appendix of
Additional
Resources

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Seven elements of high-quality OST programs
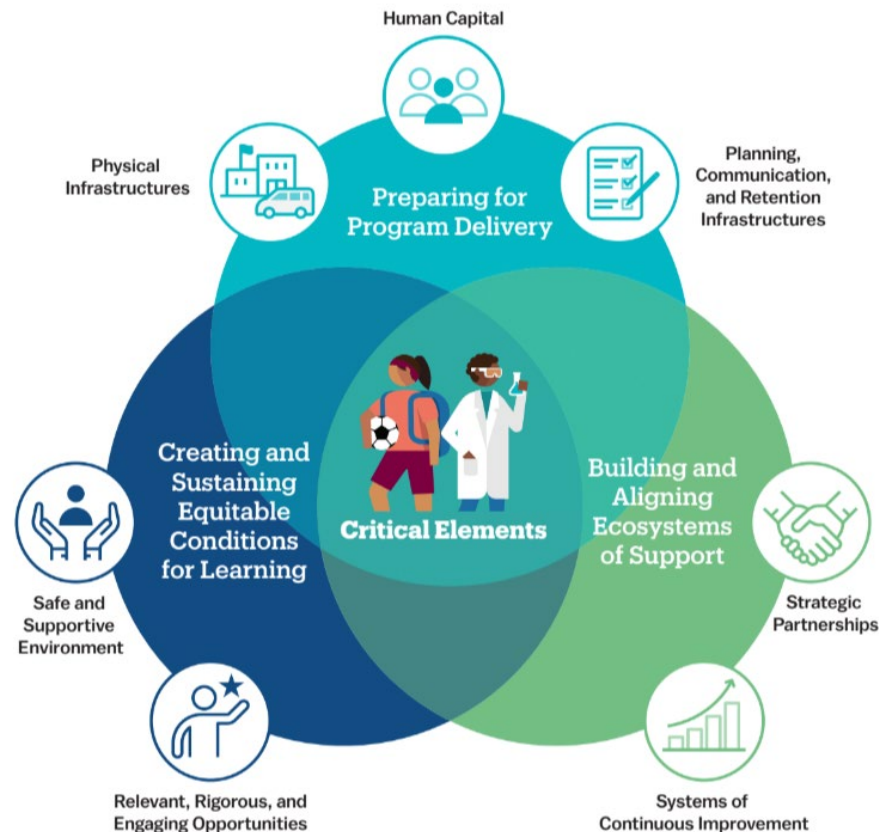
Seven elements of high-quality OST programs

Federal Sources to Fund Equitable Conditions for Learning, Preparing for Program Delivery, and Building Ecosystems of Support

The following section contains our summary of a review of over 30 federal programs to determine which can provide funding support to the elements of OST programs. Based on our review of the eligible uses permitted by the federal program, the alignment to high-quality OST programs, and the ability of key stakeholders (e.g., OST program leaders, district leaders, state leaders, community-based organizations, and municipal leaders) to access the funds, we narrowed our list to the 20 programs detailed in this document. This guide is not intended to be an exhaustive list of available federal funds.

For each of the elements of OST programs, we include a check mark if the federal program suggests it could be used to support the discrete activities within the element. This summary is based on our review of federal statutes, regulatory and non-regulatory guidance documents, and other available resources. Any potential use of federal funds must meet the qualifications within the federal statutes, regulations, and guidance, and each stakeholder should determine if their unique needs and contexts align with these qualifications.

Note this section does not include any food and nutrition programs administered by the U.S. Department of Agriculture. We do, however, include a summary of select programs in Section 2. See page 33 of this resource for additional information on these programs.

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Agency	Treasury	Education											Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)							IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Creating relevant, age-appropriate enrichment opportunities Program offerings ideally should grow and develop alongside youth (and their interests). Program leaders can consider hands-on or project-based, and opportunities co-created by participating youth.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Infusing principles of social, emotional, and academic learning throughout programming Programs should attend to youths' holistic needs with programming that addresses the social, emotional, and academic needs of youth, ensuring that such supports are aligned.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. Ensuring any approaches to academic acceleration are rigorous and responsive to youth needs and combined with enrichment opportunities Coordination between OST programs and school-time staff can help ensure youth learning needs are supported throughout their experiences. Consider program duration and weekly hours of academics needed to support youth academic accleration.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓		✓	
4. Ensuring older youth have access to opportunities such as summer employment, dual-enrollment courses, credit for coursework completed outside the classroom, and paid internships Such opportunities create a direct connection between older youth interests and needs. Engaging older students through mentorship, training, and paid work has been shown to have positive impacts on behavior, skills, and academic performance.		✓	✓	✓		✓	✓	✓								✓	✓	✓	✓	

Agency	Treasury	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)							IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)							IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
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Agency	Treasury	
Statute	ARP	CRRSAA
Program	SLFRF	ESSER II

1. Creating relevant, age-appropriate enrichment opportunities
Program offerings ideally should grow and develop alongside youth (and their interests). Program leaders can consider hands-on or project-based, and opportunities co-created by participating youth.

	✓	✓

About the Federal Funding Sources

This guide is intended to highlight the diversity of funding sources out-of-school time providers, school districts, local and state governments could leverage to support summer and afterschool learning programs. Recognizing the unique needs and circumstances of all stakeholders, this guide supports individual providers and leaders in identifying which federal funding sources may best support their summer and afterschool learning programs. It is important to note not all federal funds may be accessible by every stakeholder in out-of-school time programming.

Instead, this resource may be helpful in both identifying sources of funds your organization can access, while also identifying federal funds your partners may be able to access. Coordination, communication, and collaboration will be key to blending and braiding funds effectively. Any potential use of funds must meet the qualifications within the federal statute, regulations, and guidance.

In this section, we provide brief descriptions of the funding sources, which are adapted from those of the U.S. Treasury Department, U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Labor, Corporation for National and Community Service, and the U.S. Department of Agriculture, and highlight specific allowable uses that may be helpful in determining if that funding source aligns with their design and vision for their summer or afterschool learning program. Each program will need to fully consider if their program design, context, and youth served comply with the individual federal funding streams. We also include information related to the type of funding (i.e., competitive or formula), who are the primary recipients of the grants, and direct links to additional federal resources for each funding stream.

This guide is not intended to be an exhaustive list of federal funding sources, nor is it intended to offer any legal advice.

Summer and Afterschool Learning

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American Rescue Plan (ARP)

State and Local Fiscal Recovery Funds (SLFRF)

The State and Local Fiscal Recovery Funds (SLFRF) program provides governments with the resources necessary to fight the pandemic and support families and businesses struggling with its public health and economic impacts; maintain vital public services, even amid declines in revenue; and build strong, resilient, and equitable recovery by making investments that support long-term growth and opportunity.

RELEVANT ALLOWABLE USES

According to Treasury Department's Final Rule (released January 2022), the following are considered allowable uses:

- Providing services to address educational disparities, including assistance to high-poverty school districts and educational and evidence-based services to address student academic, social, emotional, and mental health needs;

- Improving or repairing schools and other educational equipment and facilities;

- Supporting interventions that address broader pre-existing disparities that contributed to more severe health and economic outcomes during the pandemic, such as pre-existing disparities in educational outcomes that have been exacerbated by the pandemic;

- Providing premium pay to eligible workers performing essential work such as those involved in educational, school nutrition, and other work required to operate a school facility; those working in child care settings; and those involved in providing medical or other physical or mental health services, including those staff assigned to schools;

- Providing enhanced behavioral health services in schools;

- Providing direct support to economically impacted households, including aid for child care, early education, addressing learning loss (e.g., through high-quality tutoring, differentiated instruction), and support for transportation costs.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State government
- Local government

SUB-GRANTEES
- SEAs
- LEAs
- Non-profit organizations
- Community based organizations

URLS
Landing page
Final Rule
Final Rule Overview

Education Counsel
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American Rescue Plan (ARP)

State and ...

The State and ... necessary to fi... and economic ... resilient, and e...

RELEVANT AL...

According to Tr... allowable uses...

- Providing ...

State and Local Fiscal Recovery Funds (SLFRF)

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- Providing enhanced behavioral health services in schools;

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Appendix of Additional Resources

Throughout the publication, various resources were linked to elevate existing research and publications on the elements of out-of-school time learning programs. The OST field has a wealth of resources to draw on when considering how to design, implement, and improve high-quality learning opportunities, and we hope this publication can be one more tool for leaders to add to their toolbelts. The following is a collection of the resources referenced above, as well as other resources that were useful in the creation of this publication. Not every resource below has a direct connection to the content of this publication, but the authors wish to recognize the value these have provided. This collection is non-exhaustive and inclusion on this list does not imply an endorsement by The Wallace Foundation.

Afterschool Alliance	• "America After 3PM," Afterschool Alliance staff. (2022)
American Institutes for Research (AIR)	• "Building Quality in Afterschool," Deborah Moroney and Jaime Singer. • "Harnessing the Power of Afterschool and Summer Programs to Support Recovery and Reengagement," Neil Naftzger and Jessy Newman. (2021) • "The Science of Learning and Development in Afterschool Systems and Settings," Deborah Moroney. (2019)
California AfterSchool Network (CAN)	• "Promoting Protective Factors in California's Afterschool Programs," CAN and WestEd. (2021) • "Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality," CAN staff. (2014)
Education Development Center (EDC)	• "Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs," Leslie Goodyear, Alyssa Na'im, and Tony Streit. (2022)
The Education Trust	• "A Natural Fit: Placing After-School Staff of Color in Teacher Pipelines," Lina Cherfas, Eric Duncan, and Wing Yi Chan. (2021)
Every Hour Counts	• "Putting Data to Work for Young People: A Framework for Measurement, Continuous Improvement, and Equitable Systems," Every Hour Counts staff. (2021)
Learning Heroes	• "Out-of-School Time Programs: Paving the Way for Children to Find Passion, Purpose, & Voice – National surveys of K-8 parents, teachers, and program providers," Learning Heroes staff. (2021)
Learning Policy Institute (LPI)	• "Educating the Whole Child: Improving School Climate to Support Student Success," Linda Darling-Hammond and Channa Cook-Harvey. (2018)
National Academies of Sciences, Engineering, and Medicine (NASEM)	• "Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth," NASEM. (2019)

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Additional questions, please reach out!

Download *Building, Sustaining, & Improving* without charge along with other resources on summer learning and afterschool at:
www.wallacefoundation.org

Additional questions, contact:

Scott Palmer
scott.palmer@educationcounsel.com

Jenn Castagna
jenn.castagna@educationcounsel.com

Bridget Smith
bridget.smith@educationcounsel.com

July 2022

Building, Sustaining, & Improving

Using federal funds for summer learning and afterschool:
A guide for providers, school districts, and intermediaries

EducationCounsel
Policy ∙ Strategy ∙ Law ∙ Advocacy

Lucas Held
Wallace Foundation

Scott Palmer
EducationCounsel

Sean Worley
EducationCounsel

Program Funding Panel

Erik Peterson
Afterschool Alliance

Katie Landes
Georgia Statewide
Afterschool Network

Steve Card
Georgia Recreation and
Park Association

Caroline Shaw
Tulsa Public Schools

Nicole Miller
Vermont Afterschool, Inc.

Building Opportunities in Out-of-School Time
Grants Program

Katie Landes, Director

Georgia Statewide Afterschool Network

G·san

BOOST Grants Purpose

Intended Impacts

BOOST grants support youth's academic acceleration, connectedness and well-being, utilizing a whole child approach to:

Expand access to serve more youth, with an emphasis on children and communities most impacted by the pandemic.

Reduce barriers, such as lack of transportation and enrollment costs, to ensure access for all.

Increase programmatic quality and expand or enhance supports and services offered.

G·san

In 2021, Georgia awarded over **$27 million** to support 101 grantees who collectively served over *72,000* youth through afterschool and over *78,000* youth through summer programming.

BOOST Coverage
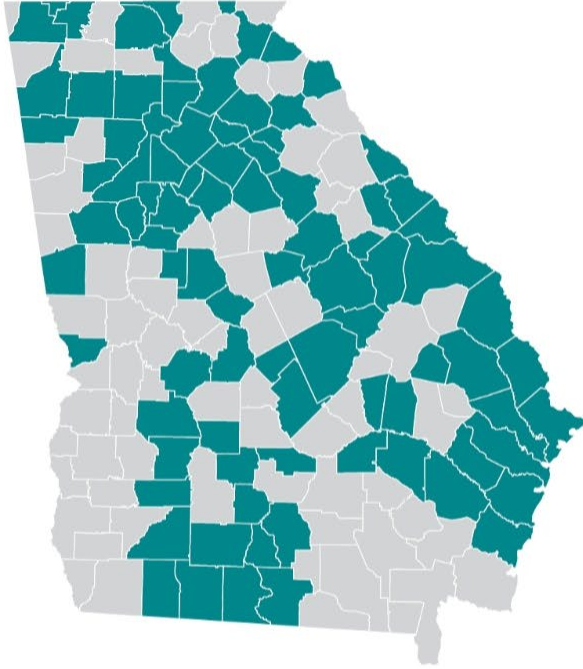
- BOOST currently supports youth-serving organizations at **over 1,000 program site locations**

- These sites are located in **87 of Georgia's 159 counties**

- BOOST grantees are currently serving in **14 counties** that previously did not have government funded programming

G·san

BOOST Grantee Successes

- Increased access and reduced barriers

- Providing more comprehensive and enhanced services

- Improved school outcomes

- Enhanced well-being and connectedness

- Increased life skills

- High youth satisfaction rates

BOOST Funds
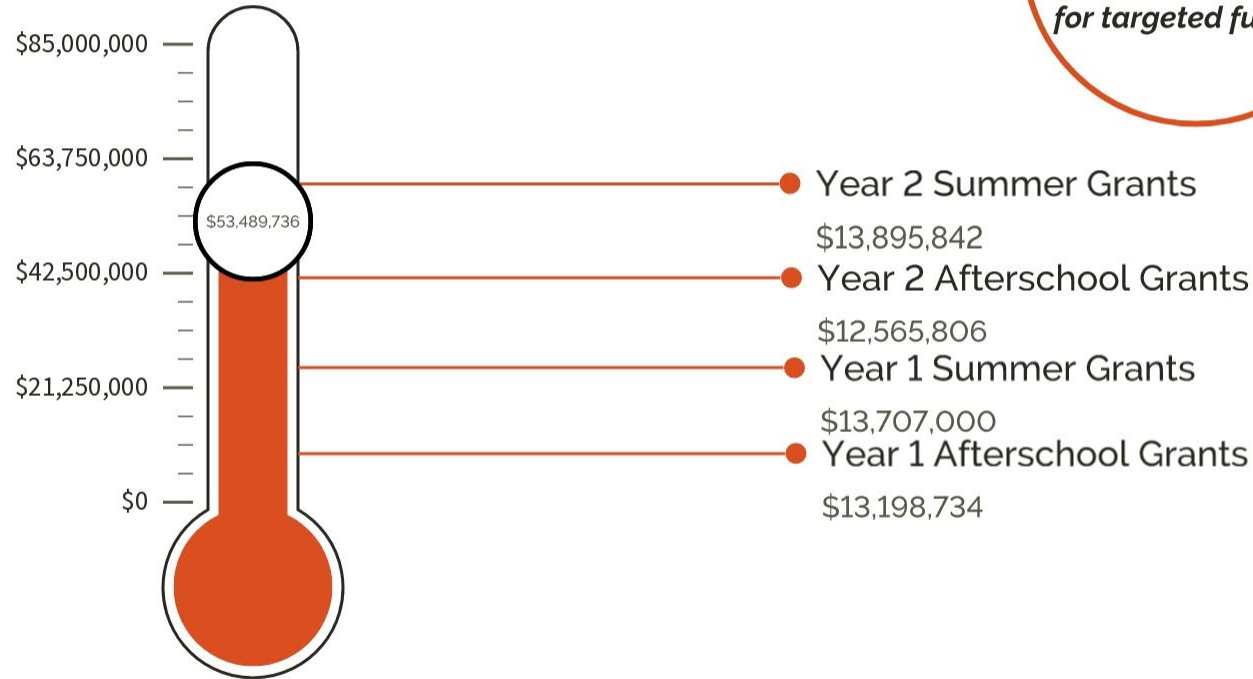
$31,510,264 in funds remaining

$5 million reserved for targeted funding

$85,000,000

$63,750,000 — Year 2 Summer Grants

$53,489,736

$13,895,842

$42,500,000 — Year 2 Afterschool Grants

$12,565,806

Year 1 Summer Grants

$21,250,000 —

$13,707,000

Year 1 Afterschool Grants

$0 —

$13,198,734

G·san

Year 1 Quality Supports

Tier 1 On-Demand Resources **87**	**Orientation Sessions** **4**
Live Trainings **25**	**Small Group Coaching Cohorts** **3**
Beyond the Bell Toolkits Delivered **135**	**Seat Hours of Training** **677**

G·san

TULSA PUBLIC SCHOOLS

Summer: Connection and Innovation

**Engage Every Student
Tulsa, OK**

TULSA PUBLIC
SCHOOLS
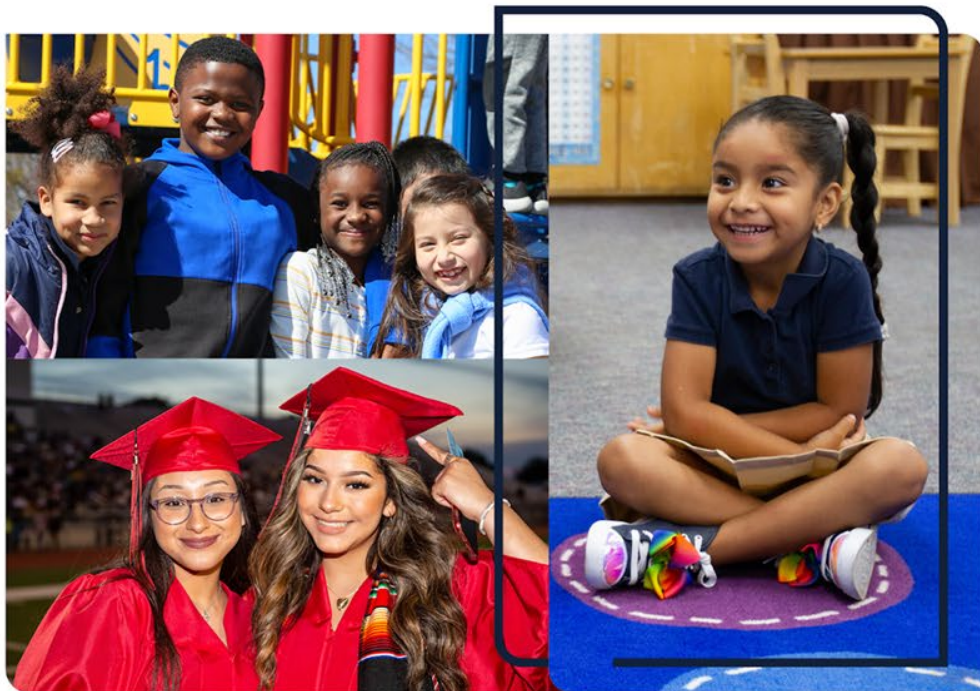
SUMMER AS AN OPPORTUNITY

"Summer School"?
"*Summer Learning*"!

Summer is an unique opportunity where we can more easily "blur the lines" between learning time and spaces, leveraging the roles all adults play in young folks' development. We get to innovate and test new ideas, approaches, and resources to find what helps us best reach our collective goal– ensure all young people in Tulsa have access to opportunities that are important to *them*, no matter their background or zip code. We use summer to connect, engage, and facilitate different kinds of learning opportunities that excite and inspire, and we do it together!

Real World Experiences

Learnings from Summer 2022

Nationally, there is strong research supporting the value of summer programming

- Promising impacts on student **academic and social and emotional outcomes.**
- Potent driver of **keeping kids in our district.**
- Summer builds **stronger relationships and belonging.**
- **Attendance during summer** continues to be a growth area.

A targeted, high quality program for a smaller number of students has the potential for significant effects.

SUMMER AS AN OPPORTUNITY

Building community

Increasing belonging

Sharing responsibility

- Our team members, learners, families, and communities are all integral to young people's learning and development.
- Our community members, organizations, faith-based institutions, and businesses are assets and opportunities for all kinds of learning.
- Our schools are the environments in which we can build the conditions to bring it all together.

Real World Experiences

READY. SET. SUMMER! 2022 served 20% of TPS students

21 School Sites

52 Partners

357 Programs

6573 Youth Attended
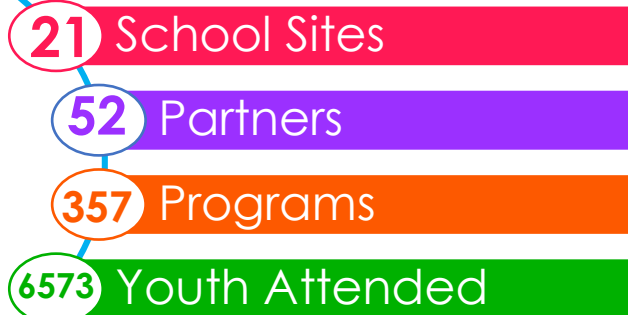
85% experience economic disadvantage

25% are **English Language Learners**

13% receive Special Education services
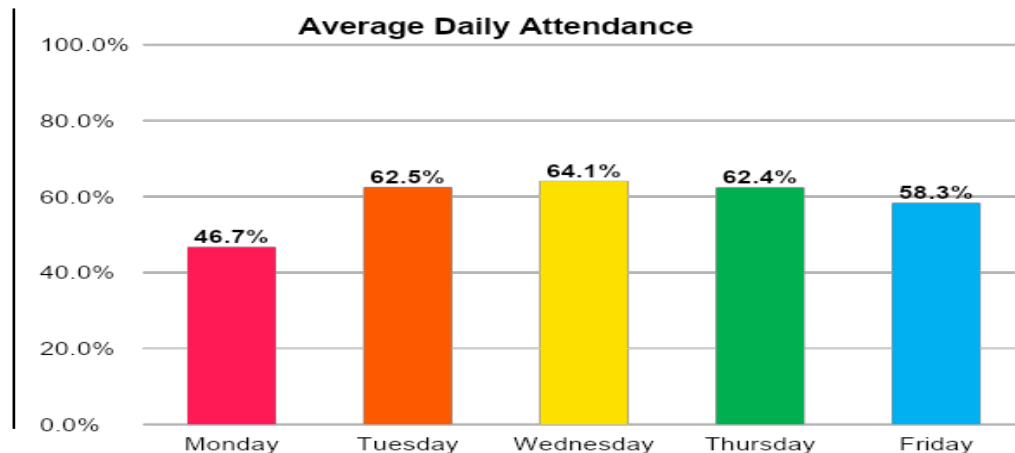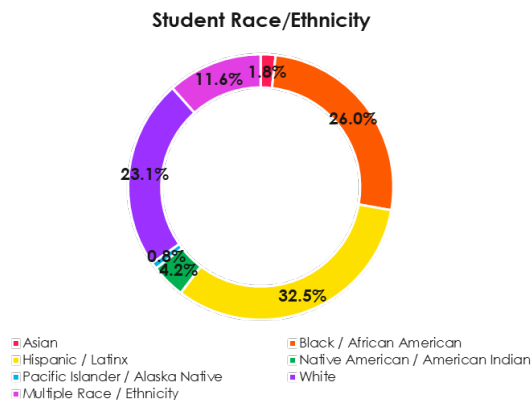
Student Race/Ethnicity

26.0%
1.8%
11.6%
23.1%
0.8%
4.2%
32.5%

- Asian
- Hispanic / Latinx
- Pacific Islander / Alaska Native
- Multiple Race / Ethnicity
- Black / African American
- Native American / American Indian
- White

Average Daily Attendance

	Monday	Tuesday	Wednesday	Thursday	Friday
	46.7%	62.5%	64.1%	62.4%	58.3%

Supportive relationships and opportunities to belong were evident during program observations

Program quality was examined using the Program Observation Checklist, developed to assess:

- Safe and Welcoming Environments

- Support for Positive Behavior

- Supportive Relationships and Opportunities to Belong

- Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection

- Opportunities for Learning and Skill Development

Frequency of Observed Program Quality for Ready. Set. Summer! 2022 Programming

Category	Score
Safe and Welcoming Environments	3.5
Support for Positive Behavior	3
Supportive Relationships and Opportunities to Belong	4.1
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection	3.4
Opportunities for Learning and Skill Development	3.7

Scale: 1 — Not at all / Always — 1.5 — 2 — 2.5 — Somewhat — 3 — 3.5 — 4 — Half the time — 4.5 — Mostly — 5
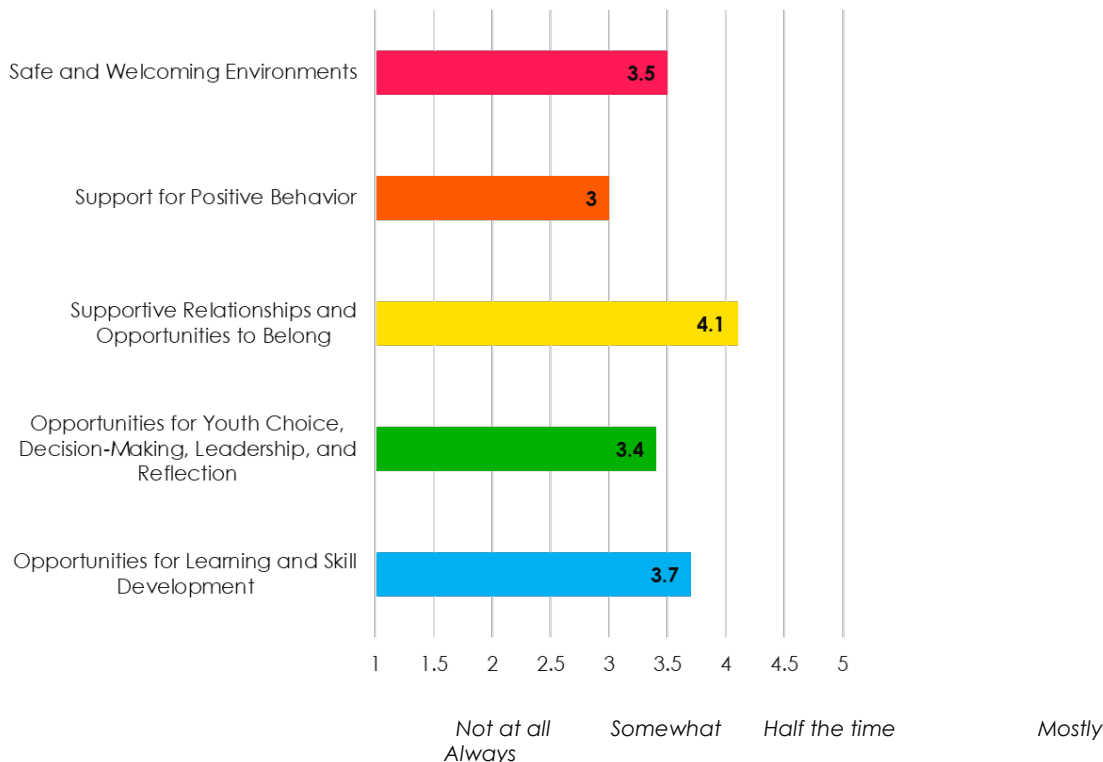
66 Observations   Min: 2.1, Max: 4.4; Average Program Quality: 3.6

Relevant Learning

Staff Survey results revealed staff had fun teaching and learning during summer 2022

Staff Experiences in Ready. Set. Summer! 2022

Statement	Disagree	Neutral	Agree
I had fun teaching and learning this summer	13.0%	13.0%	74.0%
I saw growth in my students' academic skills	9.3%	24.1%	66.7%
I had all the curriculum materials necessary to perform my job	24.1%	18.5%	57.4%
I felt prepared to teach the curriculum	24.1%	20.4%	55.6%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Disagree ■ Neutral ■ Agree
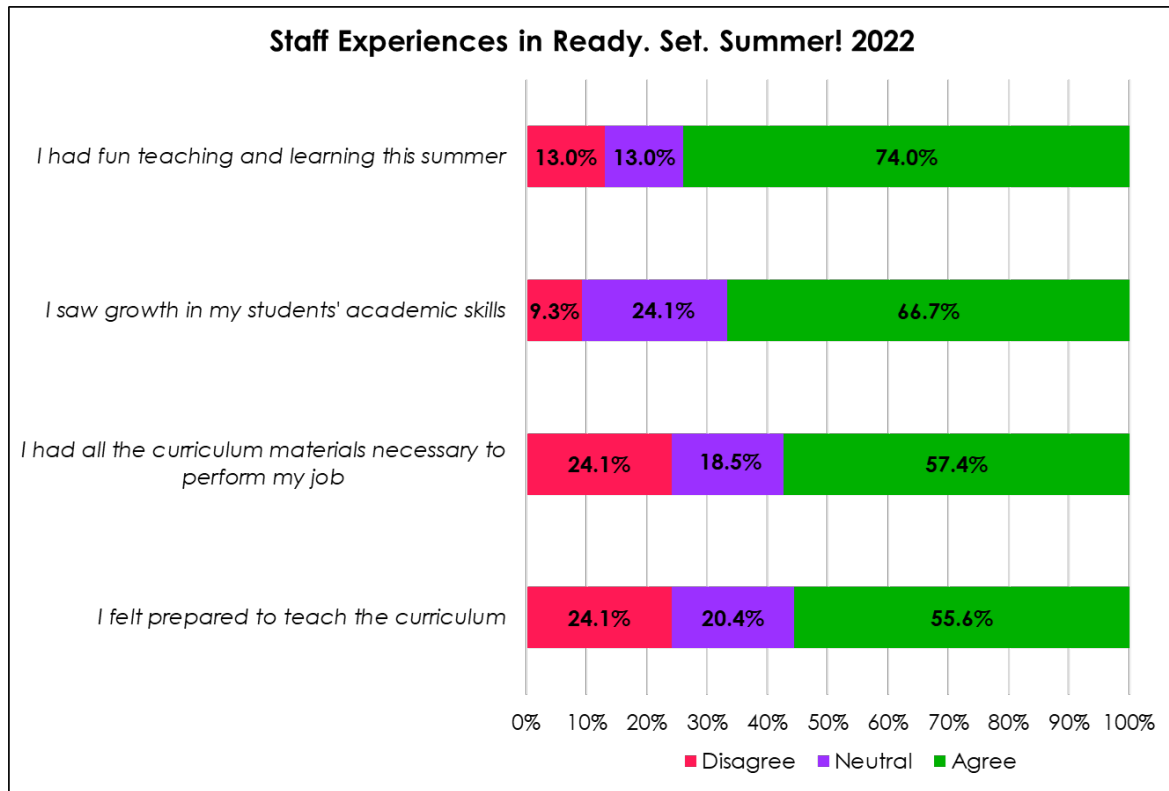
responses: 53 - 55

SUMMER 2023

TULSA PUBLIC SCHOOLS

SUMMER 2023 GOALS

TULSA PUBLIC SCHOOLS

1 To engage students and optimize learning by providing **fun, hands-on, and engaging** opportunities in learning environments that cultivate positive relationships and physical and mental wellbeing.

Comprehensive expanded learning programs will include: arts & culture, science & technology, opportunities for leadership, academics, wellness, & recreation.

2 To provide programming and services which **meet the diverse needs of learners, families, and communities** and actively **continue learning and development** across the summer through **intentional partnerships** and community engagement.

3 To engage with Team Tulsa to **innovate and iterate** on planning and implementation to find best practices and models to provide the most effective, efficient, and sustainable district-wide systems that ensure **program quality, promote youth voice and choice, and meet the unique needs of communities.**

6,000 Learners

75% ADA

* Literacy
* Numeracy
* Wellbeing

WHAT WORKS WELL

Relationships - youth and adults reported positive, supportive relationships were developed and/or cultivated as a result of *Ready. Set. Summer!*

Fun - youth and adults reported they had fun, tried new things, and liked that *Ready. Set. Summer!* felt "different" from school

Professional learning - we were able to provide shared professional learning opportunities for in-school and out-of-school professionals at a larger scale than ever before

Partnerships - we engaged community partners at a high level, connecting thousands of learners with a range of programs and activities

Learning - adults reported more space for creativity and exploration, and we've seen preliminary gains for learners in both reading and math
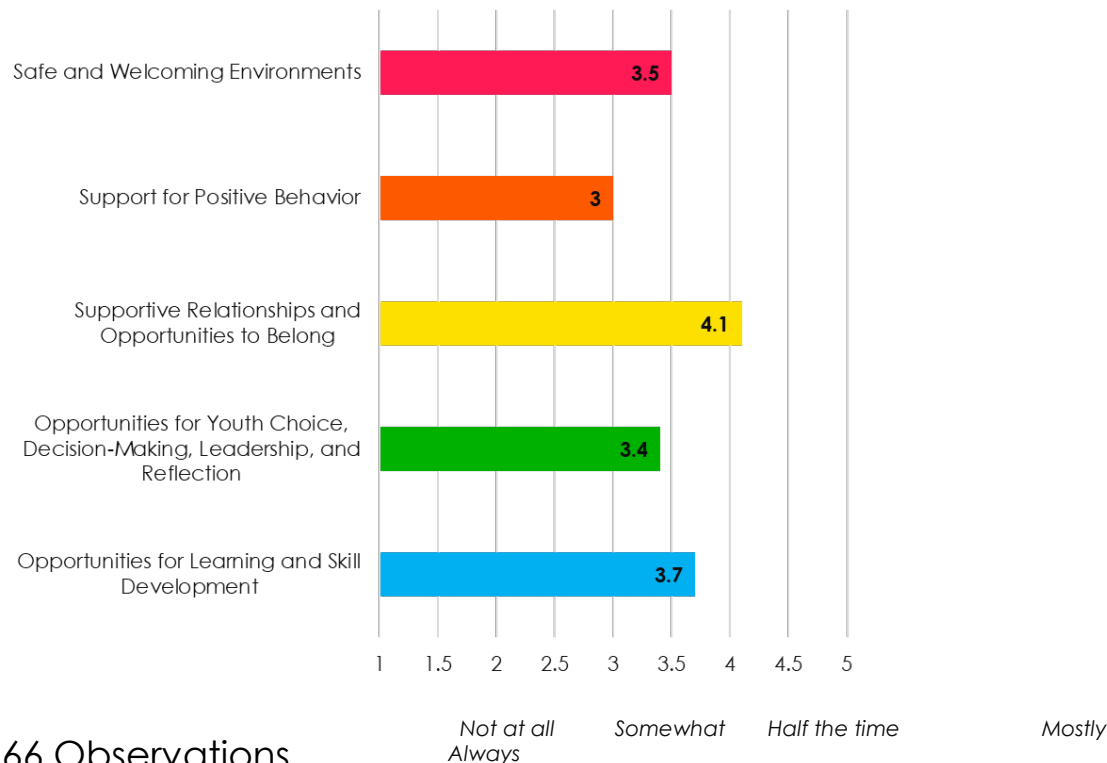
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- Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection

- Opportunities for Learning and Skill Development

Frequency of Observed Program Quality for Ready. Set. Summer! 2022 Programming

Category	Value
Safe and Welcoming Environments	3.5
Support for Positive Behavior	3
Supportive Relationships and Opportunities to Belong	4.1
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection	3.4
Opportunities for Learning and Skill Development	3.7

Scale: 1   1.5   2   2.5   3   3.5   4   4.5   5

Not at all Always   *Somewhat*   *Half the time*   *Mostly*

66 Observations

Min: 2.1, Max: 4.4; Average Program Quality: 3.6

Learning by Doing

Field Trip to the Oklahoma Maritime Education Center

512 Youth Attended

74% ADA

75% Experience Economic Disadvantage

- External observations indicate rich opportunities for learning and skill development
- Exceeded enrollment goal by 142%
- Youth self report staff to be highly supportive

Report, Tia Waldrop, The Opportunity Project

Patrick Henry Elementary Cohort

Included:
Patrick Henry Elementary
Eliot Elementary
Lanier Elementary

185 Youth Attended
73% ADA
93% Experience Economic Disadvantage

- External observations indicate highly effective at developing supportive relationships and opportunities to belong
- Youth self report high levels of engagement and enjoyment

Report, Tia Waldrop, The Opportunity Project

Staff prioritize belonging and engagement

Bright Spots
Summer 2022

Robertson Elementary Cohort

Included:
Robertson Elementary
Clinton West Elementary

Thank you!

TULSA PUBLIC SCHOOLS

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Expanding Access and Maximizing Funding as a Path to Universal Afterschool and Summer in Vermont

Nicole Miller
Executive Director
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www.vermontafterschool.org

Vermont
Afterschool

Expanding Access. Strengthening programs. Empowering youth.

![Vermont Afterschool logo]

- Governor's State of the State – January 2020
  - Universal Afterschool for every VT youth by 2025

- Legislative Task Force on Universal Afterschool
  - Commissioned by Governor's State of the State
  - Report with proposed distribution plan – May 2021

- Emphasis on the importance of Summer 2021
  - First ESSER investment; Summer Matters for All
  - Originally $1.5M, later raised to $4M
  - Prioritized summer learning sites that reached students with disabilities or unique needs; provided transportation; and offered low- or no-cost programs

Vermont Afterschool

Summer Matters for All!
Celebrating Our Successes

Forging Futures with Vermont's Youth

- **92** subrecipients across the state
- **$3.3M** to subrecipients
- **$2.7M** spent by subrecipients
- **12,877** youth served

- **5,528** new slots
- **1,313** youth with special needs
- **492** high school & college-aged workers

Summer Access - Six Areas of Best Practice

Vermont Afterschool

Staffing and Professional Development

Staffing and Professional Development

Social-Emotional Learning and Youth Mental Health

Equity and Inclusion

Youth Leadership and Employment

Curriculum and Programming

Stories of Impact

Vermont Works for Women Leverages Partners to Serve More Kids for Free

Making use of a Summer Matters grant, Vermont Works for Women (VWW) expanded access and affordability to their Rosie's Girls camp sites. The program offered six weeks of camp, serving 60 youth total, in six underserved communities around Vermont, including expanding to two new sites in Barre and Swanton. Using the grant, which covered most staffing and project costs, VWW leveraged other grant funding and make the six weeks of camp free for all campers. VWW worked with partners, such as 21st Century afterschool directors, Department of Children & Families case managers, Washington County mental health counselors, and school guidance counselors to ensure youth with special needs camp were able to participate.

Audubon Vermont Expands Programming to Reach 60+ Additional Campers

The Audubon program in Huntington offered experiential learning camps for youth in outdoor settings. Campers learned how to use a compass, identify wild edibles and make their own Chapstick, among other skills. With a Summer Matters grant, the program increased staffing and extended programming to an additional 64 campers. The program focuses on creating leadership opportunities and developing workforce development skills through their leaders program, where teens are paid a stipend to work with participating youth.

Stories of Impact

Vermont **Afterschool**

Camp Agape in Plymouth Serves More Local Families

Camp Agape increased the number of slots available to families in the community by 20 and increased the number of staff to keep the ratios low for children. The camp was offered for free, and staff were trained in youth mental health, first aid and crisis prevention. The program provided free transportation for campers. The Summer Matters grant also allowed them to hire a licensed mental health counselor to provide support around social-emotional learning skills, trauma and crisis intervention.

Gallop to Success Offers Free Programming for 120 Youth

The Gallop to Success program in North Bennington helps campers learn to care for animals, socialize and work together as a team. It integrates academic and social experiences with afternoon activities and field trips. For 30 years, this program has been funded by donations, staffed by volunteers and able to serve about 12 youth each summer. With a Summer Matters grant, Gallop offered free programming for 120 youth and paid their volunteers for the first time, including paying youth who came up through the program and are now serving as leaders.

Best Practice Highlight

Vermont Afterschool

Partnership and Cross-Agency Collaboration
Governor's Summer Team – January 2021

Governor's Office
Agency of Education
Department of Health
Department of Labor
Vermont Afterschool

Senator Sanders' Office
Child Development Division
Department of Mental Health
Agency of Natural Resources

October 2021 – Executive Order creating the **Interagency Afterschool Youth Task Force** to focus on Universal Afterschool

Afterschool & Summer Expanding Access Grant

- Application opened in Spring 2022
- $4.23M in ESSER II funds with 39 initial grantees
- Impact:
  - **6,468** unique youth served
  - **1,234** new program slots
  - **81** additional weeks of programming
- February 2023 – additional funds added
  - **$4.7M** currently awarded
  - **50** grantees (11 newly announced)

Room for Me Grant

- Leverage funding from Child Development Division to increase school-age child care capacity; part of our strategy to braid funds to achieve Universal Afterschool and Summer

- **308** new slots projected; individual programs ranging **5 - 48** new slots

- **$593,455** awarded to **16** grantees, including 2 new programs

For every Vermont youth in an afterschool program, there's another youth waiting to get in.

There isn't room for every kid. We want to change that.

The **Room For Me** Grant

Universal Afterschool

Through universal afterschool and summer, Vermont has the unprecedented opportunity to ensure **every youth** who wants to attend an afterschool and summer program in our state has the opportunity to do so.

Braid multiple funding streams, including 6% of the State's cannabis revenue & remaining federal funds

Mixed delivery model – schools, municipalities, non-profits

Community-by-community data analysis

Broad support & collaboration of the Governor's Office, multiple state agencies, and legislators

Erik Peterson
Afterschool Alliance

Katie Landes
Georgia Statewide
Afterschool Network

Steve Card
Georgia Recreation and
Park Association

Caroline Shaw
Tulsa Public Schools

Nicole Miller
Vermont Afterschool, Inc.

Closing Remarks

Brandis Stockman

National League of Cities

Thank you for attending today's Engage Every Student Webinar.
Help us continue to refine future engagement opportunities by completing our short evaluation using the link in the chat.