

We only use cookies that are necessary for this site to function to provide you with the best experience. The controller of this site may choose to place supplementary cookies to support additional functionality such as support analytics, and has an obligation to disclose these cookies. Learn more in our [Cookie Statement](#).



U.S. Department of Education

Engage Every Student Today: Issue No. 7

U.S. Department of Education sent this bulletin at 12/21/2023 03:02 PM EST



TODAY

ISSUE NO. 7
Dec. 21, 2023

A bulletin of the Engage Every Student initiative in partnership with:



The Engage Every Student Today bulletin is a source of support for afterschool and summer learning programs, school districts, cities, and states as they respond to U.S. Secretary of Education Miguel Cardona's bold call to action for universal out-of-school time learning opportunities for every child who wants to participate nationwide. This bi-monthly bulletin will share timely resources and strategies to expand access to engage every student in high-quality afterschool and summer learning opportunities.



Biden-Harris Administration Announces Nearly \$74 Million to Expand Full-Service Community Schools

On Nov. 28, the U.S. Department of Education (Department) [announced](#) nearly \$74 million in new, five-year Full-Service Community Schools (FSCS) grants. These grants will support an additional 30 local educational agencies, nonprofits, and other public or private organizations and institutions of higher education working to expand community schools by making awards in four new states: Idaho, Missouri, New Hampshire, and Ohio. Secretary Cardona highlighted this announcement during a FSCS visit to Idaho.

Biden-Harris Administration Premieres Public Service Announcement "Teachers: Leaders Shaping Lives"

On Nov. 9, the Department launched an effort to elevate the teaching profession and promote educator diversity in partnership with [TEACH.org](#) and the [1 Million Teachers of Color](#) campaign. The goal is to inspire more talented people -- especially those from underrepresented communities -- to become teachers. The [PSA](#) premiered on LinkedIn Live and will appear in media markets nationwide via television, radio, and social media.

Biden-Harris Administration Launches "Being Bilingual is a Superpower"

As part of its [Raise the Bar: Create Pathways for Global Engagement](#) initiative, the Biden-Harris Administration launched "Being Bilingual is a Superpower" to promote multilingual education and bolster high-quality language programs and a diverse multilingual educator workforce across the country. This [initiative](#), being led by the

Department's Office of English Language Acquisition, seeks to advance research-based bilingual education and language instruction in early learning settings and beyond. It also strives to further the understanding of bilingualism and biliteracy as an education and economic imperative for student success, global competitiveness, and engagement.



First-ever National STEM Festival to Recognize Outstanding Student Science and Engineering Solutions for Pressing Global Issues

The Department and EXPLR are excited to announce their public-private partnership to launch the first-ever National STEM Festival, a nationwide effort to identify and encourage the next generation of innovators in science, technology, engineering, and math.

The in-person National STEM Festival will take place on April 11-13, 2024, at The Square, 1850 K St. NW, Washington, D.C. The schedule:

- April 11 - the Department will host a second You Belong in STEM convening. (invitation only)
- April 12 - student innovators will exhibit their projects for the media and federal VIPs. (invitation only)
- April 13, noon-5:00 p.m. - student innovators and federal STEM agencies will exhibit for the public. (open invitation)

Resources to Help Programs Sustain Afterschool and Summer Programs After ESSER Funding Deadlines

Federal funding for COVID-19 pandemic relief has provided significant opportunities for afterschool and summer programs. The \$122 billion in American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III) funds for K-12 schools, 90% of which went direct to local school districts, has been a crucial way to help students through afterschool and summer programs - providing academic and whole child supports for many students who are still feeling the impacts of the pandemic. Because students and families continue to need out-of-school time supports, it is crucial to find sustainable funding sources that will last beyond the September 2024 ESSER III funding deadline. The Afterschool Alliance has created a [new web page of resources, tools, and strategies](#) to help programs remain sustainable.

Supporting Afterschool Programs for Native American Families

Native Americans represent more than 570 tribes, 3.7 million people, and 644,000 students across the country. The [America After 3PM for Native American Families fact sheet](#) highlights how afterschool programs play an important role in Native American communities by providing comprehensive support for Native American children, including academic support and enrichment activities, time to build relationships with peers and adults, health and wellness programming, and connecting students with their culture. The [Engage Every Student](#) initiative highlighted Native American families' perspectives on afterschool programs and how

programs are meeting the needs of these students: [Native American and Tribal Communities: Perspectives, Programs & Practices: A U.S. Department of Education Engage Every Student Webinar](#). Federal pandemic relief funds have allowed afterschool and summer program providers to expand [initiatives](#) to support Native American students in Alaska, Minnesota, North Dakota and elsewhere.

Local Efforts to Ensure Every Student Can Engage in Afterschool and Summer Programs

Indianapolis, and Washington, D.C., are in the headlines for their comprehensive efforts to ensure greater access to quality afterschool and summer learning and enrichment programs for their students. Indianapolis Public Schools (IPS), in collaboration with [At Your School](#) and several other district youth development partners, announced plans in November to create a groundbreaking [initiative](#) providing accessible high-quality before- and after-school programs for all pre-K through fifth grade IPS students by the 2024-2025 school year.

In the District of Columbia, Councilmember Matt Frumin introduced the [Universal Out of School Time Amendment Act of 2023](#) in early December. The bill would require the District to expand out-of-school time programs, such as afterschool and summer programming, by at least 10% annually, toward the goal of universal access by 2035 for every student in a D.C. public or public charter school.



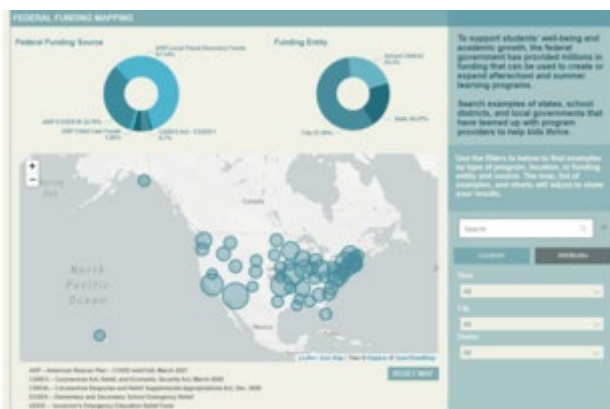
National League of Cities Interviewed the Mayor of Madison, Wisconsin

This past October, to emphasize the importance of out-of-school time programs, the National League of Cities [interviewed](#) Mayor Satya Rhodes-Conway of Madison, Wisconsin. Mayor Rhodes-Conway shared how she is leveraging her support of high-quality afterschool and summer learning programs in Madison.

COVID-19 Relief Funding Map

From experiential summer learning camps in Vermont where youth explored the outdoors to Missouri's Columbia Public Schools investment of \$500,000 ESSER III funding to enhance student supports in existing afterschool programs run by community partners, afterschool and summer programs nationwide are being supported by relief funding.

The updated [COVID relief funding map](#) includes over 300 examples of state, districts, and localities investing COVID relief funds to support students with afterschool and summer programs. **Are we missing a success story from your community or state? Get featured on the map by sharing your example on our [pledge form](#).**



New Resources Available on Engaging Corporate Volunteers in Student Support Roles

The National Partnership for Student Success (NPSS) Hub at the [Everyone Graduates Center](#), in partnership with the [READY SET](#) coalition and key contributors, is excited to launch new [resources](#) centered around engaging corporate volunteers in NPSS aligned roles.

"One meaningful lesson I've learned in my afterschool programs is the importance of having a community that's not only supportive, but also that celebrates progress."

Edgar E., 16
Houston, TX



THIS IS OUT-OF-SCHOOL TIME
Engaging Every Student

SPOTLIGHTS



The Kuspuk School District, which covers more than 12,000 square miles in western Alaska and comprises nine schools in seven villages, dedicated more than \$1.2 million to expanding programming during the summer. A portion of the funds went toward offering summer school, while some funds supported outdoor

summer camps for K-12th grade students. Students participated in place-based learning, exploring the wilderness, engaging in STEM learning opportunities, and building collaboration and teamwork skills. Camps also brought in individuals from within district communities to lead culturally relevant activities specific to the regional culture, such as drumming, beading, fishing, fish printing, fish preservation, berry picking and preservation, and skin sewing. Funds also supported transportation for students to go to and from their home villages to the camp.

The City of Sacramento, California invested \$1.5 million of American Rescue Plan funds in grants to support youth programming and projects that include cohort support and mentorship for program providers. The grants helped establish more out-of-school time opportunities for youth by investing in neighborhood equity-based programming and creative projects that allowed youth to explore a wide array of creative sector jobs and develop the skills necessary to work in those fields, such as the skills needed for the Latino Center for Arts and



Culture, the Department of Sound, and others.



The Port Chester-Rye Union Free School District in New York invested approximately \$2.2 million of its ESSER III funds in a new afterschool program for students in grades K-6. The ASPIRES program is offered daily in each of the district's elementary schools and at the Port Chester Middle School for students in grade 6, providing homework help; activities in the arts - such as music, dance, and theater; and sports programming, as well as helping students build their foundational skills, including working collaboratively, communicating effectively, and learning self-management.



"As a mother, former school board member, and Mayor of the City of Fremont, I strongly believe in providing equitable educational opportunities to our diverse community. By championing engagements with city programs such as parks and recreation and local libraries, and by forging strong partnerships with local educational institutions and non-profits, we can ensure access to high-quality afterschool and summer learning programs that will benefit our communities today and build better for our city's future."

The Honorable Lily Mei, Mayor
Fremont, California



THIS IS OUT-OF-SCHOOL TIME
Engaging Every Student

PUBLICATIONS

How School Districts Are Leveraging ESSER Funds to Support Afterschool and Summer Learning

Released in late October by the Afterschool Alliance, "Investments in Student Recovery: A Review of School Districts' Use of American Rescue Plan Funding to Support Afterschool and Summer Opportunities" analyzes data from more than 6,300 school districts' ARP ESSER spending plans from all 50 states and the District of Columbia and reflects insights from interviews with school district staff and program providers. The report *finds* that eight in 10 districts invested in afterschool and summer programs - representing more than \$5.4 billion. The report calls on leaders to dedicate remaining ESSER funds to comprehensive programming, which includes both academic support and enrichment opportunities that excite and engage young people, and to look ahead at sustaining and expanding afterschool and summer programming to meet the needs of youth and families.





Promoting School-Day Attendance With High-Quality Afterschool and Summer Learning

The [National League of Cities resource](#) geared toward city leaders and program providers interested in engaging city leaders explores how high-quality out-of-school time (OST) programs have emerged as a crucial component of pandemic recovery efforts and addressing issues of school-day disengagement among youth. OST programs have long been recognized for their ability to improve participants' academic performance, behavior, and school day attendance, and often act as a crucial connection point for families, schools, and community resources. City leaders can play a key role in building and strengthening OST programs in their communities as a strategy to address today's student

disengagement challenges.

"The only way that we can change the world is by allowing others to hear our voice, and there is nothing more powerful than YOUTH VOICE! I will continue to be the voice for those in my community and I will strive to make the world a better place."

Aurie-Anne V., 13
Miami, FL



THIS IS OUT-OF-SCHOOL TIME
Engaging Every Student

TAKE ACTION



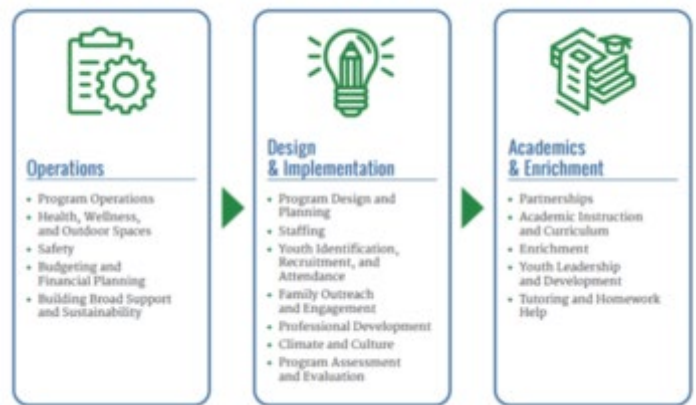
Let's Engage Every Student!

Watch and Share the Year Two Call To Action Video

Summer and Afterschool Needs Assessment Provides Support

The Department's [Comprehensive Center Network Summer and Afterschool Needs Assessment](#) helps youth-serving programs and organizations learn best practices and identify areas where they might benefit from guidance or support. The Summer and Afterschool Needs Assessment draws from proven approaches to planning and delivering high-quality summer and afterschool programs and provides a better understanding of your strengths and needs and helps to connect to aligned and targeted resources and guidance. The companion guide, [Using the Summer and Afterschool Needs Assessment to Drive Program Quality](#), offers strategies for program and system leaders for engaging with and using the needs assessment.

Figure 1. The three broad areas and the 17 planning areas of the Needs Assessment



Engage Every Student Office Hours

Office hours are held on the first Friday of every month at 1 p.m. ET. Office hours provides an opportunity for attendees to receive technical assistance related to expanding access to afterschool and summer learning programs from the initiative partner organizations. Registration is required. Upcoming office hours:

- **February:** Friday, Feb. 2, 2024
- **March:** Friday, March 1, 2024

Register for February Office Hours

Register for March Office Hours

Join Us!



Become an **Ally** of Engage Every Student.



Make a **Pledge** to work toward expanding afterschool and summer learning programs for all.



"All young people, even those that seem to have it all together, need a safe "third place."

James T., 14
Stockbridge, MA



THIS IS OUT-OF-SCHOOL TIME
Engaging Every Student

RESOURCES



For additional resources from the U.S. Department of Education, click [here](#).



For additional resources from the Afterschool Alliance, click [here](#).



For additional resources from the National Summer Learning Association, click [here](#).



For additional resources from AASA, click [here](#).



For additional resources from the National Comprehensive Center at Westat, click [here](#).



For additional resources from the National League of Cities, click [here](#).

Legal Disclaimer: For the reader's convenience, this bulletin contains examples and information from outside organizations, including hyperlinks and URLs. Inclusion does not constitute endorsement by the U.S. Department of Education of any outside organization, or the resources or services offered, or the views expressed.



Subscribe to updates from U.S. Department of Education

Email Address

e.g. name@example.com

Share Bulletin



POWERED BY



[Privacy Policy](#) | [Cookie Statement](#) | [Help](#)