

Charting A Course: Connecting Out-of-School Time Opportunities



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Department
of Education 

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This manual is meant to be informational only and does not constitute legal advice. However, it represents the Minnesota Department of Education guide and usage of best practices. School districts and individuals are responsible for compliance with state law and federal law. This compilation was dependent on accurate and valid information from reliable sources. Any questions should be addressed to appropriate division personnel at the Minnesota Department of Education.

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Each day when the school dismissal bell rings, our students continue to learn. Throughout Minnesota, schools, community agencies, faith based organizations and public services like parks and libraries join together to fill the hours when school is not in session.

"Out-of-school time" -before and after school, summers, release days, and weekends -can make a difference in the lives of our students now and in the future. We know that out-of-school time (OST) learning can enhance student academic achievement, deepen engagement in the arts, open doors to community involvement, leadership opportunities, and positive relationships with peers and adults. The quality of experiences offered during the out-of-school time hours also makes a difference for children and youth. When programs have a clear vision for young people's positive development and engagement, offer a rich variety of learning opportunities, and build on partnerships between families, schools and communities, we know that youth participants will have positive outcomes.

This document, provided by the Minnesota Department of Education, is a tool to help schools and community partners continue to develop and improve the learning opportunities provided statewide to our children and youth. A practitioner's guide will be available in the fall, providing more detailed information on each of the funding sources as well as tools and resources around the principles of quality programs.

Working together, we can enhance and expand available learning opportunities and provide a healthy foundation to all our children and youth.

Sincerely,

Minnesota Education Commissioner



INTRODUCTION

Every day across the state, the Minnesota Department of Education and our partners provide thousands of young people with safe and enriching out-of-school time opportunities that help them develop skills to positively impact their individual futures and the future of the entire community!

FUNDING

Out-of-school time (OST) opportunities across the state are supported in part by funding streams administered through the Minnesota Department of Education (MDE). The primary OST funding streams are:

- Learning Year
 - Learning Year for Acceleration
 - Targeted Services for Remediation
- 21st Century Community Learning Centers (21st CCLC);
- Supplemental Educational Services (SES); and
- Community Education.

The various MDE programs (Learning Year, SES, 21st CCLC, Community Education) share a focus on providing learning opportunities for children and youth during the hours when school is not in session. But each MDE program area is specialized, with varying funding sources, unique target populations, particular program compliance requirements, and individual internal staffing structures. The programs operate independently within the Minnesota Department of Education system, with funding streams administered through different divisions.

TYPES of PROGRAMMING

In addition to school-based programs, these MDE funding streams also support out-of-school time opportunities located in community-based organizations, libraries, parks and faith-based organizations.

Programming provides recreational, academic and other developmental opportunities through activities that may include combinations of **dance or art offerings, homework help and tutoring, physical activity or sports, mentoring, community service and youth leadership development.**

In Minnesota, public schools are the largest single provider site of afterschool programs.

Where We've Been

THE CHALLENGE

Developing and sustaining quality out-of-school time learning opportunities can be a difficult task. Identifying and accessing the right combination of funding streams is the first step in putting together an engaging array of programs.

DEVELOPING SOLUTIONS

Recognizing the value of comprehensive efforts to effectively serve children and youth, as well as the challenges of operating with multiple funding timelines and expected outcomes, MDE formed a cross-agency work team.

This MDE OST Cross-Agency Team considered ways to increase effective coordination of MDE resources so that districts and their community partners can more efficiently access and implement quality programs by connecting multiple funding streams and resources.

Recently, the Cross-Agency Team brought together district contacts from each of the MDE program areas to provide insights from the field into the value and direction of this collaborative work.

Feedback affirmed that, while the coordination of resources is complicated, the resulting increased

opportunities to provide sustainable programming for children and youth was well worth the effort.

The group encouraged MDE to continue the work to "build skyways between the silos" of different MDE divisions and programs by providing help for districts and partners to understand and connect to the resources available.

FIRST STEPS

This document was developed as a starting place and tool for districts and their community partners to:

- 1** Become aware of available resources,
- 2** Reflect on the elements of quality programming, and
- 3** Begin or continue discussions about providing the most comprehensive, high-quality out-of-school time program possible for the children and young people of the community.



Quality OST programs have a consistent organizational structure with a clear mission and strong, effective, experienced leadership. Systems are in place to support and sustain staff development, partner relations, training and evaluation and outcomes, accountability, financial management and continuous program improvement.

A summary of the critical elements to building quality OST experiences was identified by the MDE OST Cross-Agency Team. Though not intended to be exhaustive, MDE identified the following key elements.

Organizational Structure & Capacity

Quality OST programs ensure access for all children, focus on continuous program improvement and provide program stability.

Partnerships & Collaborations

In order to offer programming, build capacity and support sustainability, quality programs develop relationships with educational institutions, businesses, community-based organizations, faith communities and public resources like parks and libraries.

Healthy Environments

The key to quality OST learning opportunities are: physical and emotional environments that promote health including provision of adequate space and materials; consistent enforcement of health and safety policies; and promotion of cultural competence and positive social norms.

Relationship Based

High-performing OST programs support positive relationships between youth and adults, as well as peers by:

- Maintaining small group sizes with low youth/adult ratios;
- Recruiting and supporting program volunteers;
- Encouraging small group activities within larger groups; and
- Personalizing participation to ensure that all participants are welcome.

Research completed in the last decade, identifies common elements of high performing out-of-school time programs. These elements have been incorporated into Minnesota’s OST programming to support positive child and youth outcomes.

Building Quality

High-performing programs employ trained staff who reflect the demographics of the population being served and provide a supportive and professional work environment. Strong relationships exist between day-school and after-school staff.

Opportunities for Skill Building, Mastery and Engagement

High performing OST programs provide diverse enrichment activities that complement but don't duplicate the school day activities, support children and youth in learning new skills, provide opportunities for youth leadership and seek participant input on delivery and content. The programs emphasize interactive delivery methods, including collaborative learning, exploration, team building and experiential-based learning.

Program Structure

Research indicates that participants with high levels of afterschool attendance in quality programs do better when compared to participants with less participation in areas related to academic success, health indicators and positive youth engagement. High intensity OST programs engage participants in four or more hours of programming with several interactions a week. There is sufficient intensity in these programs to provide participants with diverse skill-building opportunities.

RESOURCES

Harvard Family Research Project -

<http://www.gse.harvard.edu/hfrp/index.html>

Harvard Family Research Project (HFRP) strives to promote more effective educational practices, programs, and policies for disadvantaged children and youth by generating, publishing, and disseminating research.

Public/Private Ventures (PPV) -

<http://www.ppv.org/ppv/youth/youth.asp>

PPV evaluates exemplary institutions (Boys & Girls Clubs, Big Brothers Big Sisters) and programmatic strategies (mentoring, after-school activities); brings effective policies and programs to scale (Nurse-Family Partnership); highlights and evaluates promising but little-known approaches (Friends of the Children); and where appropriate, initiates new programs (Youth Violence Reduction Partnership).

National Institute on Out-of-School Time -

<http://www.niost.org/about/index.html>

The National Institute on Out-of-School Time at Wellesley College focuses on research, education and training, consultation and field-building.

National Partnership for Quality Afterschool Learning -

<http://www.sedl.org/afterschool/>

Southwest Educational Development Laboratory provides assistance, training, and tools to help state and local practitioners develop high-quality, balanced programming to engage student learning.



Where multiple resources for OST opportunities exist in a community -- and can be creatively combined with the needs and interests of children and youth -- it is possible to build intensive OST experiences and achieve the desired positive impacts. MDE is encouraging communities to consider working more collectively and where possible, creating a "single point of contact."

Currently, the burden is on families to weave together offerings from a variety of out-of-school time providers to ensure children have access to quality OST opportunities year-round.

Locations across the state have begun to creatively and collectively connect the OST resources in their communities to provide these needed programs and make them accessible and high quality. Four examples are provided here.

St. Paul, Bloomington, Duluth and Robbinsdale receive funding for out-of-school time activities from a variety of sources including 21st Century Community Learning Center grants, Community Education, Early Reading First, Learning Year programs, special education and individual school site budgets. They have worked to coordinate these resources and other local resources.

Robbinsdale

Blending funding streams is bringing quality OST programming home in Robbinsdale - literally. A unique partnership between Opportunity Neighborhood Development Corporation (ONDC), Robbinsdale Area Redesign and Robbinsdale Area Schools provides programming for youth at the Eden Park Apartments in Brooklyn Park. The apartment complex, managed by ONDC, provides an onsite club room for youth participants; Robbinsdale Area Schools

provides access to district curriculum resources, materials and supplies; Robbinsdale Area Redesign works with the district to develop and monitor evaluation efforts; and the Family Services Collaborative provides wrap around services for youth and families. This blending of funding and programming has resulted in increased partnerships between home and school and a safer community for youth and residents.

Connected Opportunities

Bloomington

In Bloomington, district staff and community partners work together to reach a common goal: success for all students. Strong collaborative partnerships - including one between the City of Bloomington and Bloomington Public Schools - provide a wide range of accessible OST opportunities for all community youth.

Communication and coordination at partner meetings and outreach to parents is ensuring that barriers to participation are removed. These efforts are helping youth and families feel more attached to schools and as a result, school attendance and family involvement has increased.

St. Paul

With a focus on unifying services and encouraging families to become more connected and engaged in school activities, St. Paul organizations like the YMCA and 4-H Urban Youth Lead partner with school sites to provide OST opportunities around the arts, science, foreign language study and cultural activities.

School sites become the "hub" with a consistent coordinator able to offer a comprehensive weekly schedule of afterschool and summer opportunities.

As a result, the process of accessing services is less confusing for parents and students.

Duluth

For parents and students at three elementary schools in Duluth, it isn't easy to pick out the YMCA staff from the school staff. Not because the Y staff are invisible, but because the close working relationship between the Y and the schools puts everyone on the same team. District resources are combined with the Duluth Area Family YMCA's 21st Century Community Learning Centers (21st CCLC) grant to expand and create accessible, compre-

hensive OST programs where they are needed most. The partnership brings together academic, enrichment and recreational activities with an intentional focus through personalized learning plans. The plans are created in cooperation with students, teachers, parents and program staff. The end result has been improved academic achievement, better school attendance and increased OST opportunities for youth.

MDE staff have been exploring ways to work more collaboratively across internal funding sources and program areas. Eight areas have been identified below for those who are beginning the planning and coordination process within their local communities:

1. Identify key people that understand the OST programs that are available and can work in collaboration around program coordination and alignment.
2. Gather data that assesses resources across all program areas. This resources map, that identifies available funds and program requirements, is a key first product of the Work Team.
3. Be prepared to spend some time sharing program definitions, logic models, goals and outcomes. Identify the significant difference and similarities that may impact coordinated programming.
4. Gather data about the strengths and needs of participants and their families and consider how the resources map aligns with their strengths and needs.
5. Based on the data collected, identify roadblocks and barriers to effective program coordination and prioritize the order of addressing them.
6. Commit dedicated staff time to identify resources and program information, existing best practices and quality principles, while making the information useful for local programs, children, youth and families.
7. Continue to gather input from partners, students and families to help guide the planning process and inform the establishment of priorities and program impact.
8. Find ways to ensure organizational commitment to ongoing resource coordination.

Since finding sufficient resources to sustain OST programming is an ongoing challenge, MDE will continue to support the OST community with information on resources, best practices, model programs and opportunities for professional development.

The purpose of this effort is to stimulate and encourage conversations about quality, comprehensive OST opportunities that may ultimately result in better access and greater outcomes for children and youth.

Continuing the Journey

A chart was developed describing five key out-of-school time funding resources available throughout MDE (see the following pages). Schools and community partners can use the chart to convene discussions around the implementation of comprehensive and connected, high-quality out-of-school time experiences for children and young people.

The chart provides a brief description of each program's purpose, funding source, process for distributing funds and key program elements.

At the end of each section, a program contact person is identified who can provide additional information.

Other possible sources of funding for OST programs are listed in the Additional Resources section.

Future MDE steps to continue providing support include:

- An OST Practitioner's Guide will provide more detailed information about each of the various funding sources, with resources and operational tools around the quality principles. The guide will be distributed to district staff and site coordinators in late 2007.
- In 2008 MDE will assemble information on out-of-school time funding available through

other state agencies, including Health, Human Services, Public Safety and Employment/Economic Development and disseminate that information statewide.

- MDE will build capacity on the Website to provide information on professional development opportunities, announcement of grant opportunities, and new OST research.
- The OST Cross-Agency Team will identify ways to sustain this cross-program work in the Department of Education and with our local, state and national partners to continue conversations on how to increase our statewide impact.

“Ensuring that all students achieve high standards will require the support of a comprehensive learning community that includes afterschool.”

Dr. Vincent Ferrandio
Past Executive Director
National Association of
Elementary School Principals

Out-of-School Time

| | 21st CCLC | Learning Year: Acceleration |
|---|--|--|
| Description | The 21st CCLC program funds academic, artistic and cultural enrichment opportunities to students and families when school is not in session. It is authorized under Title IV, Part B of NCLB Act of 2001. | Provides optional year around instructional opportunities. Primary purpose is to accelerate attainment of grade level or graduation requirements. MN Statute 124D.128 guides this program. |
| Source of Funding | State <input type="checkbox"/> Federal <input checked="" type="checkbox"/> | State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> |
| Annual Funding Amount (SY 2007-2008) | \$ 7,952,424 | Varies based on number of students and participation hours. Open appropriation with a limit of 190 hr/student/year |
| Process for Allocation of Funds | Competitive <input checked="" type="checkbox"/> Allocated <input type="checkbox"/> Peer Review Process | Competitive <input type="checkbox"/> Allocated <input checked="" type="checkbox"/> Open Appropriation |
| Who Receives the Funds | <input checked="" type="checkbox"/> Schools <input checked="" type="checkbox"/> Faith-based Orgs <input checked="" type="checkbox"/> Public Orgs <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Private Orgs | <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Faith-based Orgs <input type="checkbox"/> Public Orgs <input type="checkbox"/> Other <input type="checkbox"/> Private Orgs |
| When can sites apply / funding determination | Varies, projected for 2009. | February 15th application deadline for a June 1st start date. |
| Programming Times | <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> Weekends | <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> Weekends |
| Target Population | K-12 students and families | K-12 students |
| Activities | <input checked="" type="checkbox"/> Homework Help <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Recreation <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> No Restrictions | <input type="checkbox"/> Homework Help <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Recreation <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> No Restrictions <input checked="" type="checkbox"/> Other: Teacher Directed Education |
| Restrictions | Funds can not be used for school day activities. Other restrictions in federal legislation. | Licensed teachers required. |
| Local Staff Resources: Funding for Staff Development | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| State Staff: Contact Information | Sheila Oehrlein 651-582-8448 sheila.oehrlein@state.mn.us | Marceline DuBose 651-582-8586 marceline.dubose@state.mn.us |

Program Descriptions

| Learning Year: Targeted Services | | NCLB- Supplemental Services | | Community Education | |
|--|--|---|--|--|--|
| Provide educational services to K-8 students who meet the at-risk criteria outlined in MS 124D.68. The intent is to help students gain the skills necessary to be successful in a traditional classroom. | | Additional academic instruction designed to increase the achievement of students in schools in need of improvement. It is one of the choices of parents of students in low-performing schools. Student eligibility depends on the school's identification under NCLB. | | 124D.18 Purpose of community education programs is to make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community. | |
| State <input checked="" type="checkbox"/> | Federal <input type="checkbox"/> | State <input type="checkbox"/> | Federal <input checked="" type="checkbox"/> | State <input checked="" type="checkbox"/> | Federal <input type="checkbox"/> |
| Varies based on number of students and participation hours. Open appropriation with a limit of 190 hr/student/year | | Varies based on participating districts' Title I funding each year | | Community Education: \$28,664,841 Youth Services: \$4,929,799 | |
| Competitive <input type="checkbox"/> | Allocated <input checked="" type="checkbox"/> | Competitive <input type="checkbox"/> | Allocated <input checked="" type="checkbox"/> | Competitive <input type="checkbox"/> | Allocated <input checked="" type="checkbox"/> |
| Open appropriation | | Non-competitive. Parents choose provider if student is eligible and funds are available. District may prioritize if demand for services exceeds level of support. | | Based on pupil population and legislative formulas | |
| <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Public Orgs <input type="checkbox"/> Private Orgs | <input type="checkbox"/> Faith-based Orgs <input type="checkbox"/> Other | <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Public Orgs <input type="checkbox"/> Private Orgs | <input type="checkbox"/> Faith-based Orgs <input type="checkbox"/> Other | <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Public Orgs <input type="checkbox"/> Private Orgs | <input type="checkbox"/> Faith-based Orgs <input type="checkbox"/> Other |
| Once approved as an area learning center, can apply at any time. Most apply in spring or summer. | | At least annually; usually in spring. | | No application process. | |
| <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Before School | <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends | <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Before School | <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends | <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Before School | <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends |
| K-8 students | | Eligible students in grades K-12 | | Pre-school through adult | |
| <input type="checkbox"/> Homework Help <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Recreation <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> No Restrictions <input checked="" type="checkbox"/> Other: Teacher Directed Education | | <input type="checkbox"/> Homework Help <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Recreation <input type="checkbox"/> Arts <input type="checkbox"/> Mentoring <input type="checkbox"/> No Restrictions | | <input checked="" type="checkbox"/> Homework Help <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Recreation <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> No Restrictions | |
| Licensed teachers required. | | Per-pupil amount for each district could limit services. | | The director must have required credentials. | |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Marceline DuBose 651-582-8586 marceline.dubose@state.mn.us | | Sarah K. Smith 651-582-8629 sarah.k.smith@state.mn.us | | Dan Smith 651-582-8330 dan.smith@state.mn.us | |

ADDITIONAL RESOURCES:

Additional state and federal funds that may be used to supplement OST opportunities are listed below. For more information on funding categories, visit the Minnesota Department of Education Website at <http://education.state.mn.us>.

- * Career Education: Federal funding to improve the academic and technical skills of participants in career and technical education programs in Minnesota's high schools and two-year colleges.
- * Comprehensive School Reform (Title I, Part F): Funds can support extended learning activities that are incorporated into a broader comprehensive school reform model adopted by a school.
- * Desegregation: Integration: Provides revenue to eligible school districts to increase integration contact between racially isolated districts and their adjoining school district or between racially identifiable school sites and other schools within the same district.
- * Innovative Programs (Title V, Part A): Funds can support different program components including service learning; mentoring and counseling; parental and community engagement; homework help; and school safety activities.
- * Migrant Education (NCLB, Title I, Part C): Funds to design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment.
- * Minnesota After-school Community Learning Program: Two-year grants applied for in summer 2007 and awarded in fall 2007. This is one-time money.
- * Safe and Drug-Free Schools and Communities (Title IV, Part A): Funds can support character education, mentoring, and drug/violence prevention activities. Afterschool Program components must address substance abuse and violence concerns in the school where the program is located.
- * Service Learning: Federal funding to promote youth service and the linkage between service and learning through organized activities that address community needs and support attainment of MN academic standards.
- * Title I, McKinney-Vento Homeless Assistance Act: Federal funding to ensure that children who are experiencing homelessness have equal access to a free and appropriate education.
- * Title I, Part A: Funds can support extended day/year and summer programs; parent engagement activities; program staffing; professional development for staff; and program equipment, curriculum materials and supplies.
- * Title I, School Improvement Funds: Funds can support the same activities/components as Title I, but these must be an explicit part of a school's improvement strategy.

APPENDIX: Quality OST Research Citations

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Rand Education and Rand Labor and Population Research Brief. (2005). Making Out-of-School Time Matter. Retrieved June 1, 2007, from http://www.rand.org/pubs/research_briefs/RB9108/RAND_RB9108.pdf.

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