

Extended Learning Opportunities in Delaware

November 2019

Prepared by

Christopher G. Kelly, Julia O'Hanlon, Kelly Sherretz,
and Jessica Velez

With assistance from

Hannah Barr, Jamie Forest, Rachael LaBataggia,
Nicole Minni, Kelly Perillo, Sophia Vassar,
and Gerard Weir

Institute for Public Administration
Biden School of Public Policy & Administration
College of Arts & Sciences
University of Delaware

In coordination with

Office of Management and Budget
State of Delaware



UNIVERSITY OF DELAWARE

**BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION**

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VALERIE J. LONGHURST
Majority Leader
STATE REPRESENTATIVE
15th District



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January 23, 2020

Dear Delawareans,

As the former co-chair of the Statewide Afterschool Initiative Learning Task Force, I am acutely aware of the challenges in afterschool and summer programming for our children, even though data supports their strong benefits.

Studies have shown year after year that children with greater access to these programs perform better in school, have greater social and emotional development, and are less likely to be involved in the criminal justice system.

Unfortunately, Delaware has too few programs to provide for all our children and those that do exist are either too difficult for parents to access or are prohibitively expensive. This report highlights many of the difficulties parents face including the lack of a centralized list for parents to find the right program for their children.

With this report, we will be better able to target the gaps in our system and direct resources to help the children to whom we are failing to provide this critical educational bridge. I commend the work of writers and researchers behind *The Landscape of Extended Learning in Delaware*. You have truly championed this effort and brought forward a robust look at the afterschool and summer programming landscape.

In spite of the challenges, there are many afterschool and summer programs that are reaching our children and helping them succeed. We have a strong base on which to continue building these important programs to reach all our children.

Sincerely,

A handwritten signature in black ink that reads "Valerie Longhurst".

Valerie Longhurst
House Majority Leader
15th District

Preface and Acknowledgements

As the director of the Institute for Public Administration (IPA) at the University of Delaware, I am pleased to provide *The Landscape of Extended Learning in Delaware*. The report is a summary of IPA work requested by and prepared for the state of Delaware's Office of Management and Budget (OMB), in response to a recommendation made in the Statewide Afterschool Initiative Learning (SAIL) Task Force report published in 2017.

Beginning in January 2018, primary components of this 18-month project included research on national and statewide trends of afterschool and summer programs for public school children (primarily grades K–12, and looking at specific trends among elementary, middle, and high school programs); an inventory of the state's current afterschool and summer program offerings; community outreach to parents, school leaders, and other stakeholders; and the identification of opportunities and gaps in current offerings in Delaware. The considerations section of the report includes policy options for the state to explore in order to better serve the students of Delaware.

I would like to acknowledge IPA Policy Scientist Kelly Sherretz for serving as Principal Investigator for this work. IPA staff members Christopher G. Kelly, Julia O'Hanlon, and Jessica Velez are also recognized for their important contributions with stakeholder outreach, literature review, and survey development, facilitation, and analysis. Additional thanks go to IPA staff member Nicole Minni for the mapping component. Public Administration Fellows Rachael LaBataggia, Sophia Vassar, Gerard Weir, Hannah Barr, Jamie Forrest, and Kelly Perillo also contributed to the work and analysis. Kudos also go to IPA staff members Lisa Moreland Allred and Sarah Pragg for editing and formatting the document.

A big thank you to the leadership of the SAIL Task Force, Delaware Afterschool Network, survey respondents, and community stakeholders.

Jerome R. Lewis, Ph.D.

Director, Institute for Public Administration

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Executive Summary

At the recommendation of the House Resolution 39 Statewide Afterschool Initiative Learning Task Force, the University of Delaware's Institute for Public Administration (IPA) conducted a landscape analysis and needs assessment of extended learning opportunities¹ in Delaware. In addition, the project team engaged with stakeholders in the field and conducted an extensive literature review.

During the landscape analysis phase of the study, the project team identified afterschool and summer program service providers across the state. Identified programs included those offered by schools and non-profit, for-profit, and faith-based organizations. After a substantive list of service providers was compiled, a survey was sent to them to collect detailed operational data about their programs. Requested information included:

- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding sources and cost of attendance
- Available transportation
- Program activities

Once the data collection was completed, the information was utilized to conduct a needs assessment to determine gaps in availability of or access to extended learning programs in Delaware. Access was assessed with regard to geographic location, demographics served, and financial assistance.

Key findings of the landscape analysis and need assessment for the responding afterschool programs included:

- The majority of reported afterschool programs are run by non-profit organizations in New Castle County.
- There are a greater number of reported afterschool programs serving elementary school-aged children (86%) than middle (40%) or high school (14%).²
- Utilized funding sources for afterschool programs varied; however, Purchase of Care (POC) was the most commonly reported source (73%).

¹ For the purposes of this study, extended learning opportunities include programs that provide academic enrichment and/or supervised activities consistently beyond the traditional school day or beyond the traditional school year. These include both afterschool and summer programs.

² Percentages do not equal 100 percent because one program could serve multiple age groups.

- Methods of transportation to afterschool programs were comprehensive with more than half of reported programs providing transportation to their site. In addition, a number of afterschool programs operated in the schools where the children attended, and others reported using school buses.
- Very few afterschool programs provided any method of transportation home from the site, relying heavily on families to arrange private rides home.

Key findings of the landscape analysis and need assessment for the responding summer programs included:

- Two-thirds of reported summer programs were run by non-profit organizations.
- New Castle County had the highest number of reported summer programs. Kent and Sussex Counties had similar numbers, but the majority of programs in Sussex County were run by for-profit organizations.
- There were more summer programs serving elementary school-aged children (70%) than middle (50%) or high school (22%).
- Utilized funding sources for summer programs varied; however, Purchase of Care (POC) was the most commonly reported source (53%).
- Transportation to and from reported summer programs was rarely provided (22% and 26%, respectively). Programs reported relying heavily on families to arrange private rides.

Overall, findings of this study have highlighted the need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities to the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware. Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, aid in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members.

Introduction to Extended Learning

Extended Learning Opportunities

As an essential aspect of K–12 education, Extended Learning Opportunities (ELOs) are defined by the National Education Association as “a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day, and, in some cases, beyond the traditional school year.”³ The need for ELOs is prevalent in every community throughout the country, and they have been proven to be cost-effective initiatives for states for the long term. There are multiple benefits to students enrolled in these programs. These include academic, behavioral, and social benefits. Effective program design that is intentional, delivered by highly trained staff, and capitalizes on partnerships is critical to ensuring that benefits can be maximized.

Barriers to accessing extended learning opportunities include costs, transportation, and access. Opportunities to address these barriers are discussed in later sections of the report. A complete review of the benefits, challenges, and best practices of ELOs can be found in Appendix B.

Statewide Afterschool Initiative Learning Task Force

In June of 2016, the Delaware House of Representatives (148th General Assembly) passed House Resolution 39 establishing the Statewide Afterschool Initiative Learning Task Force (Task Force). The Task Force was created to study and make recommendations regarding the creation of a statewide afterschool initiative program.⁴

The Task Force met five times from August 2016 through January 2017 and created a set of three recommendations submitted on June 29, 2016. The recommendations were:

1. Creation of a Delaware Extended Learning Opportunities Council.
2. Provision of a one-time allocation to conduct a detailed market study.
3. Reinstitution of the state funding for public school district extended learning opportunities programs.

Current Study

As a response to Recommendation 2 of the Task Force and at the request of the Delaware Office of Management and Budget, the Institute for Public Administration (IPA) at the University of Delaware completed a landscape analysis and needs assessment of extended

³ (NEA Education Policy and Practice Department, 2008)

⁴ (Statewide Afterschool Initiative Learning Task Force, 2017)

learning opportunities offered in Delaware.⁵ This work included a collection of information on current afterschool and summer programs offered in Delaware. IPA also conducted a needs assessment of afterschool and summer program offerings. This was done by comparing the location of service providers with the communities they serve, with particular attention paid to at-risk communities. To gain a greater understanding of perspectives from stakeholders, outreach and informal interviews were conducted. Specific tasks related to these activities were conducted concurrently, and the methods are outlined in the methods section.

Delaware Snapshot

There are approximately 139,000 K–12 school-aged children in Delaware, many of whom could benefit from extended learning opportunities. Both afterschool and summer programs are part of the overarching extended learning definition. Among this school-aged population, there are several notable trends. These trends include an increase in the number of English Learners, students receiving special education services, and the percentage of students from low-income families. Data and information related to these trends are detailed in later sections of the report.

In 2014, the Afterschool Alliance conducted the *America After 3PM* national survey. This study found that 18 percent of Delaware children participated in afterschool programs.⁶ Of those children, 43 percent qualified for free or reduced price lunch and 39 percent reported that they received government assistance for the cost of the program.⁷

According to the Afterschool Alliance survey data, 73 percent of Delaware parents with children in Delaware afterschool programs said their child's participation in these programs reduced their likelihood of engaging in risky behavior, and 65 percent said the programs excited their children about learning and prepared them for the workforce.⁸

Barriers to Access

Access barriers to extended learning opportunities in Delaware are similar to those experienced nationally. In the *Delaware After 3PM* study, researchers from the Afterschool Alliance concluded that 40 percent of households with school-aged children surveyed who were not enrolled in extended learning opportunities would be if one were available to them.⁹ Given this need, it is important to identify and assess the potential barriers Delaware students and

⁵ Extended learning opportunities encompass summer programs that operate for five weeks or more or afterschool programs offered consistently over the school year.

⁶ (Afterschool Alliance, 2019)

⁷ (Afterschool Alliance, 2019)

⁸ (Afterschool Alliance, 2016)

⁹ (Afterschool Alliance, 2019)

families are facing in order to increase access to extended learning opportunities. Across the literature, the most common and significant barriers to access include:

- Costs
- Transportation and location
- Access to program information

Costs

Costs of extended learning opportunities pose barriers for many Delaware families. According to the Afterschool Alliance, in 2014 the average cost of afterschool programs in Delaware amounted to \$89 per week, and the average cost of a summer program was \$250 per week. Average costs create a barrier for many Delaware families, especially for the 114,360 people who were living below the poverty line in Delaware as of 2016. The monthly gross income for a family of two living on the poverty line amounts to \$1,354, making it very difficult to allocate their income each week to extended learning opportunities.¹⁰ Despite state and provider subsidies, costs of extended learning opportunities can make participation difficult for many students who might otherwise benefit from the programs.

Transportation and Location

Delaware is home to both rural and urban communities, which poses unique issues when accessing extended learning opportunities. For example, Delaware's rural geography is less dense and more car dependent. Additionally, fewer public transportation options are available in these areas. Parents living in rural areas, who do not have their children enrolled in extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent indicated that they chose not to enroll their students because safe and reliable transportation to and from programs was unavailable.¹¹

City of Wilmington students also encounter access and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007–2011, Wilmington has 7,107 households with no vehicle, which accounts for 24.3 percent of the households in Wilmington. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be safe options or even possible depending on their locations. Thus, location is a priority for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

¹⁰ (Center for American Progress, 2019)

¹¹ (Afterschool Alliance, 2016)

Access to Program Information

Without sufficient access to information, students are at a higher risk of not participating in extended learning opportunities. Specific barriers include a lack of easy to find information, access to technology, language barriers, and parental engagement. These issues make it difficult for parents to locate a program that will best fit the specific needs of their child. In 2017, 15,000 people in Delaware did not have any wired Internet providers where they live.¹² Without Internet access, chances of families being fully informed on their extended learning opportunity options are very low. U.S. Census data from 2012–2016 shows that 12.7 percent of Delaware residents speak a language other than English at home.¹³ This also poses a barrier for a parent’s ability to access and understand information about not only the benefits of extended learning opportunities, but where they are offered and how to register.

¹² (BROADBAND NOW, 2018)

¹³ (United States Census Bureau, 2019)

Methods

To understand the availability and accessibility of extended learning programs in Delaware, IPA utilized three methods of data collection. First, IPA conducted a landscape analysis to identify potential program providers and collect detailed program information about existing afterschool and summer programming. Next, IPA conducted a needs assessment to determine gaps in availability or access to extended learning programs. Finally, IPA engaged in stakeholder outreach to understand the many perspectives and issues surrounding extended learning in Delaware. This section will outline what each method is, how each was used, and important limitations and considerations.

Definitions

The following are definitions of terms used throughout this report.

- **Extended Learning Opportunities** — Programs that provide academic enrichment and/or supervised activities consistently beyond the traditional school day or beyond the traditional school year. These include both afterschool and summer programs.
- **Afterschool Program** — A program operating supervised activities or academic enrichment beyond the traditional school day.
- **Summer Program** — A program operating beyond the traditional school year for five weeks or more during the summer.
- **Vulnerable Populations** — Delaware’s K–12 public school-aged children who require special education assistance, are English Learners, and/or who come from low-income households.
- **English Language Learner (EL)** — Per Title 14, Regulation 920 of the Delaware Administrative Code, “English Language Learners are students with limited English proficiency (also referred to as Limited English Proficient [LEP] Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read, or write little or no English, or who have been identified as English Language Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.”
- **Low Income** — According to the Delaware Department of Education, “Low income is determined by students who receive any one of the following benefits: Temporary Assistance for Needy Families (TANF) Supplemental Nutrition Assistance Program (Direct Certification).”
- **Special Education** — Per Title 14, Regulation 922 of the Delaware Administrative Code, special education “means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the

classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education.”

Landscape Analysis

In this study, the landscape analysis aimed to identify all possible providers of afterschool and summer programs in Delaware. This will help provide context and a statewide comprehensive list or database of extended learning providers. The project team compiled an internal database of potential providers that included schools, early learning centers, and non-profit, faith-based, and for-profit organizations that served school-aged children outside of the school day. This list served as a starting point for identifying existing programs and collecting information. Currently, a comprehensive list is not available.

Next, IPA developed an online provider survey using surveying software, Qualtrics, to disseminate to the list of potential providers. The survey collected information about the following:

- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding and cost to attend
- Available transportation
- Program activities

Once the survey was drafted, IPA solicited and received feedback from current service providers, experts in the afterschool field, and experienced surveyors to ensure the survey language and questions were aligned and relevant to the work of extended learning providers. IPA also coordinated with the Delaware Afterschool Network (DEAN), which also disseminated a complementary survey to extended learning programs in Delaware’s Promise Communities, to understand the scope of their work, compare the language being used and information being collected, and get additions to the contact list.

IPA disseminated the survey via email to the internal database of potential providers. The team also utilized the reach of organizing agencies such as the Delaware Early Childhood Council, Office of Child Care Licensing, Delaware Afterschool Network, Delaware Department of Education, and school districts. The survey received 177 unique completed responses to the survey, which were used for the landscape analysis.

Using surveys has its limitations, and IPA made an effort to counter the possible limitations. One limitation of this survey is the possibility that existing programs did not receive the survey, because there is no comprehensive list of all extended learning programs in Delaware. As a

precaution, IPA worked with a variety of existing organizations and contacts to ensure the survey was disseminated widely but cannot guarantee all existing providers received it. A second limitation is the possibility that there are providers who did receive the survey but chose not to complete it. IPA sent monthly reminders via email, met with stakeholders, and gave presentations for stakeholder groups to introduce the study and explain the importance and potential benefits of participating to increase engagement.

Needs Assessment

To identify program locations and potential gaps in program availability and access, IPA conducted a needs assessment that included a total of six maps. Survey information and baseline information on statewide demographic information were included on maps to illustrate three aspects of program availability and access: geographic location, age groups served, and financial assistance.

To show potential access gaps in specific geographic areas of the state, responding programs were categorized by organizational *type* (non-profit, for-profit, school-operated, or faith-based) and mapped by the address provided in the survey.

To show potential gaps in access among age groups, responding programs were categorized based on the *age groups served* (elementary school-aged, middle school-aged, and high school-aged). One map was created for each age group and included the location of programs that reported serving that age group. As an indicator of need, baseline information included population percentages for the corresponding ages, as well as the location of major roads, public libraries, and schools.

To show potential gaps in financial assistance available to students, responding programs were categorized by no cost/free programs or those that accept Purchase of Care (POC). Baseline information includes percentage of school-aged children in poverty, as well as those eligible for free and reduced price lunch. Major roads, public schools, and libraries are also included.

Several limitations existed in the needs assessment analysis. To begin, information used as indicators of need is derived from census data, which was last updated in 2016 (three years older than the current study). Secondly, maps only include information from programs that completed the survey. Finally, there are other factors involved with statewide geographic and needs-based analyses. For example, the presence of high school-aged students in an area does not necessarily indicate that an afterschool or summer program is needed since students within this age cohort could be involved in other extracurricular activities that do not meet this study's definition of extended learning (e.g., school or community sports teams, volunteerism) and/or have part-time jobs. Also, Delaware, despite its size, is varied in geographic and demographic composition. Therefore county and jurisdictional comparisons are challenging.

Stakeholder Outreach

The last piece of the study was gathering feedback from providers and stakeholders on the state of afterschool and summer programs in Delaware. IPA reached out to a variety of stakeholders including Task Force members, service providers, legislators, and representatives from relevant state agencies. The team conducted informal confidential interviews with the stakeholders to inquire about the barriers and challenges they face or observe, ways to better serve students outside of the regular school day, and other suggestions for improving extended learning opportunities in Delaware. Recurring topics and key themes from these interviews are included throughout the report.

Results

The goal of this study is to provide an overview of the current state of extended learning programs in Delaware. A landscape analysis was conducted to collect information on existing programs and a needs assessment was completed to show the need for programs and gaps in access according to various indicators. This section highlights important trends recognized as a result of these processes. **The results shown represent the responses received from the survey and may not provide a complete picture due to missing or unreported data.**

Due to the low response rate from schools to the initial survey, a supplemental data request was distributed to each of the 19 school districts. Additional information was collected on afterschool and summer programs offered in schools in Delaware, predominantly ones funded from local sources such as the extra time match tax.¹⁴ Note that not all of these programs would fall under this report's definition of an extended learning opportunity. While the list is not all-inclusive of the afterschool and summer programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state. Appendix C includes the collected data.

Access to Afterschool Programs

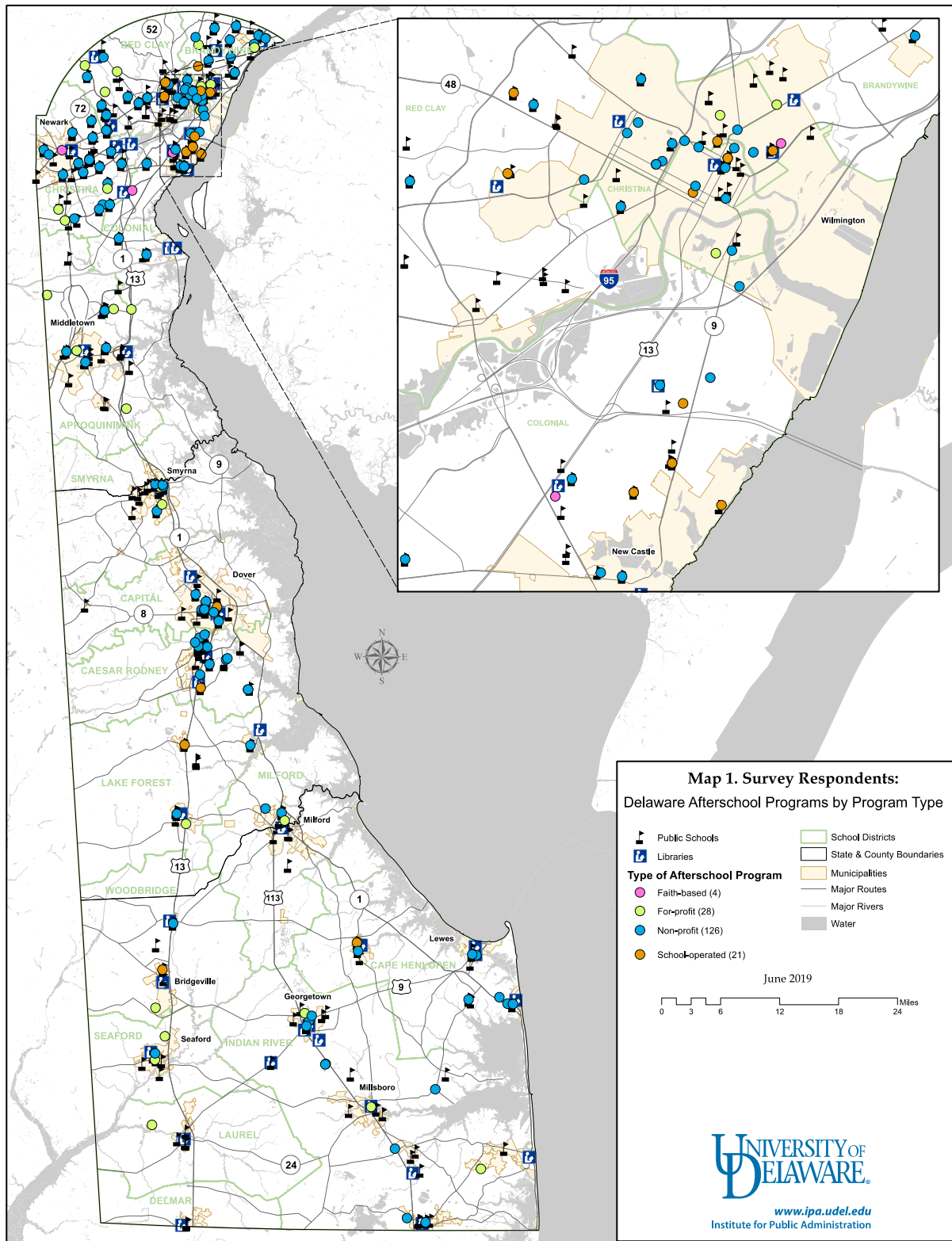
The following results are broken down into three aspects of access to afterschool programs: availability of programs for different locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 165 programs that responded to the survey as having an afterschool program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

Availability of programs is discussed in terms of hours and days of operation, program locations, and age groups served. In terms of operating hours, 97 percent of responding programs indicate that they operate for four or more days per week. The majority of responding afterschool programs (77%) reported being open from the end of the school day until 6:00 p.m. or later. The following map displays distribution of the 165 reporting afterschool program locations across the state by organization/site type. School districts, libraries, and municipal boundaries are also included.

¹⁴ The state share of this funding source was cut in FY 2009 and severely limited the ability of school districts to offer extended learning opportunities to students.

Map 1. Afterschool Programs across the State by Site Type



As indicated by the blue dots in Map 1, a majority of afterschool programs reported in Delaware are offered by non-profit organizations in New Castle County (including the City of Wilmington). While those reported do not represent all existing programs, the larger number of reported programs in New Castle County reflects this area's population density compared to the other two counties. There are 27 programs reported in the City of Wilmington, with two-thirds of those programs offered by non-profits. There are fewer reported Kent and Sussex County-based programs than New Castle County programs. However, the number reported in the lower two counties is similar, with slightly more for-profit programs reported in Sussex County.

The following table illustrates reported statewide afterschool programs by type of organization (non-profit, for-profit, school-operated, or faith-based). Survey respondents who reported multiple sites in one survey response are represented in Table 1 once; however, the multiple sites are represented separately on the maps.

Table 1. Number of Afterschool Programs in Each County by Site Type

	Statewide	New Castle*	Kent	Sussex	City of Wilmington
Non-profit	115	73	22	20	18
For-profit	27	15	3	9	3
School-operated	19	12	4	3	5
Faith-based	4	4	0	0	1
Total	165	104	29	32	27

*New Castle includes City of Wilmington programs as well.

Programs by Age Groups/Grades Served

In addition to program type and location, the survey sought to identify the number of programs serving specific age groups and grades served. The following maps break down the existing programs by the age groups—elementary, middle, or high school-aged students. As indicated in Maps 2–4, most of the currently reported programs available in Delaware serve elementary students. Of the 163 programs who reported on the age groups served, 86 percent serve children in elementary schools, grades K–5. Forty percent of reporting programs serve middle school, and only 14 percent serve high school students. In reviewing this information, it is important to recognize:

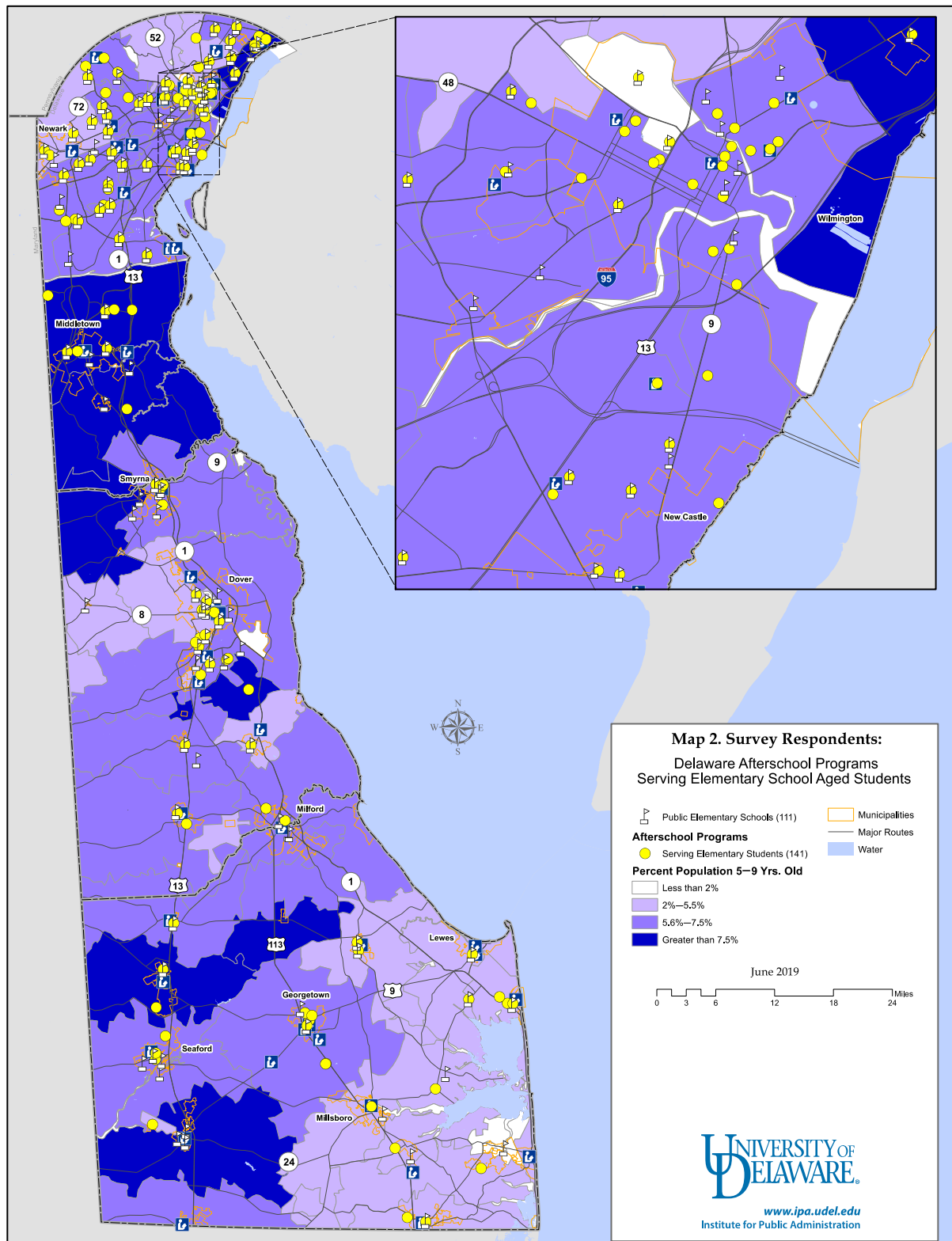
- Programs illustrated on the maps are *only* those that responded to the survey.

- Most reported programs serve elementary school-aged students; while there are fewer reported middle and high school programs, this information does not include extracurricular activities available for older age groups and grade levels, such as clubs, athletic programs, and part-time jobs.
- Program information for elementary school-aged was more easily available through existing lists such as the Early Childhood Council and the Office of Child Care Licensing.
- Population variances and geographic differences among the state's jurisdictions are reflected in:
 - Greater number of programs reported in New Castle County, including the City of Wilmington;
 - Fewer reported programs in Kent and Sussex Counties; and
 - Most reported programs in Kent and Sussex Counties are located in and around schools and/or incorporated areas; this reflects access boundaries, but should also be continually weighed against population trends in terms of where students live and attend school.

While the maps and data tables help provide a snapshot of current reported programs by age and grade level, limitations exist between reported information about programs and the actual number of programs that exist statewide. However, such tools and visual resources can be helpful in conducting more ongoing and continual inventories and assessments of Delaware's statewide afterschool programs.

The following maps break down the existing programs by the age groups—elementary, middle, or high school-aged students. As indicated in Maps 2–4, most of the currently reported programs available in Delaware serve elementary students.

Map 2. Afterschool Programs Serving Elementary School-Aged Students



The yellow dots in Map 2 represent reported statewide afterschool programs serving *elementary* school-aged students (grades kindergarten to five). Most programs are located near or at elementary schools. Overall, there are a greater number of reported programs serving elementary students than those serving middle and high school-aged students. It is important to note that program information for elementary school-aged students was more easily available through existing lists such as the Early Childhood Council and the Office of Child Care Licensing. Programs serving elementary students are mapped along with the estimated percent of Delaware's population age 5–9 years old (2013–2017) by ZIP Code.

Areas with higher percentages of children age 5–9 years old are represented by the darker shaded areas. The darkest-shaded pockets include areas in or near:

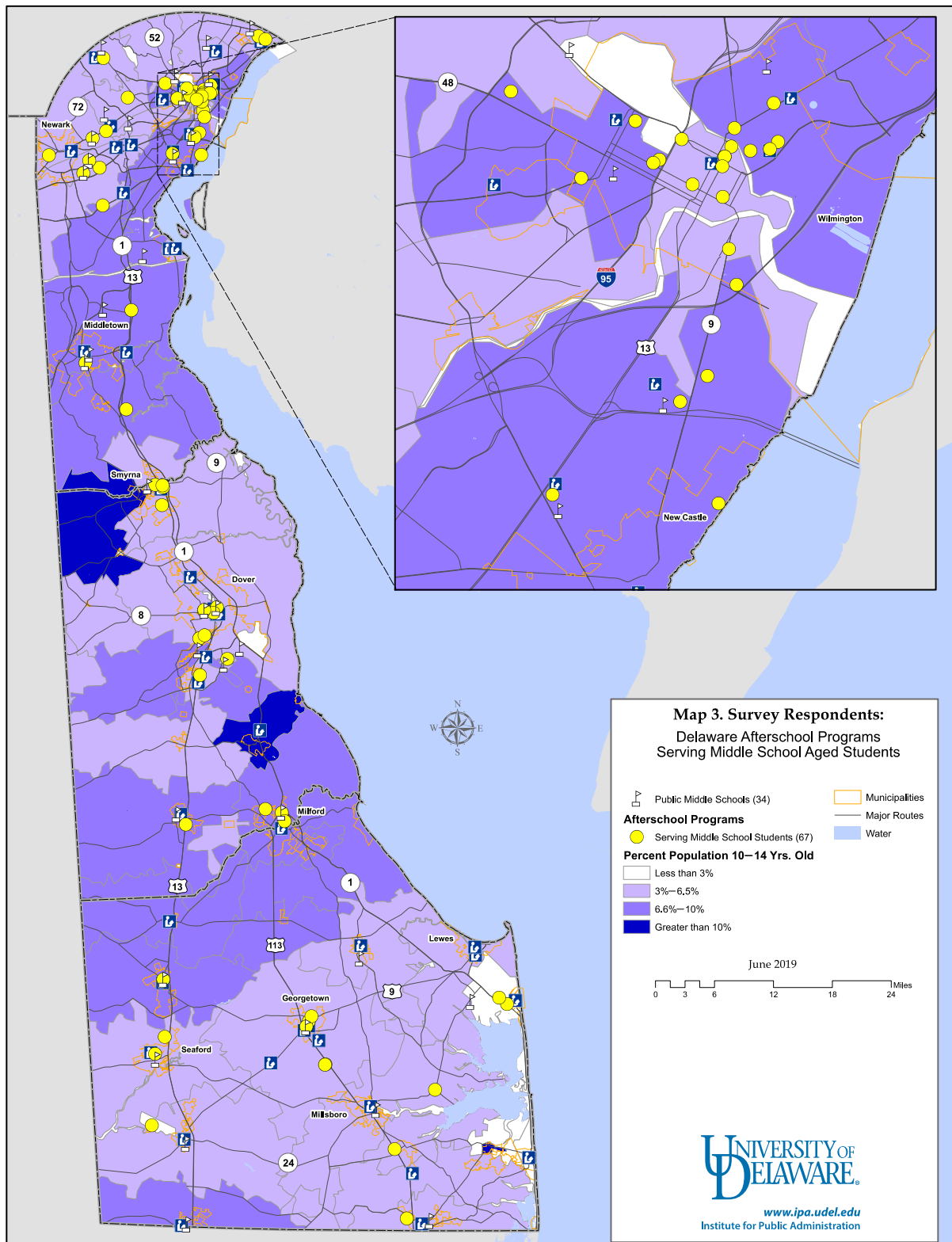
- City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Northwest Kent County, north and south of Smyrna
- Central Kent County, south of Dover
- Sussex County, between Bridgeville and Ellendale and east and west of Laurel

In most of these areas, there are programs that reported being located near elementary schools. A few of these areas do not have schools or many programs nearby. These darkest-shaded pockets may be areas worth further review and consideration—to identify whether there are unreported and/or underserved students in these areas.

Other noteworthy areas are those located in various areas of Kent and Sussex Counties. There are fewer schools in these areas. However, compared with other areas of the state, there is a higher concentration of elementary school-aged children residing in these communities and relatively few reported programs. Given the more rural, less accessible nature of these areas, it is important to continually review and confirm the actual number of programs available and children served within them. See Appendix C for additional programs offered by schools across the state not included in the survey.¹⁵

¹⁵ While not all of the programs would fall under this report's definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Map 3. Afterschool Programs Serving Middle School-Aged Students



The yellow dots in Map 3 represent reported afterschool programs serving *middle* school-aged students (grades 6 to 8). There are fewer responding programs serving middle school-aged students than those serving elementary students. Again, it's important to note that elementary program information, versus other grade level programs, was also most accessible. Reported programs are mapped with the estimated percent of Delaware's population age 10–14 years old (2013–2017) by ZIP Code.

Areas with higher percentages of individuals age 10–14 are represented by the darker-shaded areas. The darkest-shaded pockets include areas in or near:

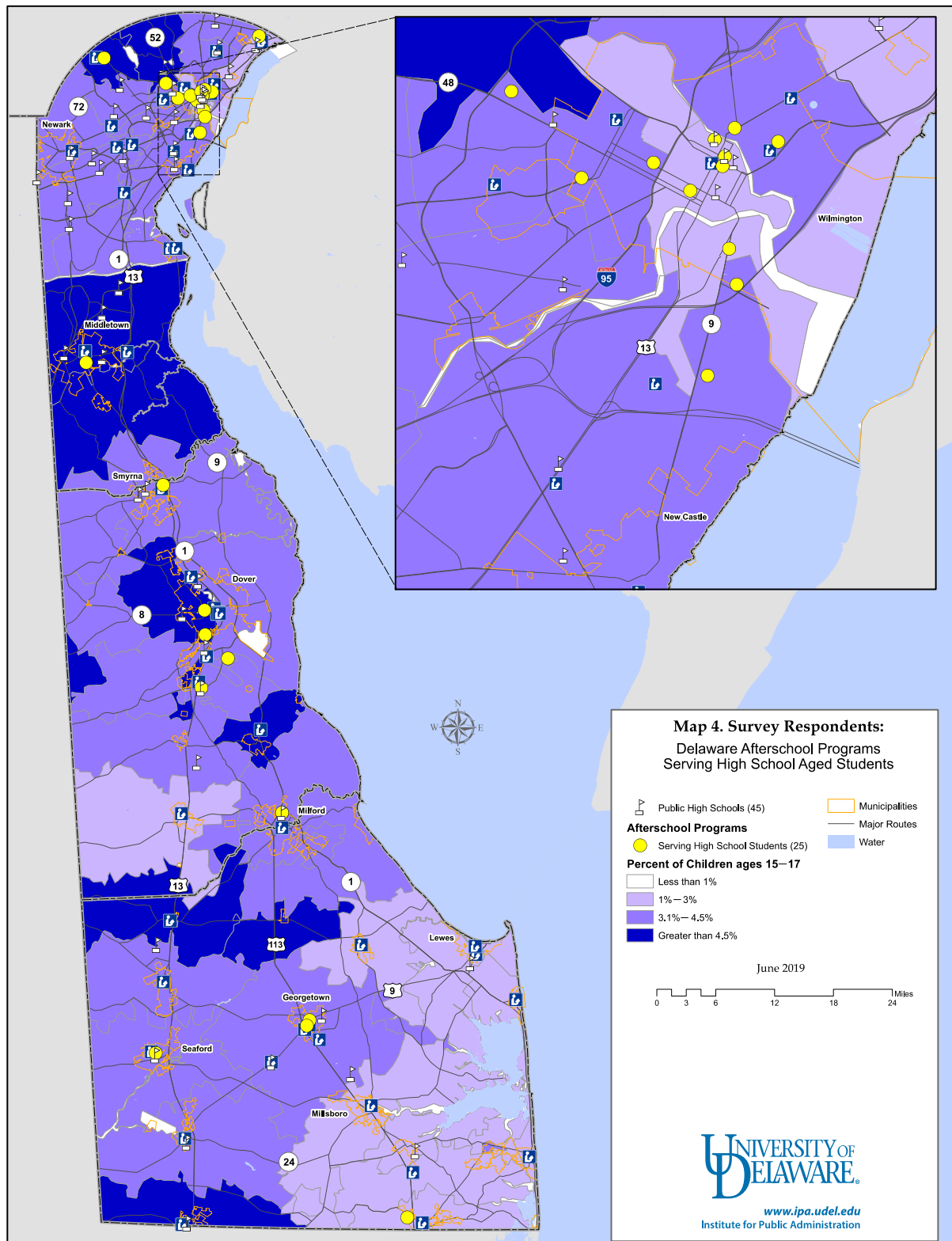
- Northern Kent County, near and southwest of Smyrna
- Central and southern Kent County, in and around Camden and between Dover and Milford

Other, relatively large concentrations of middle school-aged children include areas in or near:

- North and south of the City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Central and western Kent County, including south of Dover
- Northern Sussex County
- Southwestern Sussex County, in and around Delmar

While fewer afterschool programs were reported in southern Kent County and northern Sussex County, there are also fewer schools located in these areas. However, since transportation is limited in these areas, it will be important for future work to review and confirm the actual number of programs available and children served.

Map 4. Afterschool Programs Serving High School-Aged Students



The yellow dots in Map 4 represent responding statewide afterschool programs serving *high* school-aged students (grades 9 to 12). Compared to programs serving elementary and middle school-aged students, there are few reported programs statewide serving this cohort. Reported programs (24) are mapped along with the estimated percent of Delaware’s population age 15–17 years old between 2013 and 2017 by ZIP Code. Areas with higher percentages of individuals age 15–17 are represented by the darker-shaded areas.

The darkest-shaded pockets include areas in or near:

- Northwest New Castle County
- Southern New Castle County, including north and south of Middletown
- Western and central Kent County, west and south of Dover
- Northern Sussex County, between Bridgeville and Ellendale
- Southwest Sussex County, in and around Delmar

Areas where very few programs are reported include the Glasgow and Newark areas, north and south of Milford, and between Bridgeville and Delmar. These are areas where high schools are located and there is a relatively high concentration of high school students. See Appendix C for additional programs offered by schools across the state not included in the survey.¹⁶

The following table shows the number of afterschool programs by county in Delaware.

Table 2. Number of Afterschool Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	140	88	25	27	22
Middle School (6–8)	66	37	12	17	18
High School (9–12)	24	15	4	5	10

* Although 163 programs responded, one program may serve multiple grade levels. N = 163

** New Castle includes City of Wilmington programs as well.

Students Served by Aftercare Programs in Delaware

Survey respondents were asked to report the demographics of their student enrollment, including gender, race/ethnicity, and percentage of English Language Learners/English as a Second Language students (referenced as English Learners subsequent to the facilitation of the survey), special education students, and free or reduced price lunch eligible students.

¹⁶ While not all of the programs would fall under this report’s definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Information was also collected on programs targeted to language ability, gender, intellectual ability, physical disability, income level, and minority status. While this information was limited, it provides a snapshot of the participants in reported programs. To identify future needs of specific students in geographic areas of Delaware, it will be necessary to collect additional information over time. Moving forward, information on areas with underserved, minority, and vulnerable populations will be particularly relevant. As mentioned in the Definitions section above, “vulnerable populations” include Delaware’s K–12 public school-aged children who require special education assistance, are English Language Learners, and/or who come from low-income households.

Special Education Students

A total of 76 survey participants responded to the question regarding the percentage of special education students served. Of these, 22 reported that at least 10 percent of their program participants are special education students.

Inventory of this aftercare participant population is increasingly important. Over the past decade, Delaware’s special education population has increased by approximately 28 percent.¹⁷ And, as studies have shown, students with special needs who participate in afterschool programs typically experience higher academic achievement, improved school attendance, and improved behavior.¹⁸

English Language Learners

A total of 61 survey participants responded to the question regarding the percentage of English Learners. Of the 61 respondents to this question, 11 reported that at least 10 percent of their program participants fall into this category. Most programs reported are located in New Castle County.

While survey information collected about English Learners is limited, this student population is growing. Recent information provided through the Delaware Report Card Snapshot data indicates that English Learners account for approximately 9–10 percent of the state’s total enrollment in public schools. According to the U.S. Department of Education, this percentage mirrors the national student population.¹⁹

Information aggregated by the Rodel Foundation, shows that Delaware’s English Learner student population is a diverse and growing cohort.²⁰ Seventy-five percent of Delaware’s

¹⁷ (Rodel, 2019)

¹⁸ (Afterschool Alliance, 2008)

¹⁹ (U.S. Department of Education, 2016)

²⁰ (Rodel, 2019)

English Learner population are native born. Fourteen percent are students with disabilities and over half are considered low income.

While New Castle County has the largest population of ELs, the fastest growing segments of this population are living in Sussex County—particularly the central and western areas of the county.²¹ Until recently, Delaware was one of four states that did not allocate specific school/curriculum funding to serve this population.²² Ongoing assessment and measurement of aftercare needs should consider how programs are responding to this increasing population statewide. This is particularly true in areas where transportation and access are more challenging.

Low-Income Students

Family and student income and socioeconomic status are important factors when considering financial access to programs as childcare is likely one of the most significant expenses in a budget after housing. In 2014 the average cost of afterschool programs in Delaware amounted to \$89 per week, and the average cost of a summer program was \$250 per week.

For this study, survey respondents were asked to report on the percentage of participants who are eligible for free and reduced price lunch and whether the programs offer targeted programming for low-income participants. A total of 90 survey participants responded to the section about participants' eligibility for free or reduced price lunch. Of those 90, over half indicated that 75 percent or more of their program participants are eligible for free or reduced price lunch. This information helps to depict the needs of students based on family income and potential nutritional challenges confronted by afterschool program participants. Importance of healthy diet in learning and extended learning is well known and has been shown to impact the academic achievement of young people.²³

Of the survey respondents who indicated that they provide targeted programs based on language, income, and other variables, income was most often selected. Details about these programs were not requested as part of the survey.

Since there are various ways to define or measure student and family income-related information pertaining to educational and school-related programs, data collection efforts and analysis of programs targeted to low-income students are challenging. As indicated by national resources, there are pros and cons to the various income-related definitions and measurements.²⁴ Each alone should not be considered a measure of socioeconomic status (SES), since a broader range of family characteristics may be indicative of student need or

²¹ (La Esperanza, 2019)

²² (Rodel, 2019)

²³ (Delaware Office of Child Care Licensing, 2019)

²⁴ (Snyder and Musсу-Gillet, 2015)

performance.²⁵ Moving forward, understanding and clarifying the varying data sources for low-income status in Delaware will be important components in defining consistent tracking and measurement tools for assessing statewide aftercare programs.

Financial Assistance

This section discusses financial assistance available from the organizations' as well as the community members' (user) perspectives. An organization's financial access is considered through an examination of the sources of funding available and utilized by existing programs. A community member's financial access is considered by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their afterschool programs. Respondents were able to select multiple sources of funding from federal, state, local (school district funding), and organizational levels. Of the 165 afterschool program responses, 125 programs reported on funding sources. The most commonly reported used funding source was Purchase of Care, with 73 percent of reporting programs relying on this state source. Purchase of Care (POC) is a state-run financial assistance program that provides aid for low-income families to afford childcare. Families with young children are supported, so that parents or guardians maintain employment or attend training programs.²⁶

Overall, 43 percent of afterschool programs reported using a combination of two or more funding sources to support their programs. The following table shows the breakdown of funding sources used by existing afterschool programs.

Table 3. Number of Afterschool Programs by Reported Sources of Funding

Funding Sources		Programs
Federal	21st Century Community Learning Centers	20
	Community Services Block Grant	6
	Title 1 Funds	3
State	Purchase of Care	91
	Grant-in-Aid	22
	Department of Services for Children, Youth and Their Families	16
	Division of Public Health	5
Local	Extra Time Match Tax	0
Organizational	Tuition	39
	Internal Funding	32
	Donations	14
	Private Foundations	11

Note: One program may utilize multiple sources of funding.

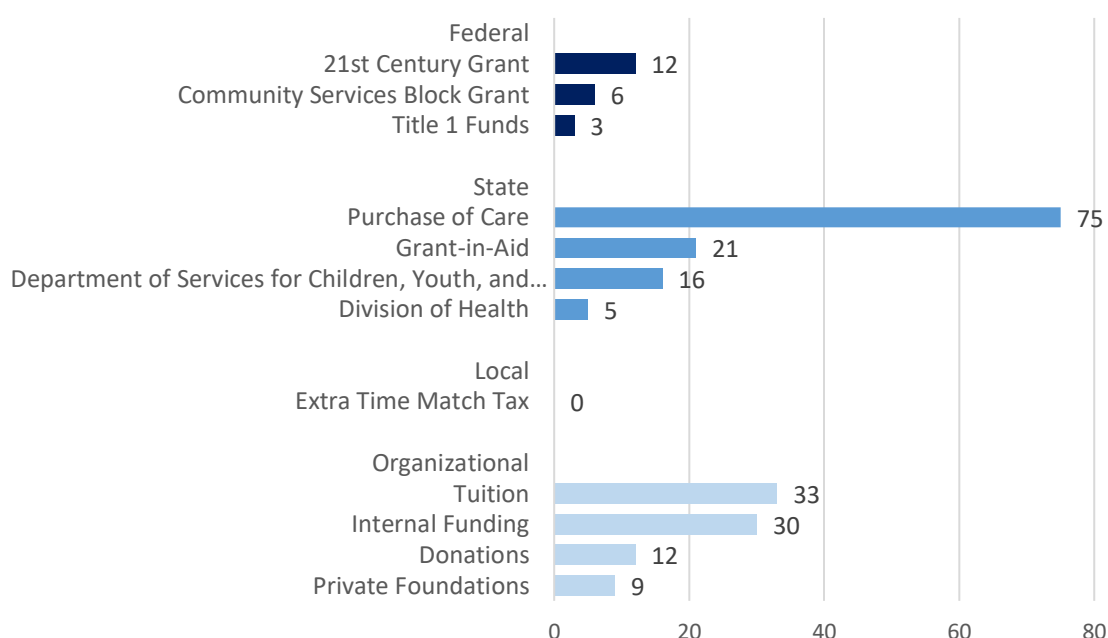
²⁵ (Snyder and Mussu-Gillet, 2015)

²⁶ (Delaware Office of Child Care Licensing, 2019)

The funding sources used to support programming vary depending on the type of organization. Non-profit organizations made up the majority of the responses (97), followed by for-profit (15), school-operated (11), and faith-based (2) organizations. Of the 97 non-profit run afterschool programs, 77 percent reported that they rely on state-level funding through Purchase of Care to fund their programs. This is overwhelmingly the most-utilized funding source. Purchase of Care is only available for care of children through age 12.²⁷ Tuition fees and internal organizational funding are the next most-used sources of funding, but with only 34 and 31 percent of programs, respectively.

The chart below shows the utilization of funding sources of afterschool programs run by non-profit organizations. Overall, the afterschool programs operated by non-profit organizations that responded rely heavily on funds from the state, specifically Purchase of Care, Grant-in-Aid and Department of Children, Youth and Their Families, and these programs supplement with organizational funds through tuition fees and other internal funding.

Figure 1. Funding Sources Used by Afterschool Programs Operated by Non-Profit Organizations



Note: One program may utilize multiple sources of funding.

The for-profit organizations that responded also frequently rely on Purchase of Care (51%) for their funding. The only other reported source was tuition fees (22% of reporting organizations), which is a typical funding source utilized by for-profit organizations. Only 11 school-operated

²⁷ (Delaware Office of Child Care Licensing, 2019)

afterschool programs reported on funding sources and nearly all utilize federal 21st Century Community Learning Centers funds. Only two faith-based programs reported their funding and indicated multiple sources to run their afterschool programs.

Respondents were also asked about the fees charged to participate in their afterschool programs. Of the 135 programs that responded about fees, a majority of programs (79%) charge tuition fees to participate in their programs, and an almost equal number accept Purchase of Care waivers. However, Purchase of Care is limited to families with young children.

Table 4. Fees Associated with Afterschool Programs

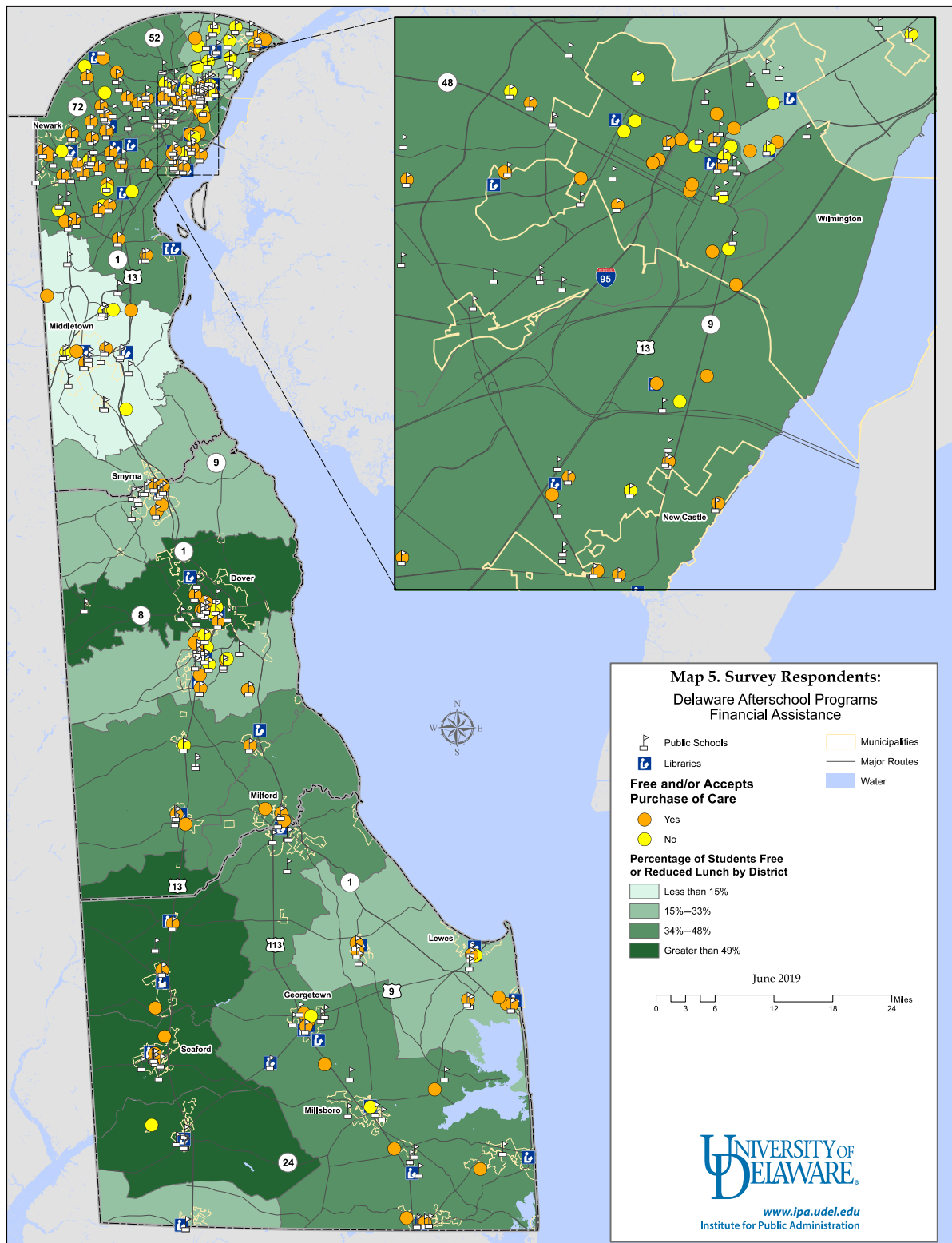
Type of Fee	Number of Programs Statewide
Tuition Charged to Participate	107
Purchase of Care Accepted	100
Financial Assistance Available	65
Free to Attend	33

The following maps shows afterschool programs that are free to attend and/or programs that accept Purchase of Care, as indicators of financial access and assistance. Income-related information is based on free and reduced price lunch eligibility by district (Map 5) as well as poverty rate information by ZIP Code from the U.S. Census (Map 6). As previously referenced, low-income data can be reported using varying definitions, and each alone should not be considered a measure of socioeconomic status (SES).²⁸

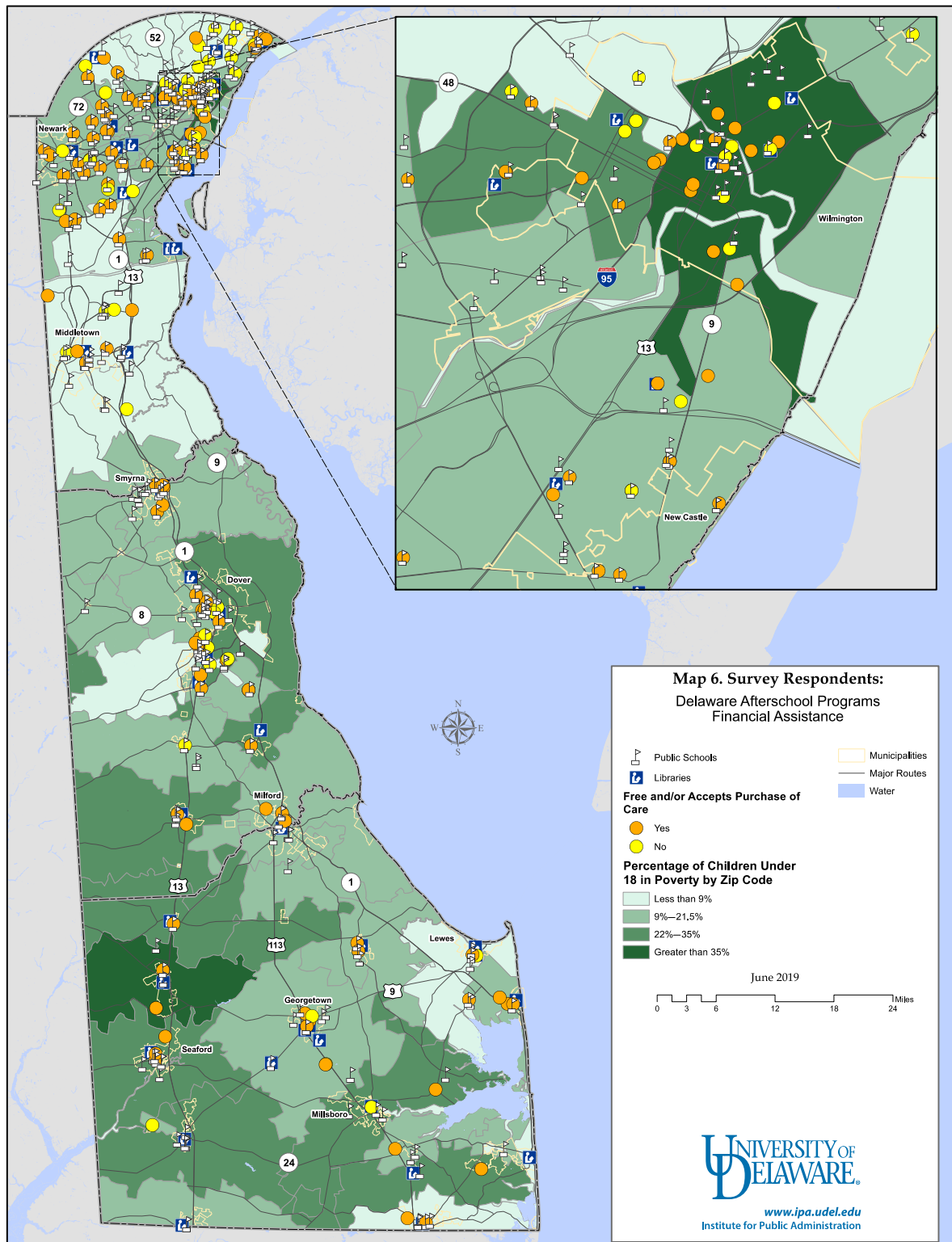
Map 5 illustrates programs with financial assistance available rates of free and reduced price lunch eligibility as reported by school district. Map 6 illustrates programs with financial assistance available along with income status based on ZIP Code-based statewide poverty rates.

²⁸ (Snyder and Mussu-Gillet, 2015)

Map 5. Afterschool Programs That Are Free or Accept Purchase of Care and Free and Reduced Price Lunch by District



Map 6. Afterschool Programs That Are Free or Accept Purchase of Care and Percent Low Income by ZIP Code



In reviewing both maps, many reported programs accept Purchase of Care. There are a few areas where schools are located, and no assistance is reported. These include in and around Smyrna, central Kent County, and western Sussex County near Laurel. Given the percentage of students eligible for free and reduced price lunch²⁹ and the percentage of school-aged youth living in poverty in these areas, further review and consideration to confirm financial assistance available to students are important. See Appendix C for additional programs offered by schools across the state that are not included in the survey.³⁰

Ability to Access Programs

The final aspect of access discussed in this study is the ability to get to programs. Offering programs is important but being able to get to and from the programs can be a concern for some families, particularly those that do not have reliable and/or consistent transportation. Survey respondents were asked to identify the availability and methods of transportation used by participants to arrive at and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

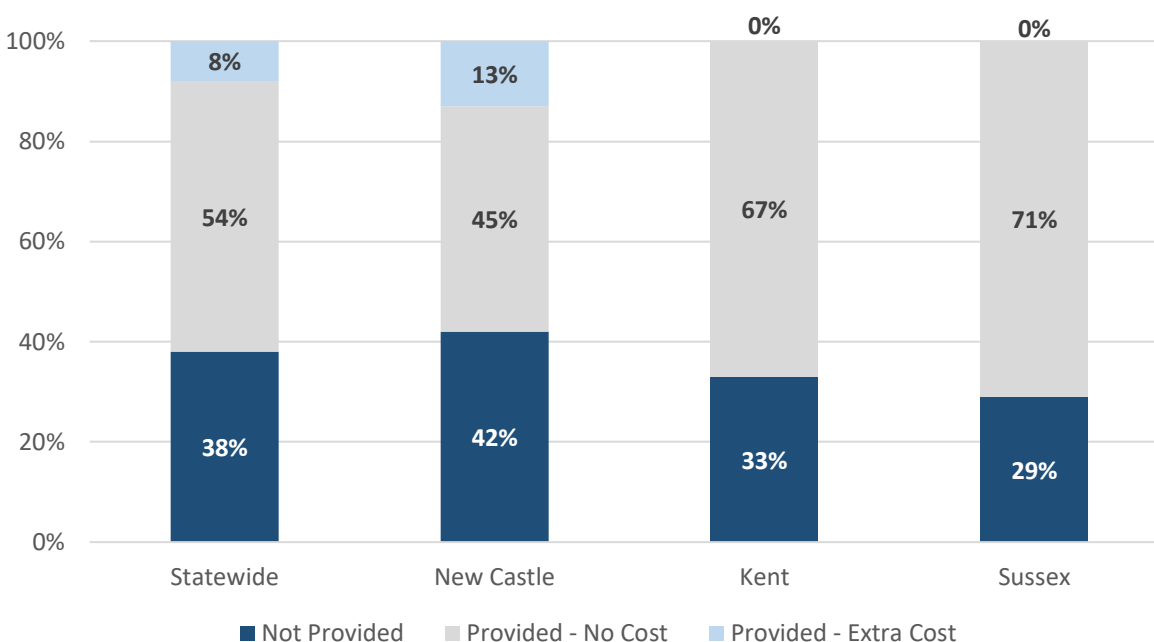
Of the 165 afterschool programs that completed the survey, 138 reported on the availability of transportation to arrive at the site. It is important to note that not all programs need transportation, particularly programs that are operated in or by a school, as the kids are already on site; 54 of the reporting afterschool programs fall into this category.

For afterschool programs that do not report operating on site, the majority provide free transportation to their afterschool programs. A large number of programs in Kent and Sussex Counties are on site or provide transportation, which is important to note given the geographic characteristics of those regions. Although the survey did not address this, it is interesting to note that 28 programs mentioned using school buses as a mode of transporting students to their afterschool program sites. The following chart shows the availability of transportation for afterschool programs that are not operated on site and is broken down by county.

²⁹ The total number of Eligible Free and Reduced Price Lunch recipients participating in the Free and Reduced Price Lunch Program by school district in the 2015–16 school year divided by the total number of students in each school district in the 2015–16 school year. This number is calculated using the 2015–16 school year recipients and the 2015–16 school year counts of students as reported in the Common Core of Data from the National Center for Education Statistics. Any school district for which the number of eligible free and reduced price lunch recipients or the number of students is not available is displayed on the map as having Insufficient Data.

³⁰ While not all of the programs would fall under this report's definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Figure 2. Availability of Transportation to Afterschool Program Site by County



Of the 138 programs that reported on transportation home from the afterschool program, only 22 (16%) programs offer free or paid transportation home. Of the remaining programs that do not provide transportation, 84 programs (72%) report that the participants rely on private rides to return home, and a small number walk or use public transportation. Access and transportation to programs can be challenging for students living in both rural and more urban settings in Delaware.

Capacity and Enrollment

In an attempt to determine the number of slots available to children, survey respondents were asked to provide their enrollment capacity, current enrollments, and waitlist information (if applicable) by grade level (Pre-K, K, 1, 2, etc. through grade 12) for the 2017–18 school year. Responses to these questions were very inconsistent. Additional follow-up was conducted to capture more capacity and enrollment data from programs, but the response rate was still low. Out of 165 reporting K–12 afterschool programs, only 93 programs (56%) completed the capacity question and 126 (78%) completed the enrollment question but, in many cases, both questions were not answered for a direct comparison. Since the responses were inconsistent, it is not possible to directly compare capacity and enrollment data or analyze the capacity data. The low response rate could be due to programs not tracking capacity in the same way as was represented on the survey, not tracking capacity information at all, or not having access to the data at the time of the survey. The state should consider collecting capacity data as part of a larger data collection process.

The enrollment of the responding programs throughout the state is provided below. Only 78 percent of reporting afterschool programs responded. This is not representative of the state, only representative of the responding programs. Table 6 represents the number of students enrolled in each grade level by county for the responding programs. Most programs serve more than one grade level. The state should also consider collecting enrollment data as part of a larger data collection process.

Table 6. Number of Students Enrolled Afterschool Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	6,584	3,931	1,000	1,653	993
Middle School (6–8)	2,260	1,866	63	331	679
High School (9–12)	3,512	2,128	1,196	188	679

* One program may serve multiple grade levels.

** New Castle includes City of Wilmington programs as well.

Types of Programming

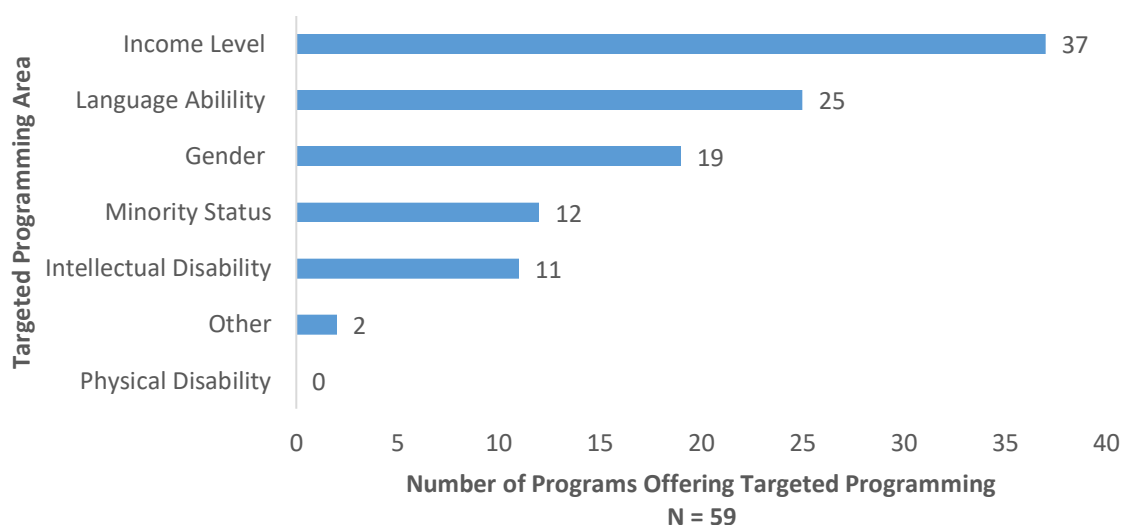
To determine the special programming offered and the types of populations served by existing programs, survey respondents were asked if they offered targeted programming to special populations. Out of 165 reporting K–12 afterschool programs, 59 programs (36%) reported that they offered targeted programming for special purposes. Respondents could choose from seven target population areas, including a write-in “other” option, and could choose more than one option. Survey options included:

- Income level (e.g., specific programming for low-income students)
- Language ability (e.g., English Language Learners)
- Gender (e.g., women in STEM)
- Minority status
- Intellectual disability
- Physical disability
- Other

Targeted programming based on income level was the most common response, with 37 programs reporting, or about half of respondents for that question. Language ability was the second-most common response, from about one-third of respondents. Most write-in options for “other” provided further clarification about programming, so “other” was only included if the indicated programs were different from the ones already listed. Some write-in options

included programming for academically at-risk students and kindergarten readiness. Figure 3 shows the number of afterschool programs that indicated targeted programming, by program purpose.

Figure 3. Number of Afterschool Programs with Targeted Programming

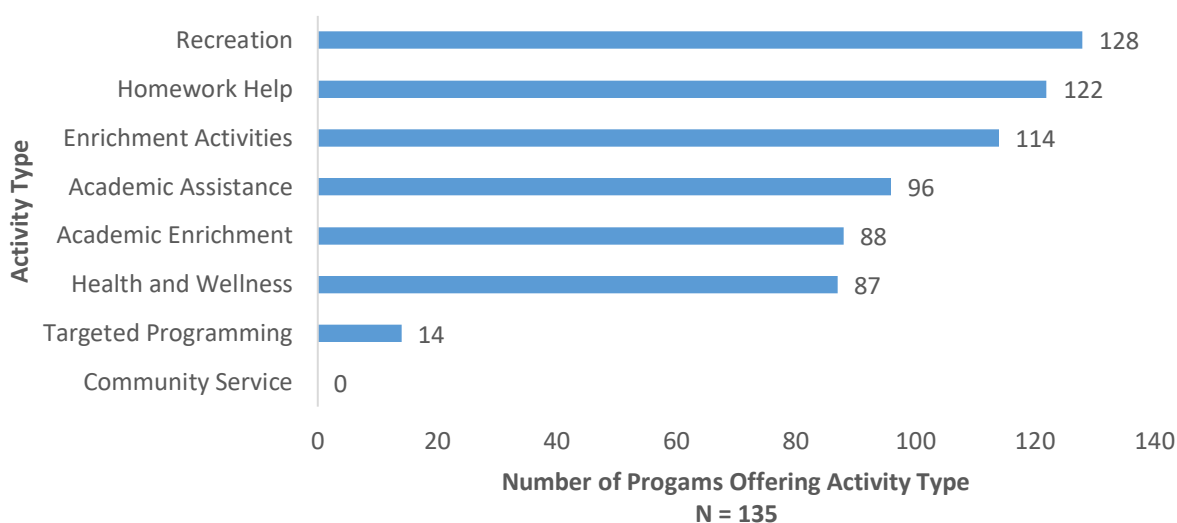


To determine activity areas offered by existing programs, survey respondents were asked to report on the types of activities that they offer. Out of 158 reporting K–12 afterschool programs, 135 (85%) reported on activity type. The survey gave eight category types for program activities. Programs could select more than one option. These included:

- Homework help (e.g., unstructured homework/study time)
- Academic assistance (e.g., structured and adult-supported homework help)
- Academic enrichment (e.g., STEM projects)
- Enrichment activities (e.g., cultural enrichment, arts, music, career readiness, field trips)
- Community service (e.g., volunteer work)
- Health and wellness (e.g., health education, nutrition, mental health, drug/alcohol prevention)
- Recreation (e.g., sports, games, free time)
- Targeted programming for a specific population

The top three activity areas include recreation, homework help, and enrichment activities (over 84%). About two-thirds of responding programs reported academic assistance, academic enrichment, and health and wellness activities. Some write-in activities for targeted programming included 4H, Boy Scouts and Girl Scouts, drill team, prevention programs, and activities targeted for designated students. Figure 4 shows the number of afterschool programs that offer each activity type.

Figure 4. Afterschool Programming by Activity Type



Access to Summer Programs

The following results are broken down into three aspects of access to summer programs: availability of programs for various locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 98 programs that responded to the survey as having a summer program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

The availability of programs is discussed in terms of the hours/days of operation and locations of the programs and the various age groups served by each program. Looking at the operating hours, 97 percent of responding programs operate four or more days per week.

A majority of summer programs in Delaware are run by non-profit organizations. New Castle County has the most programs in the state, which is likely due to it having the largest population. There are 20 programs in the City of Wilmington. About two-thirds of summer programs are being run by non-profits. Kent and Sussex Counties have a similar number and composition of programs, but Sussex County has more programs run by for-profit organizations. The following table shows the breakdown of summer programs across the state by type of organization (non-profit, for-profit, school-operated, or faith-based).

Table 7. Number of Summer Programs in Each County by Site Type

Site Type	Statewide	New Castle*	Kent	Sussex	City of Wilmington
Non-profit	61	30	14	17	14
For-profit	20	11	3	6	2
School-operated	15	10	3	2	3
Faith-based	2	2	0	0	1
Total	98	53	20	25	20

*New Castle includes City of Wilmington programs as well. N = 98

Of the 90 programs that reported on the age groups served, over 80 percent serve children in elementary schools, grades K–5. Almost two-thirds of reporting programs serve middle school, and only 22 percent serve high school students. However, this doesn't necessarily represent a significant gap in service given that the needs of students change as they grow. There could be a lower need for everyday summer programming in middle and high school since there are more extracurricular activities available, such as clubs, sports teams, and part-time jobs.

Table 8. Number of Summer Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	74	35	19	20	12
Middle School (6–8)	58	34	10	14	13
High School (9–12)	20	14	2	4	8

* Although 90 programs responded, one program may serve multiple grade levels. N = 90

** New Castle includes City of Wilmington programs as well.

Financial Assistance

In addition to understanding the distribution of available programs, it is important to understand the types of funding programs use and accept. In this section, financial assistance is discussed from an organization's perspective as well as a community member's perspective. An organization's financial assistance is looked at through the sources of funding available and

utilized by existing programs. A community member's financial assistance is looked at by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their summer programs. Respondents were able to select multiple sources of funding from federal, state, local, and organizational levels. Of the 98 summer program responses, 78 programs reported on funding sources. The most commonly used funding source was Purchase of Care, with 53 percent of reporting programs relying on this state source, followed by 21st Century Community Learning Center funds, grants, and state Grant-in-Aid, 27 percent and 26 percent, respectively. The following table shows the breakdown of funding sources used by reporting summer programs.

Table 9. Sources of Funding Used by Summer Programs

Funding Sources		Number of Programs
Federal	21st Century Community Learning Center Funds	21
	Community Services Block Grant	8
	Title 1 Funds	2
State	Purchase of Care	41
	Grant-in-Aid	20
	Department of Services for Children, Youth, and their Families	14
	Division of Public Health	5
Local	Extra Time Match Tax	0
Organizational	Tuition	16
	Internal Funding	13
	Donations	13
	Private Foundations	6

* One program may utilize multiple sources of funding. N = 78

Respondents were also asked about the fees charged to participate in their summer programs. Of the 86 responding programs, more than two-thirds charge tuition to participate in the program, and an equal number reported that there is financial assistance available for participants.

Table 10. Fees Associated with Summer Programs

Type of Fee	Programs Statewide
Tuition Charged to Participate	63
Purchase of Care Accepted	53
Financial Assistance Available	63
Free to Attend	31

Physical Access

The final aspect of access discussed in this study is the physical access to programs. Just having programs in the state is not enough, being able to get to the programs can be a concern for families in high-needs areas or who do not have reliable and/or consistent transportation. Respondents were asked to identify the availability and methods of transportation used by participants to arrive to and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

Of the 98 summer programs that completed the survey, 83 reported on the availability of transportation to arrive at a program's site, and 84 reported on the availability of transportation to leave from a program's site. Only 22 percent and 26 percent of programs provide transportation to and from their sites, respectively.

Of the 86 programs that reported on transportation to the program, only 16 (19%) provide transportation to their sites. Nearly all programs reported that participants relied on private rides (91%). Of the 85 programs that reported on transportation from the program, 22 (26%) provide transportation home from their sites. Private rides are also heavily relied on, with 88 percent of programs reporting this as a major method to leave the program.

Discussion

As the findings of the study demonstrate, the implementation of extended learning opportunities in Delaware is complex. There are a variety of organizations, agencies, and stakeholders across the state that are involved in providing valuable educational, enrichment, and recreational opportunities to students outside of school time. Through conducting the landscape analysis, needs assessment, and conversations with stakeholders, the project team has identified multiple areas for potential state action including:

- Governance and oversight
- Funding
- Program development and quality improvement
- Systematic collection of data
- Increased awareness of programs
- Expanding access

These considerations offer systematic direction in providing high-quality extended learning opportunities to children in Delaware, particularly for the state's most vulnerable student populations.

Governance and Oversight

Currently, there is no single government agency that is responsible for overseeing and coordinating the efforts of extended learning programs in Delaware. Identifying and designating an appropriate state agency to fulfill this task is critical, as future initiatives in this space will require sufficient staff resources to oversee and implement them with fidelity. Its work could address issues of awareness, lack of quality standards and aligned professional development, and funding overlaps and/or gaps. With additional staffing and funding, a primary state agency could fulfill this role in collaboration with groups such as the Delaware Afterschool Network (DEAN), the proposed Extended Learning Opportunities Council, Early Childhood Council, and other key stakeholders. Appendix B offers some examples of how states and localities implement extended learning programs in a systematic way. Identified models include the Local Oversight Model, State Oversight Model, and Provider Network Model. Delaware currently falls under the Provider Network Model, however, appointing a state agency to take the lead in this area would shift it toward a State Oversight Model. Each of the following considerations is dependent upon a primary state agency taking the lead on implementing the actions.

Funding

Delaware extended learning programs currently utilize a combination of funding sources to support the delivery of their programs across the state. This includes established federal and state sources, ad-hoc philanthropic grants or partnerships, and fees-for-service. However, in many cases these funding sources are not sustainable or sufficient for the long-term operation and growth of extended learning programs. For example, 21st Century Community Learning Center funding, which is provided by the federal government, is awarded to programs for five years with the expectation that programs secure other sources to sustain programming. While this funding supports the development of excellent programs, many of the programs struggle with operations at the end of the grant term. Despite positively impacting children, programs often cease operations due to the inability to develop a long-term, sustainable business model. The state portion of funding designated specifically for school districts to offer extended learning programs was cut in FY2009, which severely limits their ability to provide this service to families in their schools. A large number of Delaware programs utilize state Purchase of Care to fund their programs, however, this funding is only available for children through age 12, which limits the program's ability to serve more age groups. To supplement federal and state funding sources, many organizations utilize private funding made available through philanthropic grants and partnerships with businesses and community organizations. These grants are smaller, short-term, and often targeted toward a specific purpose, which limits their use.

The state could consider creating a designated funding source specifically for extended learning programs. Allocations could be based on programmatic and/or performance criteria, which may help support the development and lifespan of extended learning programs. Designated funding could include a competitive grants allocation process or funding formula that considers factors such as the specific needs of an area, participation in current programs, and/or program criteria. Additionally, funding could also be allocated to programs on a per student basis or as a cost-subsidy to support low-income families. Establishing standards for extended learning opportunities and producing an ongoing program inventory would be essential components to such a process.

The state could also consider reallocating funds that are currently provided by multiple state agencies to one primary agency. Ideally, this funding source would be overseen by a designated lead agency charged with overseeing and coordinating extended learning opportunities in Delaware. A streamlined application and distribution process would help increase accountability for state funding. Additionally, a streamlined funding pool would promote the leveraging of sources and collaboration among service providers. This might increase programmatic impact, while targeting specific populations or types of programs as needed.

Program Development and Quality Improvement

Ensuring that all students in Delaware have access to high-quality extended learning programs will require state and key stakeholders to work collaboratively to assist service providers with program development and quality improvement. To assist in this endeavor, the state should consider working collaboratively with groups such as the Delaware Afterschool Network (DEAN), the proposed Extended Learning Opportunities Council, providers, and other key stakeholders to:

- Establish quality standards for programs and provide technical assistance and professional development opportunities to providers that are aligned with the standards, such as creating a training curriculum for new staff so that all employees in the field can begin work with the same set of base information and skills.
- Create a system plan that addresses topics such as program standards, equal access initiatives for students, professional development, and sustainable funding.
- Ensure that service providers have the resources they need to attract and retain qualified staff, which is currently an issue for providers leading to high rates of turnover.
- Educate service providers on how to engage in regular data collection and program evaluation to improve the quality of services they offer.

Data Collection: System and Program Oversight

Currently, there is not a centralized system for collecting and utilizing storing operational information on extended learning programs in Delaware. This limits the ability of decision makers to understand the full body of work undertaken by extended learning programs and the outcomes that result from it. To address this issue, the state might consider engaging in regular operational data collection to assist public officials and other stakeholders with developing policies and initiatives and promoting accountability. Before engaging in data collection, it will be critical for the responsible party to work collaboratively with stakeholders to obtain agreement on the information that should be collected, term definitions, and the frequency and process. It is recommended that demographic, financial, and outcome data be collected. One potential solution is to create and host a registration website for extended learning programs for the purposes of maintaining an up-to-date database of programs operating in Delaware. At a minimum, the registration process should require service providers to submit information related to the cost of attendance, available subsidies, physical address, operating hours, programs offered, and age levels served.

Increased Awareness of Programs

The lack of regular data collection has made it difficult to document all programs currently operating in the state. There is no comprehensive list of programs for families to reference when finding an appropriate option for their children. As noted in the literature review and through conversations with stakeholders, one of the most significant barriers to accessing extended learning opportunities is awareness of available programs. Ideally, the information collected through the registration website could be uploaded to a public database where families can search for programs that would best serve their children. Accommodations would need to be made to ensure that families who lack access to technology or face language barriers can still utilize this resource.

Expanding Access

As previously mentioned in the report, areas with high concentrations of students with relatively few extended learning opportunities should be prioritized for further exploration. Additionally, vulnerable populations such as special education students, English Learners, and low-income students could benefit greatly from expanded access to extended learning programs. Given the state's demographic trends among these particular student populations, access to and support for programs that are specific to the needs of these populations is important for student success and impact.

Collaborative efforts among stakeholders would help address the barriers such as attendance costs, location of services and available transportation, awareness about and information on the availability of programs, and alignment to student interests that are limiting participation in extended learning programs. However, it is critical that the implementation of collaborative efforts and strategies will need to consider the specific interests of the various populations, communities, and service providers involved. Appendix B offers some examples of how states and localities have addressed these barriers in their communities.

Conclusion

This report provides a landscape analysis and needs assessment of extended learning opportunities offered in Delaware.³¹ Key findings of the landscape analysis and needs assessment for afterschool and summer programs that could warrant more discussion and research include:

- There are a greater number of reported afterschool and summer programs serving elementary school-aged children than middle or high school-aged children.
- Utilized funding sources for afterschool and summer programs varied, however, Purchase of Care was the most commonly reported source.
- Very few afterschool programs provided any method of transportation home from the sites, relying heavily on families to arrange private rides home. Transportation to and from reported summer programs was rarely provided (22% and 26%, respectively). Programs reported relying heavily on families to arrange private rides.

As the discussion section highlights, there is a need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities to the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware. Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, aid in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information more systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members. It is the hope of the report authors that this will be considered in future policy decisions.

³¹ Extended learning opportunities encompass summer programs that operate for five weeks or more or afterschool programs offered consistently over the school year.

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Appendix A: Survey



Informed Consent

Extended Learning Opportunities in Delaware Survey

Thank you for your participation in the Extended Learning Opportunities in Delaware Survey. We appreciate the time and energy you dedicate to the children of Delaware every day!

Invitation to Participate: The Institute for Public Administration (IPA) at the University of Delaware has been contracted by the Delaware Office of Management and Budget to conduct a study of extended learning opportunities in Delaware. This survey is an effort by IPA to gather important information regarding the locations and students currently being served in the hours outside of the normal school day. Your participation in this survey will help create a better understanding of the state of extended learning opportunities in Delaware to inform policymakers.

Purpose: The purpose of this survey is to collect site-specific information for after school and summer programs. This survey is collecting data from the 2017/2018 school year and/or the summer of 2018. It is best if this survey can be completed by someone who can provide information on a site level, rather than an organizational level, such as a site coordinator or director.

Risks and Benefits: Participation in this survey presents little or no risks. The results of this survey will be provided to the State of Delaware Office of Management and Budget who is interested in supporting extended learning opportunities more effectively. The information collected in this survey may be used in the future to create a database of programs that can be a resource to parents, educators, and service providers across the state.

Confidentiality: The investigators will report in the aggregate when possible. Addresses and locations of services will be used to map where providers are located. Any comments or responses shared will be reported anonymously.

Disclaimer/Withdrawal: By providing responses to the questions that follow, you do so with the understanding that this study is completely voluntary and that you may withdraw at any time without any consequences to you.

Subject Rights: If you have questions regarding your rights as a research participant, you may contact the Chair of the University of Delaware's Institutional Review Board at 302-831-2137.

Conclusion: Thank you for generously offering your time to assist in increasing access to extended learning opportunities for children in Delaware. If you have any questions regarding this research study, please contact Kelly Sherretz at kscollon@udel.edu.

The Extended Learning Opportunities in Delaware Survey is voluntary and should take between 10 and 25 minutes to complete. You may choose to stop your participation at any time. The information provided through this survey will be reported out in the aggregate, but some public information, such as program name and location, may be used in the future to create a public resource. The information you share will remain anonymous.

I have read and understood this informed-consent statement and I agree to participate in this survey.

I do not wish to participate.

Contact Information

Contact Information

Please provide the following contact information for the person completing this survey.

Name of the organization running the program (e.g. YMCA; 4-H):

Name of the site where the program is offered (e.g. Central YMCA; Kirk Middle School):

Your Name:

Your Title/Position at the Site:

Your Email:

Site Information

Site Information

Please provide the following information for the site at which the extended learning programs are provided. **For the purposes of this survey, "site" refers to the location where the program takes place.** For example, if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

What is the physical address of this site? For example, "123 Main Street, Dover, DE 19901".

From which zip codes do you receive participants? For your ease, you may upload a document with the zip codes listed or type them in the question below.

From which zip codes do you receive participants? Please enter the zip codes below separated by a comma (for example, "19808, 19716").

Please select which of following that best describes your site.

School-operated, managed primarily through school personnel.

Non-profit, managed primarily through a not-for-profit organization.

For-profit, managed primarily through a private organization.

Faith-based, managed primarily through a faith-based organization.

After School Program

Does your site currently offer an after school program?

Yes

No

After School Program

Please provide the following information regarding your site's after school program. **For the purposes of this survey, "site" refers to the location where the program takes place.** For example, if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

Site Information

Days of operation for your site's after school program (please check all that apply):

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Hours of operation for your site's after school program:

Open (e.g. 3:30 pm)

Close (e.g. 4:00 pm)

Please indicate which age groups your site's after school program serves. If there are any exceptions, please describe under "Other", (ex. "We cater to only 5th and 6th graders." or "We cater to only 8-10 year olds.")

Check all that apply.

Early Childhood (ages 0-5)

Elementary (K-grade 5)

Middle School (grades 6-8)

High School (grades 9-12)

Other:

Please list any important partnerships that support the delivery of your site's after school program and the service they provide. For example, "Partnership with a high school to use their athletic space."

Site Capacity and Enrollment Information

Please complete the following chart by listing your site's after school program enrollment data by grade level for the 2017/2018 school year. If you do not serve the grade level, please insert "n/a".

	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Enrollment Capacity	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Current Enrollment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Waitlist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please list your site's after school program enrollment for the 2017/2018 school year as a percent of the total enrollment. For example, Male: "45%"; Female: "55%".

Male	<input type="text"/>
Female	<input type="text"/>
African-American	<input type="text"/>
Asian	<input type="text"/>
Hawaiian	<input type="text"/>
Hispanic/Latino	<input type="text"/>
Native American or Alaskan Native	<input type="text"/>
White	<input type="text"/>
Multi-racial	<input type="text"/>
ELL/ESL Students	<input type="text"/>
Special Education Students	<input type="text"/>
Students Eligible for Free or Reduced Lunch	<input type="text"/>

Please indicate whether your site's after school program provides targeted programming to students for any of the following purposes:

- Language ability (e.g. English Language Learners)
- Gender (e.g. Women in STEM programs)
- Intellectual disability

Physical disability
Income level (e.g. specific programming for low-income students)
Minority Status
 Other (Please list):

Financial Information

Which of the following methods of payment does your site's after school program accept? Please select all that apply.

Tuition paid directly by a parent or guardian (please indicate the tuition rate per month):

Purchase of Care/Tiered Reimbursement
Scholarships and/or Tuition Subsidies from the program/organization
Free/ No charge to parents

If available, what is your site's operational cost per student per month?

Please select all sources from which your site's after school program receives funding to provide services.

21st Century Community Learning Centers (21st CCLC)
Title 1 Federal Funds
Individuals with Disabilities Education Act (IDEA) Federal Funds
Community Services Block Grant (CSBG)
 Other Federal Funding (please list)

State Grant-in-Aid
Department of Services for Children, Youth, and their Families
Division of Health
Purchase of Care/Tiered Reimbursement
 Other State Funding (please list):

Extra Time Match Tax
 Other Local Funding (please list):

Fee-for-Service
Philanthropic donations specifically for programming

Private Foundation (please list):

Internal organization funding

Other (please list):

Services Offered

Does your site's after school program or site-partner provide transportation for participants to access your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

Does your site's after school program or site-partner provide transportation for participants to get home from your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

How do students typically arrive at your site for the after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list):

How do students typically leave your site's after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list):

Please indicate the types of programming provided at your site's after school program, check all that apply.

Homework Time (e.g. unstructured homework/study time)

Academic Assistance (e.g. structured and adult-supported homework help)

Academic Enrichment (e.g. STEM projects)

Enrichment Activities (e.g. cultural enrichment, arts, music, career readiness, field trips)

Community Service (e.g. volunteer work)

Health and Wellness (e.g. health education, nutrition, mental health, drug/alcohol prevention)

Recreation (e.g. sports, games, free time)

Targeted programming for a special population (please describe):

Summer Program

Does your site offer a summer program?

Yes

No

Site Information

For the purposes of this survey, "site" refers to the location where the program takes place. For example, if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

Days of operation for your site's summer program (please check all that apply):

Monday

Tuesday

Wednesday

Thursday

Friday
Saturday
Sunday

Hours of operation for your site's summer program:

Open (e.g. 3:30 pm)

Close (e.g. 4:00 pm)

Please indicate which age groups your site's summer program serves. If there are any exceptions, please describe under "Other", (ex. "We cater to only 5th and 6th graders." or "We cater to only 8-10 year olds.")
Check all that apply.

Early Childhood (ages 0-5)
Elementary (K-grade 5)
Middle School (grades 6-8)
High School (grades 9-12)

Other:

Please list any important partnerships that support the delivery of your site's summer program and the service they provide. For example, "Partnership with a high school to use their athletic space."

Site Capacity and Enrollment Information

Please complete the following chart by listing your site's summer program enrollment data by grade level for the 2017/2018 school year.

	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Enrollment Capacity	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Current Enrollment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Waitlist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please list your site's summer program enrollment for the 2017/2018 school year as a percent of the total enrollment. For example, Male: "45%"; Female: "55%".

Male	<input type="text"/>
Female	<input type="text"/>
African-American	<input type="text"/>
Asian	<input type="text"/>
Hawaiian	<input type="text"/>
Hispanic/Latino	<input type="text"/>
Native American or Alaskan Native	<input type="text"/>
White	<input type="text"/>
Multi-racial	<input type="text"/>
ELL/ESL Students	<input type="text"/>
Special Education Students	<input type="text"/>
Students Eligible for Free or Reduced Lunch	<input type="text"/>

Please indicate whether your site's summer program provides targeted programming to students for any of the following purposes:

Language ability (e.g. English Language Learners)

Gender (e.g. Women in STEM programs)

Intellectual disability

Physical disability

Income level (e.g. specific programming for low-income students)

Minority Status

Other (Please list):

Financial Information

Which of the following methods of payment does your site's summer program accept? Please select all that apply.

Tuition paid directly by a parent or guardian (please indicate tuition rate per month):

Purchase of Care/Tiered Reimbursement

Scholarships and/or Tuition Subsidies from the program/organization

Free/ No charge to parents

If available, what is your site's operational cost per student per month?

Please select all sources from which your site's summer program receives funding to provide services. More specific sources will appear if you select the Federal, State, or Local School Funding options.

21st Century Community Learning Centers (21st CCLC)

Title 1 Federal Funds

Individuals with Disabilities Education Act (IDEA) Federal Funds

Community Services Block Grant (CSBG)

Other Federal Funding (please list)

State Grant-in-Aid

Department of Services for Children, Youth, and their Families

Division of Health

Purchase of Care/Tiered Reimbursement

Other State Funding (please list):

Extra Time Match Tax

Other Local Funding (please list):

Fee-for-Service

Philanthropic donations specifically for programming

Private Foundation (please list):

Internal organization funding

Other (please list):

Services Offered

Does your site's summer program or site-partner provide transportation for participants to access your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

Does your site's summer program or site-partner provide transportation for participants to get home from your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

How do students typically arrive at your site for the summer program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list):

How do students typically leave your site's summer program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list):

Please indicate the types of programming provided at your site's summer program, check all that apply.

Homework Time (e.g. unstructured homework/study time)

Academic Assistance (e.g. structured and adult-supported homework help)

Academic Enrichment (e.g. STEM projects)

Enrichment Activities (e.g. cultural enrichment, arts, music, career readiness, field trips)

Community Service (e.g. volunteer work)

Health and Wellness (e.g. health education, nutrition, mental health, drug/alcohol prevention)

Recreation (e.g. sports, games, free time)

Programming targeted toward a special population (please describe):

Conclusion

Conclusion

Thank you for taking time to complete this survey!

If you have any questions regarding this research study, please contact Kelly Sherretz at kscollon@udel.edu.

Our goal with this profile is to get a full view of the state of extended learning opportunities in Delaware. If you have any additional thoughts or concerns not addressed in this survey, please share them below.

Extended Learning Opportunities in Delaware Survey

Powered by Qualtrics

Appendix B: Literature Review

Introduction

As an essential aspect of K–12 education, Extended Learning Opportunities (ELOs) are, as defined by the National Education Association (NEA), “a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day, and in some cases, beyond the traditional school year.”³² The need for ELOs is prevalent in every community throughout the country, and they have been proven to be cost effective initiatives for states long term. Students enrolled in extended learning programs can receive academic, behavioral, and social benefits. Effective program design that is intentional, delivered by highly trained staff, and capitalizes on community partnerships is critical to ensuring that benefits can be maximized. However, there are barriers to accessing extended learning programs that must be addressed in order to best serve their communities. This literature review outlines the documented benefits of extended learning programs, highlights best practices for effective programs, addresses the barriers to accessing programs, and describes several models that can be used to coordinate the delivery of the programs.

Value of Extended Learning

In order to bridge the gap between school and home life, extended learning opportunities can serve as a positive and effective form of structure, education, and social development. Extended learning opportunities offer structured environments for children outside of the regular school day and provide a range of programs such as enrichment activities, tutoring, mentorship, athletics, and guidance.³³ These programs, coupled with academic supports and positive family and community influences, provide youth with the tools to better succeed both in and out of the classroom.³⁴ The Harvard Family Research Project (HFRP) collected a summary of ten years of research about afterschool programs and found positive effects in the areas of academic achievement, social development, prevention of risky behaviors, and health and wellness.³⁵ Delaware parents are also seeing the positive effects of afterschool programs. According to survey data collected by the Afterschool Alliance in 2016, 73 percent of Delaware parents with children in Delaware afterschool programs reported that their child’s participation in these programs reduces their likelihood of engaging in risky behavior, and 65 percent said the programs excite their children about learning and prepare them for the workforce.³⁶

³² (NEA Education Policy and Practice Department, 2008)

³³ (Harvard Family Research Project, 2012)

³⁴ (Harvard Family Research Project, 2012)

³⁵ (Harvard Family Research Project, 2012)

³⁶ (Afterschool Alliance, 2016)

The successful implementation of extended learning programs has also been found to provide a notable return on investment (ROI) of public funding. For example, the state of Maryland calculated a \$3.36 return of investment of each dollar they invested in afterschool programming.³⁷ Other states, such as Vermont³⁸ and Minnesota³⁹ calculated return on investments ranging from \$2 to more than \$5 per every \$1 invested. These ROI calculations factor in the cost savings and increased tax revenue attributed to the multiple factors addressed by afterschool programming, including but not limited to: increased high school graduation rates,⁴⁰ greater support for working parents in need of child supervision,⁴¹ and reduced criminal activity.⁴² According to professors at Columbia and Princeton Universities, when accounting for increased graduation rates, a community can gain approximately \$127,000 over the course of the graduate's lifetime, due to higher employment and wages and decreased expenditures on social services.⁴³

Academic Supports and Benefits

One key advantage of extended learning opportunities is that there is more flexibility in terms of curriculum. The additional time with enrichment tools allows staff to incorporate fun learning activities that would typically not be possible during a traditional school day.⁴⁴ Staff may also have the flexibility to incorporate students' interests into the learning, making it more personalized and helping to increase learning outcomes.

Research conducted over time has supported that afterschool programs provide academic benefits. A study conducted by New York University of 256 middle school students in the Bronx, Manhattan, and Brooklyn found that afterschool programming significantly increased academic skills, especially for students with social-behavioral difficulties and those who are disengaged from school.⁴⁵ The findings from this study demonstrated that high-quality afterschool programs can significantly impact student academic performance, especially for disadvantaged students.⁴⁶ Additionally, a Johns Hopkins University study that followed Baltimore youth from ages 6 to 22 found that the differences in academic achievements could be traced back to differential summer learning during elementary school years (kindergarten to fifth grade).⁴⁷

³⁷ (Maryland Out of School Time Network, 2014)

³⁸ (Vermont Afterschool, 2014)

³⁹ (Statewide Afterschool Initiative Learning Task Force (SAIL), 2017)

⁴⁰ (Gerge, Cusick, Wasserman, & Gladden, 2007)

⁴¹ (Glynn & Corley, 2016)

⁴² (Prison Fellowship, 2016)

⁴³ (Levin & Rouse, 2012)

⁴⁴ (Harvard Family Research Project, 2012)

⁴⁵ (Jacobson, 2017)

⁴⁶ (Council for a Strong America, 2013)

⁴⁷ (Alexander, Entwisle, & Olson, 2007)

Both studies demonstrated that consistent, well-structured afterschool and summer programs can help work toward narrowing the achievement gap, particularly for disadvantaged students.

In addition to increasing academic achievement, afterschool programs also provide opportunities for academic enrichment, such as engaging in more in-depth learning opportunities in core subjects, such as math, science, and reading, as well as participating in artistic enrichment programs.^{48, 49} According to a 2007 report from the Center for American Progress, the skills developed in these core courses, such as critical thinking, team building, communication, and problem-solving help prepare a student to succeed in society and the workforce after their formal education has ended.⁵⁰ While extra enrichment and learning opportunities traditionally were saved for students needing remediation, these learning opportunities can help all students, regardless of their academic performance. Teachers can also take advantage of extra time by providing more one-on-one instruction, helping students work on projects in areas of interest, and offering more hands-on learning opportunities. Lastly, extended learning opportunities can enrich a child's educational experience by incorporating community engagement and programming. These opportunities help children to foster interests and learn skills that go beyond the school walls.⁵¹

Extended learning opportunities also address a major academic concern, which is summer learning loss. Summer learning loss is the substantial loss of information obtained during the school year over the summer months. The Harvard Family Research Project found that students, "on average, end the summer a month behind where they were academically at the end of the prior school year."⁵² This inhibits students, requiring them to spend the beginning of the school year being re-taught forgotten information, which puts the class further behind. In addition, summer learning loss more heavily impacts disadvantaged students. Research conducted by Johns Hopkins University has shown that up to two-thirds of the academic achievement gap between low- and high-income youth nationally can be explained by unequal access to learning opportunities during the summer months.⁵³ According to the National Summer Learning Association, students can lose more than two months of grade-level equivalency in math, and low-income students in particular fall significantly behind in reading comprehension and word recognition.⁵⁴ The unequal access to educational opportunities during the summer further increases the achievement gap between low-income students and their higher-income peers.⁵⁵ By prioritizing access to educational supports to all students,

⁴⁸ (Rocha, 2007)

⁴⁹ (Jacobson, 2017)

⁵⁰ (Center for American Progress, 2019)

⁵¹ (Rocha, 2007)

⁵² (Harvard Family Research Project, 2012)

⁵³ (Alexander, Entwisle, & Olson, 2007)

⁵⁴ (National Summer Learning Association, 2019)

⁵⁵ (Harvard Family Research Project, 2012)

regardless of socio-economic background, extended learning opportunities have become a critical strategy for helping students to retain the information necessary for them to succeed in the next school year.

Social and Behavioral Supports and Benefits

The social and behavioral benefits of high-quality afterschool and summer extended learning opportunities have been extensively documented. A meta-analysis of 75 reports that evaluated 69 afterschool programs across the country conducted at Loyola University discovered that students who participated in these programs had significant improvements in their behavior both inside and outside of the classroom. For example, students who participated in these programs were 58 percent more engaged in the classroom and were 10–19 percent more likely to attend class than non-participating students.⁵⁶ Another meta-analysis of 73 studies on extended learning opportunities found that high-quality programs foster the development of personal and social skills. The analysis found benefits in student outcomes including improved school attendance, engaged learning, increased rates of family involvement in schools, and increased conflict management skills.⁵⁷

Extended learning opportunities also can foster positive connections between students and their communities. Programs can engage students in their neighborhoods by getting them involved with organizations, businesses, and other individuals and by allowing them to participate in direct community service and other forms of learning.⁵⁸ Building positive connections to the community gives children opportunities for growth and reduces their risk for negative outcomes.⁵⁹

Research shows that these programs alleviate many of the negative social and behavioral consequences that can occur if students are left unsupervised without structured activities after school and in the summer months. Data collected by the U.S. Department of Justice on adolescent crime showed that the hours directly after school are when youth are most likely to be involved in risky behavior such as committing crimes, being involved in car accidents, smoking, drinking, using drugs, and being the victims of crimes.⁶⁰ Teens who do not participate in structured afterschool programs are three times more likely to be involved with activities such as trying drugs, skipping classes, and engaging in sexual activity.⁶¹ Three large-scale studies conducted on afterschool programming in Chicago found that structured and safe afterschool programming can help reduce arrests and violent crime. These afterschool programs in Chicago

⁵⁶ (Durlak, Weissberg, & Pachan, 2010)

⁵⁷ (Alexander, Entwisle, & Olson, 2007)

⁵⁸ (Alexander, Entwisle, & Olson, 2007)

⁵⁹ (Alexander, Entwisle, & Olson, 2007)

⁶⁰ (Alexander, Entwisle, & Olson, 2007)

⁶¹ (Alexander, Entwisle, & Olson, 2007)

participated in an initiative called Becoming A Man, which focuses on promoting thinking slower and not overreacting to provocations.⁶² The program aims to prevent impulsive behavior that often leads to violent crime, especially among young men of color in Chicago.⁶³ Afterschool programs engaging in Becoming A Man experienced cuts in violent-crime arrests among youth by 50 percent and boosts in the high school graduation rates of participants by nearly 20 percent.⁶⁴ This illustrates that targeted, structured afterschool and summer programs can help alleviate crime and increase positive outcomes for students.

Participating in quality extended learning programs from a young age can close the achievement gap, address summer learning loss, promote positive social connections, and help keep kids safe. All of these benefits increase overall quality of life and future outcomes.

Best Practices for Programs

The impact of extended learning programs on children depends heavily on the quality of the programming. As the financial and public support for such programming has grown over the past couple of decades, numerous studies and best practices have been developed. In 2008, a coalition of citywide afterschool organizations, *Every Hour Counts*, created a framework for evaluating extended learning systems. This framework (updated in 2014) is based on research in youth development, afterschool programs, education, early childhood, and health and prevention and is broken down into components of three levels: *system, program, and youth*. The system level provides best practices for creating conditions that promote programs to thrive. Examples include increasing access to programming, building infrastructure, and integrating support systems. The program level relates to programmatic content and delivery best practices—how youth experience a program. Finally, the youth level outlines the various goals and intended outcomes for individuals who participate in the extended learning programs. This memo focuses on the program-level best practices, as defined in the *Every Hour Counts* framework.⁶⁵

Program-level components are the factors that affect the content and delivery of extended learning programs. Both the content and delivery of programming are important as both have a direct effect on the potential outcomes for participating youth. Years of research and evaluations of extended learning programs have identified several best practices for program content and delivery, which the *Every Hour Counts* Framework outlines in three areas:⁶⁶

- Intentional program design

⁶² (Heller, Shah, Guryan, Mullainathan, & Pollack, 2017)

⁶³ (Council for a Strong America, 2013)

⁶⁴ (University of Chicago Urban Labs, 2019)

⁶⁵ (Every Hour Counts, 2014)

⁶⁶ (Every Hour Counts, 2014)

- Processes that support staff development
- Strong partnerships in the community

The design of the extended learning program must be intentional so that the activities offered to students align with the goals and intended outcomes of the program, whether that is to enhance social skills or improve reading scores. The activities should also be developmentally appropriate to the youth the program serves. Additionally, program staff should be supported with an initial orientation and continuous professional development practices to ensure they are equipped with the skills needed to provide quality support. Finally, extended learning programs are part of a wide-reaching system of support that children experience, and strong partnerships among programs, schools, parents, and the surrounding community are essential.⁶⁷

Intentional Program Design

Program design refers to the overall strategy for delivering program content. An intentional program design has a clear goal and expectation for its students, program activities that align with that goal, and staff trained to support the students in that content area and is developmentally appropriate overall.⁶⁸ For example, if a program's goal is to improve math skills for students, the activities offered should have a grade-appropriate math-related focus, and the staff should understand the necessary skills to support students through the activities.

Middle School Best Practices/Programs

Middle school youth need a safe place to have fun and learn. Afterschool programs can offer multiple benefits to help students navigate the adolescent years, thereby preparing them for success in high school, college, and beyond.⁶⁹ Three examples of middle school focus areas are science, technology, engineering and math (STEM), health and wellness, and supporting career and college pathways.

High School Best Practices/Programs

Afterschool programs for high school students assist the development of the twenty-first century skills that students need to be successful after they graduate.⁷⁰ Afterschool programs offer a variety of avenues such as exposure to workplaces, colleges, and “real-world” issues and experiences. These programs provide multiple benefits, as there are opportunities for older youth to develop, use, and learn technology, gain a cross-cultural understanding, think collaboratively, learn leadership skills, and understand civic participation.⁷¹

⁶⁷ (Every Hour Counts, 2014)

⁶⁸ (Every Hour Counts, 2014)

⁶⁹ (Afterschool Alliance, 2011)

⁷⁰ (Afterschool Alliance, 2009)

⁷¹ (Afterschool Alliance, 2009)

Staff Development and Support

Staff play a crucial role in the success and effectiveness of extended learning programs.⁷² Beyond supervision, staff guide and assist students through skill-building activities, provide supportive and mentoring relationships to students, and contribute to the overall climate of the program. Even programs with the most engaging activities can lose student interest and growth if the staff are not properly trained or managed. Great staff can get worn out from the demands of the position, which creates turnover and instability in the program. In order to ensure a skilled and stable staff, extended learning programs should provide:

- New staff orientation
- Continuous professional development opportunities
- Career paths and opportunities for growth
- Staff engagement and input in creating and adapting policies⁷³

It is also important to note beyond the factors listed above, that a livable wage, benefits, and reasonable hours are essential for recruiting and retaining highly skilled staff. Like teachers, extended learning program staff are often expected to “do more with less” and are frequently seen as babysitters instead of highly trained professionals. Programs that value and celebrate their staff by providing support will likely see improved outcomes for their students and programs.⁷⁴

Strong Partnerships

Strong partnerships with schools, communities, families, colleges/universities, and businesses are a vital part to sustaining an effective extended learning program. These partnerships play a role in helping programs achieve their goals of preparing students for the future and provide a coordinated system of support.⁷⁵

School Partnerships

Strong partnerships between schools and afterschool programs with good communication are crucial for a student’s academic success. For example, the Schools and Homes in Education (SHINE) afterschool program in Pennsylvania emphasizes ongoing communication with school-day teachers to help develop each student’s individualized instructional plan. This allows students to complete their homework, receive tutoring if needed, and improve a student’s overall academic performance.⁷⁶ Constant communication allows the afterschool program staff

⁷² (Every Hour Counts, 2014)

⁷³ (Every Hour Counts, 2014)

⁷⁴ (Every Hour Counts, 2014)

⁷⁵ (Afterschool Alliance, 2011)

⁷⁶ (Afterschool Alliance, 2011)

to target those students who are in most need of help. An effective afterschool program aligns its programming and tailors its curriculum to complement the learning that takes place during the school day.⁷⁷

Community Partnerships

Developing community partnerships is a key to a successful afterschool program. Community partnerships potentially can provide programs with added resources such as grants, equipment, and volunteers. Beyond these resources, community partners can become advocates for programs as they see the positive impact programs have on the youth. Partnering with organizations in the community brings outside expertise and real-world relevance to the subjects that students are learning. For example, as the high school students are exploring career options, community businesses can offer advice and insight on their fields of interest and even offer internships to students. In this way, partners add insight to the issues facing the community as well as adding valuable resources to the youth.⁷⁸

One example worth further research and exploration is partnering with community-based organizations serving older adults. Current research on scheduled and consistent intergenerational activities indicates that youth and older adults can benefit physically, mentally, and developmentally from personal connections with individuals of a different age cohort.⁷⁹ Youth at all levels and backgrounds are supported. In particular, intergenerational support can support challenges faced by at-risk youth who need additional family or community support to succeed in school and among peers.⁸⁰ While academic enrichment could be elevated through intergenerational reading and mentoring programs, recreational activities and technology support might also provide significant aftercare experiences to both generations. Opportunities for shared community spaces to support such activities is also an important consideration and can lead to increased volunteerism and skill development, as well as improved reading scores.⁸¹

Family Partnerships

Family partnerships are extremely important in afterschool programs, as families are the foundation in every child's life. Afterschool programs can raise overall family engagement in students' academics as well as acting as a bridge between families and schools. Afterschool programs also can provide services to families such as counseling, adult education classes, and connections to social services.⁸² For example, LA's Best, an afterschool program teaches children how to build relationships with their parents. They hold parent orientations, on-on-one

⁷⁷ (Afterschool Alliance, 2011)

⁷⁸ (Afterschool Alliance, 2011)

⁷⁹ (Institute for Public Administration, 2017)

⁸⁰ (Grandma's Kids, 2018)

⁸¹ (Afterschool Alliance, 2011)

⁸² (Afterschool Alliance, 2011)

parent conferences, and open forum parent meetings and believe that parents' voices matter for the success of their program. Overall, family involvement is a critical component for afterschool programs because it helps build a stronger bond among the families, encourages parents to participate more in their children's academic lives, and offers services that greatly benefit families.⁸³

Business Community Partnerships

Business partnerships provide a variety of benefits to afterschool programs. Ranging from promoting a healthy lifestyle to paid internships, professionals are great mentors and role models for children as they can offer them a great deal of knowledge about career paths.⁸⁴ Having high school students interact with strong mentors allows them to grow as individuals as well as develop the soft and hard skills necessary for future success. Below are successful afterschool programs with business community partnerships.⁸⁵

Higher Education Partnerships

A college/university partnership is best for afterschool programs geared toward high school students because it can offer them the opportunity to explore their career options.⁸⁶ Afterschool programs can utilize institutions of higher education as resources to inspire the youth by connecting them with role models and mentors already in college. It is critical for high school students to understand the importance of furthering their education. More importantly, the relationships formed with college students are very positive, as young adolescents need to interact with adults who are willing to share their own experiences, views, values, and feelings.⁸⁷ College students allow for a positive peer relationship that helps the youth become strong, independent individuals.

Barriers to Access

Students and families, both in Delaware and nationally, may encounter a variety of barriers when trying to access extended learning opportunities. In 2014, the Afterschool Alliance surveyed guardians who live in Delaware with school-aged children in their homes on this subject. The findings help illuminate the barriers students and families face when accessing extended learning opportunities and allow for a better understanding of the activities in which school-aged children engage after school hours. In the Delaware-specific study, "Delaware After 3PM," researchers concluded that 40 percent of the households with school-aged children surveyed who are not enrolled in extended learning opportunities would be if they were

⁸³ (Afterschool Alliance, 2011)

⁸⁴ (Afterschool Alliance, 2011)

⁸⁵ (Afterschool Alliance, 2011)

⁸⁶ (Afterschool Alliance, 2011)

⁸⁷ (Afterschool Alliance, 2011)

available.⁸⁸ Given this need, it is important to identify and assess the potential barriers Delaware students and families are facing in order to increase access to extended learning opportunities. The most common and significant barriers to access include:

- Cost
- Transportation and location
- Access to information
- Alignment of interest

The following section will explore each of these barriers to access in greater detail.

Cost

The cost of extended learning opportunities poses a barrier for many Delaware families. According to the Afterschool Alliance, in 2014 the average cost of afterschool programs in Delaware amounted to \$89 per week, and the average cost of a summer program was \$250 per week.² These average costs create a barrier for many Delaware families, especially the 114,360 people living below the poverty line in Delaware as of 2016. For a family of two living on the poverty line, the monthly gross income amounts to \$1,354, making it very difficult to allocate \$89 of its income each week to extended learning opportunities.⁸⁹ The cost of extended learning opportunities is making it difficult to reach many students who would benefit most from the programs. Delaware's current funding landscape for extended learning opportunities is made up of federal and state funding that supports school-based, for-profit, community-based non-profit, and faith-based organizations throughout the state to operate programs. Programs also utilize private funding made available through philanthropic grants, service fees, and partnerships with businesses and community institutions. These grants and funds act as monetary supplements that can assist in alleviating some of the costs of attendance for low-income families. Extended learning programs in Delaware rely on a variety of funding sources to operate their programs ranging from federal and state funding to philanthropic grants and donations. However, the combination of sources is not always sufficient to cover operating costs, and organizations then charge families a fee to participate in the program.

Many states throughout the country use innovative ways to alleviate the cost barrier between students and extended learning opportunities. States such as Tennessee and Nebraska utilize lottery programs to fund them. The Tennessee Education Lottery Corporation (TEL) uses the winnings of expired lottery tickets and repurposes the winning money to help fund the state's extended learning programs. In the 2017 fiscal year, this program provided \$13.9 million dollars for extended learning opportunities in Tennessee. According to the Afterschool Alliance, the

⁸⁸ (Afterschool Alliance, 2019)

⁸⁹ (Center for American Progress, 2019)

TEL program was instrumental in making Tennessee a leader in extending learning. The state is noted as having some of the best student participation rates in the United States, particularly for low-income students.⁹⁰ Like Tennessee, Nebraska utilizes revenue from lottery tickets to support its students. Since the creation of the Nebraska lottery in 1993, the state has generated \$174 million in revenue for its education fund.⁹¹ In addition, Nebraska also created Beyond School Bells for Nebraska students, a public-private organization that builds partnerships to expand extended learning opportunities in the state. Beyond School Bells has created an open dialogue within the community with its recent initiative titled, “Extended Learning Opportunity Design Challenge.” This has successfully engaged more potential sponsors and donors and ultimately has increased the awareness and private revenue streams for extended learning opportunities in the state.⁹²

Within other states, such as New York, smaller-scale, yet effective, cost management initiatives have been implemented. The Comprehensive After School System of New York City (COMPASS) offers extended learning opportunities in all five boroughs free of cost to all students grades K–12. Most program offerings focus on academic support, leadership development, civic engagement, and self-confidence. Due to the state’s investment of \$247 million in 2017, the city can support over 900 program providers and serve a projected 97,000 students, all while alleviating the cost barrier faced by many families thus ensuring students have access regardless of financial status.⁹³ Both statewide and citywide initiatives such as these address the barrier of cost to provide these services to as many students as possible.

Transportation and Location

Lack of transportation to and from extended learning programs is often a challenge for families members who work shift jobs or do not have a vehicle. Public/Private Venture’s research noted that transportation is the most significant barrier to successfully implementing an extended learning opportunity.⁹⁴ The cost of offering transportation can be very high, and therefore programs typically cannot offer it to all participating students. Coinciding with transportation, the physical location of these programs can also inhibit families without the means to travel to programs.

Delaware is home to both rural and urban communities and both pose unique needs when addressing the location barrier to extended learning opportunities. Families living in Delaware’s rural communities have distinct barriers that make it difficult to access local programs. According to the 2016 *America After 3PM* study, parents living in rural areas, who do not have

⁹⁰ (Tennessee Comptroller of the Treasury, 2018)

⁹¹ (Nebraska Lottery, 2019)

⁹² (Beyond School Bells, 2019)

⁹³ (New York City Department of Youth & Community Development, 2019)

⁹⁴ (Grossman, Walker, & Raley, 2001)

their children enrolled in any extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent reported that they chose not to enroll their students because of the lack of safe transportation to and from the available programs.⁹⁵

The City of Wilmington's students encounter location and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007–2011, 24.3 percent of the households in Wilmington have no vehicle. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be a safe option or even possible depending on their location. Additionally, those students without a vehicle in rural communities in Kent and Sussex Counties are at a disadvantage because it is likely that extended learning opportunities will not be within walking distance. Thus, a program's location is a serious consideration for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

Louisiana's Positive Achievement for Learning Success (PAL) reached many students through offering transportation assistance to and from extended learning opportunities for all students with working families. The state was able to offer these transportation services by allowing special education and standard education school buses to be used interchangeably between the two groups of children. Additionally, PAL established partnerships between community organizations, such as the state's school boards, to help alleviate some of the transportation cost burden. When programs account for safe transportation to and from extended learning opportunities, more students will have the chance to engage in the programs.⁹⁶

Denver, Colorado, created an innovative school transportation system called the Denver Public School Success Express that helped parents overcome the transportation barrier. Moving away from the standard school bus schedules, its school shuttle buses utilize routes that are similar to public transportation such as from 6:30 to 9:30 a.m. and from 2:30 to 6:30 p.m. Swapping the traditional school bus transportation model to the School Success Express gives parents a greater amount of flexibility.

Alternatively, Seattle, Washington, has attempted to tackle the issue of transportation by utilizing 93 percent of its public elementary schools to host extended learning opportunities within their facilities.⁹⁷ These programs are often operated by local non-profits or private organizations—rather than schools—that are charged with ensuring that the programs align with school curricula. This model provides a safe location for students to participate in extended learning opportunities without adding the additional burden of transportation to and

⁹⁵ (Afterschool Alliance, 2016)

⁹⁶ (Community Transportation Association of America)

⁹⁷ (Seattle Public Schools, 2019)

from programs. Students stay in their familiar and comfortable school environment and actively learn from an entity separate from their school staff, which exposes them to new teaching styles and perspectives. Hosting extended learning opportunities within public schools to serve the state's targeted student population alleviates many transportation concerns thereby providing more access to students.

Access to Information about Programs

Without sufficient access to information, students are at a higher risk of not participating in extended learning opportunities. Specific barriers include: a lack of easy-to-find information, access to technology, language barriers, and parental engagement. Many of these issues affect states and make it difficult for parents to locate programs that will best fit the needs of their children. In Delaware in 2017, 15,000 people in Delaware did not have any wired Internet providers where they live.⁹⁸ Without access to the Internet, chances of families being fully informed about their extended learning opportunity options are very low. U.S. Census data from 2012–2016 shows that 12.7 percent of Delaware residents speak a language other than English at home.⁹⁹ This may pose a barrier for parents' ability to access and understand information about the benefits of extended learning opportunities, where the programs are offered, and how to register. This disconnect inherently puts these students at a disadvantage.

Having an easy-to-navigate inventory of providers and programs is an effective way to provide access to necessary information. To ensure that families are aware of their offerings, the school-run extended learning programs in Seattle, Washington, created a comprehensive listing on the Seattle Public Schools' website. Though it is unlikely the list encompasses *all* extended learning opportunities in the surrounding area, it is a clean and concise starting point for parents to easily navigate. The list includes each elementary school and the extended learning opportunity program offers within it beyond the typical school-day hours. Additionally, it shows programs that are within a small distance of each school, giving families additional options to consider.¹⁰⁰ Having such a list helps to prevent confusion of program offerings and availability, giving families easy access to information.

Another strategy that has been used to address accessibility issues includes the preparation of a parent/family engagement plan specifically for afterschool programs. Nebraska's 4-H program has an expansive parent engagement plan. The development of the engagement plan begins in schools with teachers speaking directly to families about the programs offered and sending students home with flyers on available opportunities.¹⁰¹ The engagement plan includes daily

⁹⁸ (BROADBAND NOW, 2018)

⁹⁹ (United States Census Bureau, 2019)

¹⁰⁰ (Seattle Public Schools, 2019)

¹⁰¹ (University of Nebraska Lincoln Extension, 2014)

updates on students' progress and involvement and creates opportunities for families to be involved through various volunteer projects. Incorporating family support by communicating key information about programs fosters a productive dialogue and increases community awareness.

Alignment of Interest

Engaging students in meaningful ways leads to successful programs. As students get older, they are likely to disengage from—or not attend—programs that do not align with their interests. Results from the *Delaware After 3PM* survey showed that Delaware's highest-reported barriers to access were cost and preference for alternative activities. With such results, it is very important to align Delaware's extended learning opportunities with the interest of its students.

It is particularly important and challenging to develop strong program design for older students who are less likely to join and stay engaged in extended learning programs.¹⁰² Unlike younger students who are placed in programs by their parents and need structured child care, middle and high school students are able to choose whether or not they join programs and often have a variety of other opportunities for their out-of-school time, such as part-time jobs, hanging out with friends, or just going home to play video games. There are a variety of best practices for designing programs for middle and high school students that include mentoring, STEM, health and wellness, and career readiness.¹⁰³

Middle School Grade Level

Middle school (grades 6–8) is an age when youth go through a phase of developmental changes, form new behaviors, and gain a sense of newfound independence that will impact their future. During this time, youth face various unfamiliar experiences, and ELOs provide ways to become familiar with new practices.¹⁰⁴ Extended learning programs provide multiple benefits such as learning experiences, hands-on projects, leadership opportunities, and community involvement. While many students benefit from programming, many unsupervised children do not have access to any programs or simply choose not to attend.¹⁰⁵

STEM

STEM-focused afterschool programs provide students with fun, challenging, and hands-on experiences to learn skills that they will need in high school or college.¹⁰⁶ An example of a STEM program is the Bridge Project. This initiative allows students learn about renewable energy through hands-on science experiments and then make short films about the experiments.¹⁰⁷

¹⁰² (Afterschool Alliance, 2011)

¹⁰³ (Afterschool Alliance, 2011)

¹⁰⁴ (Afterschool Alliance, 2011)

¹⁰⁵ (Afterschool Alliance, 2011)

¹⁰⁶ (Afterschool Alliance, 2011)

¹⁰⁷ (Afterschool Alliance, 2011)

Additionally, programs such as The Science Club for Girls teaches young women a variety of STEM fields and real-world application of these principles. The program is guided by undergraduate, graduate, and professional women in STEM.¹⁰⁸

Health and Wellness

There is a shift in school hours toward more instructional time and less physical education. This has led to the growth of such issues such as obesity, diabetes, teasing, taunting, lower self-confidence, and depression among the youth.¹⁰⁹ Afterschool programs with a focus on health and wellness engage students in physical activity regularly while teaching positive nutritional choices. The San Antonio Youth Centers provide a model of health and wellness programming. Here, middle school students participate in at least 45 minutes of structured daily physical activity, which include karate, swimming, cheerleading, and rock climbing. Students are taught about healthy decision-making (i.e., smoking, alcohol, and drug use). The centers provide family boot camps to make sure healthy living extends into the homes.¹¹⁰

High School Grade Level

The transition from middle school to high school is a pivotal time for retaining older youth in afterschool programs.¹¹¹ There is a perception that as they enter their adolescent years children no longer need afterschool programs. Middle school students often participate in afterschool programs for enrichment purposes and to help with their family's childcare needs, but as youth enter high school some families and young adults believe that afterschool programs and adult supervision are no longer necessary.¹¹² In addition, many afterschool programs gear their curricula toward younger teens, which may inadvertently exclude older students. Older youth still need mentoring, enrichment, guidance, and the chance to explore their future as they prepare for college and careers. Effectively utilizing afterschool hours can be a great tool for reducing high school drop-out rates.¹¹³ High-quality extended learning programs provide opportunities to develop not only academic skills, but soft and hard skills needed post-graduation. Team-building activities help build social and literacy skills, and field trips to colleges, universities, and industry sites increase awareness of career opportunities.¹¹⁴ Compiled research and best practices from the Afterschool Alliance provide insight on how afterschool programs help guide and grow our future leaders.¹¹⁵

¹⁰⁸ (Afterschool Alliance, 2011)

¹⁰⁹ (Afterschool Alliance, 2011)

¹¹⁰ (Afterschool Alliance, 2011)

¹¹¹ (Afterschool Alliance, 2011)

¹¹² (Afterschool Alliance, 2011)

¹¹³ (Afterschool Alliance, 2011)

¹¹⁴ (Afterschool Alliance, 2011)

¹¹⁵ (Afterschool Alliance, 2011)

Work Experience Opportunities

Getting ready for college and/or a career is important for older youth and is not a major focus of the typical school day. Afterschool programs are a great space to offer real-world work experiences for students to learn and grow professional skills.¹¹⁶ An example of a work experience opportunity is the Food Project, where students (“interns”) work eight to ten hours per week during the school year and 35 hours per week for eight weeks of the summer. Students can experience different internship tracks that expose them to unique sets of activities, goals, and schedules. Student can also develop their leadership skills.¹¹⁷

Mentoring Opportunities

Beyond workplace experience, high school students can benefit from positive relationships with mentoring adults.¹¹⁸ There are different styles of mentoring that can be beneficial for high school students. Transitional mentoring pairs students moving from elementary school to middle school with college students who are taking a course on the transition from high school to college. The knowledge and enthusiasm of college students, acting as role models, provides support to middle school students. Self-efficacy mentoring pairs mentors with youth who are receiving supplemental education. Mentors teach self-regulation skills to students so that they become self-reliant and persistent learners.¹¹⁹ An example is the Afterschool Matters Program, which offers paid internships to Chicago high school students in a variety of areas to help them build skill sets that will help them when they enter the workforce.¹²⁰

Recruiting and Retaining Older Youth

A major challenge of extended learning programs that serve older youth is recruiting and retaining them when there are a variety of other options available.¹²¹ Some strategies for improving older youth involvement in extended learning programs are:

- Engaging older youth by providing opportunities to have input in the programming.
- Providing daily homework help, transportation, and educational field trips.
- Allowing older youth to engage creatively and socially in their communities.

Programs that are successful in engaging and retaining older youth promote leadership and real-world experiences that generate income and provide leadership roles, offer opportunities to socialize, are aligned with student interests, and have flexible attendance policies.¹²²

¹¹⁶ (Afterschool Alliance, 2009)

¹¹⁷ (Afterschool Alliance, 2009)

¹¹⁸ (Afterschool Alliance, 2011)

¹¹⁹ (Afterschool Alliance, 2011)

¹²⁰ (Afterschool Alliance, 2011)

¹²¹ (Afterschool Alliance, 2011)

¹²² (Afterschool Alliance, 2011)

Extended Learning Opportunity Models

The following section is an examination of the primary extended learning opportunity (ELO) models utilized throughout the United States. The review of these models spans several states and cities across the country and examines the variety of approaches utilized to provide extended learning programs.¹²³ This section details the three primary models of ELOs, the Local Oversight Model, the State Oversight Model, and the Provider Network Model.

It breaks down and defines each of these models by identifying common elements: governance structures, programs, funding sources, partnerships, and quality oversight measures. Each of the five core aspects for each model is examined and illustrated with examples from various states and localities to show key similarities and differences.

Local Oversight Model: Overview of Model

The examination of the Local Oversight Model will focus primarily on the New York City Department of Youth and Community Development (DYCD), the Seattle Public School System, and the District of Columbia Public Schools (DCPS) Out of School Time Programs (OSTP).

Overview and Governance Structure

In the Local Oversight Model, a city government agency, department, division, or office is responsible for the general administration and oversight of the system and its providers. Local Oversight Model programs provide public afterschool and summer care ELOs at the local level. Typically, local systems rely on collaboration or support from community recreation centers, youth organizations, and other community-based organizations.

Selected Programs and Equal Access Initiatives¹²⁴

Programs and equal access initiatives in the examined programs are more aligned with the needs of the specific communities they serve than those in other models. The localization of the administration of these systems allows for specific communities, demographics, and student populations to be targeted when creating programs and initiatives.

Funding Sources

Funding sources for providers vary across systems and may come from a variety of sources or from one single source. There also may be multiple funding sources for specific programs within a system.

¹²³ Out of school time commonly refers to the hours between 3:00 p.m. and 6:00 p.m., which is timeframe when students are no longer in school and are often unsupervised.

¹²⁴ Equal Access Initiatives refers to programs that are implemented to ensure that students of all characteristics, particularly low income, special education, and English Learners, are able to participate in extended learning opportunities.

Partnerships and Other Key Groups

Local systems often require some form of assistance from outside organizations so that their providers can effectively offer programs and services. Providers may rely on organizations such as the Charles Stewart Mott Foundation, federal grants like the 21st Century Community Learning Centers (CCLC), and state funding as revenue sources; community organizations to serve as host sites and to administer programming; and accreditation organizations or other entities to assist in enabling or providing afterschool and summer programs.

Quality Oversight, Standards, and Accountability

Quality oversight, standards, and accountability vary greatly between cities. There are a variety of standards that may be adopted, ways in which quality can be overseen, and methods in which providers and their staff can be evaluated. These standards vary depending on the city agency, department, division, or office responsible for ELO administration and programming. Some ELO systems will rely on providers' own efforts to adhere to standard quality guidelines published by organizations such as the National After School Association (NAA)¹²⁵ or the National Dropout Prevention Center,¹²⁶ while others will require some form of accreditation, review, or approval process by the governing body. Some ELO systems may conduct research to track outcomes of students who participate in their programs as a form of accountability and quality assurance.

Local Oversight Model Example 1: New York City

Overview and Governance Structure

In New York City, the Department of Youth and Community Development (DYCD) is responsible for facilitating and overseeing publicly funded ELOs. DYCD works with a network of community organizations to operate public ELOs particularly targeting low-income and middle-class students.¹²⁷ These ELOs are housed at sites around the city including schools, community centers, and facilities of other organizations. The most robust of these programs is the Comprehensive After School System of NYC¹²⁸ (COMPASS NYC), which is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city in public and private schools, community centers, religious institutions, and public housing facilities.

¹²⁵ (National AfterSchool Association, 2015)

¹²⁶ (Hammond & Reimer, 2006)

¹²⁷ (NYC DYCD, 2019)

¹²⁸ (NYC DYCD, 2019)

Selected Programs and Equal Access Initiatives¹²⁹

New York City's COMPASS School's Out New York City (SONYC) Pilot Program services middle school youth in the Administration for Children's Services (ACS) system and in the city's homeless shelters. Students included in the ACS system have been neglected, abused, or abandoned or are in the juvenile justice system. The program also partners with the Department of Homeless Services. The goal of the program is to create a community for the city's homeless and neglected students and keep them engaged in their education.¹³⁰

Funding Sources

The NYC DYCD system is entirely funded by the city as part of the city budget and does not require program participants to pay any program fee nor does it require funding from outside sources such as community organizations or advocacy groups.¹³¹

Partnerships and Other Key Groups

The COMPASS NYC is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city. While programs are funded by the city, the individual organizations and community centers that make up the COMPASS network provide additional supplemental resources to help meet the demand for afterschool and summer care. These partnering organizations range from public schools to local recreation centers to faith-based organizations.¹³²

Quality Oversight, Standards, and Accountability

The New York DYCD providers are monitored in areas of responsibility, accountability, integrity, transparency, and the delivery of impactful results.¹³³ Standards vary across the various programs offered by providers in the system. For example, the SONYC program is required to offer its services for three hours per day, five days per week during the school year,¹³⁴ while the COMPASS Elementary model (elementary school version of the COMPASS NYC program) requires that services be offered on 13 school holidays.¹³⁵

Local Oversight Model Example 2: Seattle

Overview and Governance Structure

The Seattle Department of Education and Early Learning Public Schools system uses its public school buildings as sites for public afterschool and summer care ELOs, but they are operated by

¹²⁹ Equal Access Initiatives refers to programs that are implemented to ensure that students of all characteristics, particularly low income, special education, and English Learners, are able to participate in extended learning opportunities.

¹³⁰ (NYC DYCD, 2019)

¹³¹ (The Council of The City Of New York, 2017)

¹³² (NYC DYCD, 2019)

¹³³ (NYC DYCD, 2019)

¹³⁴ (NYC DYCD, 2019)

¹³⁵ Ibid

licensed community care providers or by the Seattle Parks and Recreation/Associated Recreation Council.¹³⁶ The ELOs are offered in 93 percent of Seattle public elementary schools but are not operated directly by the schools themselves.¹³⁷ Programs for middle school-aged and older children are provided by community-based organizations outside of the public school system.

Selected Programs and Equal Access Initiatives

The Seattle Public Schools system provides the Skills Center that offers summer programs. The Skills Center offers Career and Technical Education (CTE) for high school students to promote college readiness or to prepare students for professional certifications in a variety of fields. The program is free to those who use it.

Funding Sources

The variety of programs that work under the Seattle Public Schools' ELOs range from being funded by the Seattle Department of Education and Early Learning to being funded by program fees paid by participants.

Partnerships and Other Key Groups

In Seattle, the afterschool system partners with national accrediting agencies that are used to ensure program quality and adherence to quality standards and guidelines. The two national accrediting organizations that operate in the Seattle system are the National After School Association (NAA)¹³⁸ and the National Association for the Education of Young Children (NAEYC).¹³⁹ The system also partners with community organizations to serve as providers.

Quality Oversight, Standards, and Accountability

Seattle's public ELOs make significant efforts to ensure their programs are of high quality and accomplish a variety of goals. Quality assurance is managed by a collaborative effort among the Seattle Public Schools, Seattle Parks and Recreation/Associated Recreation Council (ARC), and national accrediting agencies. NAA and NAEYC are national accrediting organizations that evaluate program quality for ELO programs. These accrediting organizations function by having their programs conduct rigorous self-evaluations based on NAA or NAEYC program quality criteria and then conduct follow-up endorsement visits to confirm the validity of the self-evaluation.¹⁴⁰

¹³⁶ (Seattle Public Schools, 2019)

¹³⁷ (Seattle Public Schools, 2019)

¹³⁸ (National AfterSchool Association, 2019)

¹³⁹ (National Association for the Education of Young Children, 2019)

¹⁴⁰ (Seattle Public Schools, 2019)

Local Oversight Model Example 3: Washington, D.C.

Overview and Governance Structure

The Washington, D.C. OSTP programs are operated by DC Public Schools (DCPS) in 54 public school locations.¹⁴¹ DCPS teachers, paraprofessionals, and professionals from community-based organizations work together to provide activities and programming. The DCPS coordinate and administer all programs using DCPS staff while also enlisting the assistance of these community-based organizations to better provide a wide variety of academic enrichment and extracurricular activities.

Selected Programs and Equal Access Initiatives

The Washington DCPS OSTP offers programs focus on academic and extracurricular enrichment. The goal of the activities is to develop new skill sets in students and introduce them to new hobbies. The overall desired outcome is to improve school attendance, academic achievement, graduation rates, and attitudes toward learning.¹⁴²

Funding Sources

The DCPS OSTP system is funded by program fees. Participants are charged monthly co-pays of \$94.50 for the months of September through May for a total payment of \$850.50 per year per student participant. The program is cost-free for families that fall into any of the following categories:

- Families that receive TANF or Medicaid
- Homeless students, unaccompanied minors, and foster youth
- Families that demonstrate financial need
- Families who do not qualify for TANF or Medicaid due to their legal status in the United States¹⁴³

Partnerships and Other Key Groups

In Washington, D.C., the DCPS OSTP partners with a wide variety of organizations including government agencies and departments, local and national non-profit organizations, as well as both public and private entities. The purposes of these partnerships range from funding, to technical support, to serving as provider sites of afterschool programs.¹⁴⁴

Quality Oversight, Standards, and Accountability

The Washington, D.C. OSTP providers are required to operate from the end of the school day until 6:00 p.m. each school day.¹⁴⁵ The providers encourage their participants to attend

¹⁴¹ (DC Public Schools, 2019)

¹⁴² (DC Public Schools, 2019)

¹⁴³ (DC Public Schools, 2019)

¹⁴⁴ (DC Public Schools, n.d.)

¹⁴⁵ (DC Public Schools, 2019)

afterschool for at least 2.5 hours each day based on research that indicates that this amount of time spent daily in afterschool care results in the learning equivalent of nearly two months in school.¹⁴⁶

State Oversight Model: Overview of Model

The examination of the State Oversight Model will focus primarily on the California After School Education and Safety (ASES) program and the Iowa Department of Education Before and Afterschool Programs.

Overview and Governance Structure

In the following programs, it is the state department or board of education that is responsible for the general administration and oversight of the afterschool or summer extended learning system. While the state's level of involvement may vary, the state department, board of education, or specified subsidiary office or division that is directly responsible for the provision of public ELOs. Involvement of the state department or board of education ranges from limited to direct on a state-by-state basis. Systems with limited involvement allow for the provision of public ELOs to all students without demanding a significant dedication of the state's financial or human resources by allowing individual providers to be privately administered under public supervision. In systems with direct involvement, the state is responsible for all aspects of the administration and implementation of ELO programs.

Selected Programs and Equal Access Initiatives

Programs and equal access initiatives vary greatly across states and often depend on demographics specific to each. Systems typically emphasize a balance of a variety of forms of academic enrichment and extracurricular, non-academic programming. Most systems require a certain amount of time for homework help, tutoring, or academic enrichment that serves as a supplement to in-school curricula. Additionally, most systems integrate several forms of extracurricular activities in a variety of areas ranging from sports, to performance arts, to culinary arts.

Funding Sources

State Oversight Model systems are funded at least in part by the state as an allocation in the budget. Some providers charge small fees for ELO programs to allow for increased programming or to make up the difference between operating costs and the allocated public funding. Providers that charge fees for participation typically offer some form of need-based financial aid.

¹⁴⁶ (DC Public Schools, 2019)

Other Key Groups

Regardless of the state's level of oversight or involvement in the administration of its programs, every state that uses this model relies on other organizations to some extent. Whether for funding, technical support, administrative support, regulation, or any other area of assistance, outside groups play a key role in the success of the ELOs.

Quality Oversight, Standards, and Accountability

In State Oversight Model systems, quality oversight and accountability are often left to each individual provider and are not closely monitored by the governing authority of the state. In many cases, the extent of state quality oversight and accountability is in the adherence to state licensing requirements. Typically, these requirements are related to the ratio of children to staff, facility specifications, certifications, hours of operation, and capacity. Licensing requirements are not related to the development of program curricula or other activities and programming. Operational policies and standards may vary between states and providers, however they are generally similar.

State Oversight Model Example 1: California

Overview and Governance Structure

The California After School Education and Safety (ASES) system is a limited involvement system. It is a partnership between the California Department of Education and local community organizations. California public schools serve as the sites, and the principal of each school is required to approve the site supervisor who is the administrator of all programming. The supervisor and staff coordinate with each school principal and school staff when designing individual programs. This fosters collaboration between the Department of Education employees and the ELO employees and allows for the state to retain substantial oversight of its afterschool providers.¹⁴⁷

Selected Programs and Equal Access Initiatives

The California ASES system places its primary focus on educational and literacy elements. Providers offer tutoring and homework help in the core academic areas of reading, mathematics, history, and social studies. The educational enrichment element of the system focuses on supplementing the traditional academic focus areas with recreational activities such as art, music, physical activities, and health and nutrition promotion.¹⁴⁸

Funding Sources

The California Department of Education fully funds all ASES programs in three-year grant periods. The current total funding level for ASES programs statewide is \$550 million per year.

¹⁴⁷ (California Department of Education, 2018)

¹⁴⁸ (California Department of Education, 2018)

Each elementary school site's minimum annual funding amount is set at \$27,000, while each elementary school site's maximum annual funding amount is set at \$112,000. Each middle and junior high school site's maximum annual funding amount is \$150,000.¹⁴⁹

Other Key Groups

While the California ASES system is largely independent and does not require much assistance from partnering organizations, it does have some partners that offer various types of support. The California Comprehensive Center, the Glen Price Group, and the Partnership for Children & Youth are the system's primary partners.¹⁵⁰

Quality Oversight, Standards, and Accountability

The California ASES program policies require providers to operate 15 hours per week and run until at least 6:00 p.m. Before school programs are required to operate for a minimum of 1.5 hours prior to the start of each school day and allow them to run up to two hours.¹⁵¹ The ASES program has a system-wide set of quality standards established by the California After School Network (CAN). The providers in the system are required to conduct annual evaluations to determine adherence to quality standards and track measurable student outcomes in such areas as attendance, academic performance, and behavioral changes. The results of the annual evaluations are used by the California Department of Education to determine funding levels for each provider at the conclusion of each three-year grant cycle.¹⁵²

State Oversight Model Example 2: Iowa

Overview and Governance Structure

The Iowa Department of Education Before and Afterschool system is a statewide limited involvement system offering before school, afterschool, and summer care services for Iowa students ages 5–17. Providers in this unique system range from public schools, to private afterschool organizations, to other public organizations. The focus of all providers is on constructive learning activities during out of school time to improve academic achievement and promote more positive social outcomes.¹⁵³

Selected Programs and Equal Access Initiatives

The Iowa Department of Education offers a wide variety of programs through its providers. The department believes that a variety of enrichment activities are necessary for a high-quality afterschool system. Some of the enrichment activities offered by Iowa providers include

¹⁴⁹ (California Department of Education, 2018)

¹⁵⁰ (California Department of Education After School Division, 2014)

¹⁵¹ Ibid

¹⁵² (California Department of Education, 2018)

¹⁵³ (Iowa Department of Education, 2019)

tutoring, drug and violence counseling, character-building programs, volunteering, and college preparation.¹⁵⁴

Funding Sources

The Iowa state budget allocates a certain amount of funding to each provider, and the state receives additional funding in the form of federal grants. Public school districts as well as public and private organizations are all eligible to receive state and federal funding for before and afterschool programs as well as summer programs.¹⁵⁵

Other Key Groups

The Iowa Department of Education partners with the Iowa Afterschool Alliance (IAA) for purposes of establishing and maintaining quality standards and for other forms of support.¹⁵⁶

Quality Oversight, Standards, and Accountability

The Iowa Department of Education uses a framework of quality standards published by the IAA. Each quality standard is accompanied by a corresponding set of indicators used by each individual provider to determine adherence to the standards. The Iowa Department of Education publishes semi-regular reports based on survey results relating to afterschool care. Most recently, the department has focused on barriers to access as its primary area of evaluation.¹⁵⁷

Provider Network Model: Overview of Model

The examination of the Provider Network Model will focus primarily on Maryland Out of School Time Network (MOST) and the Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN).

Overview and Governance Structure

The systems that operate under the Provider Network Model framework are the most unique and variable in their governance structures but are also the most prevalent across the country. Providers in this model administer programs that are not governed by a state or local government but instead by a network of both private afterschool providers and community-based organizations throughout a state. The networks may work as a governing body, an organizing body, an advocacy group, and/or a resource for providers. Some play active roles in the day-to-day and hands-on operations of providers, while others are more focused on advocating for afterschool to state and local governments and conducting research and compiling data to better advocate for policy change.

¹⁵⁴ (Iowa Department of Education, 2019)

¹⁵⁵ (Iowa Department of Education, 2019)

¹⁵⁶ (Iowa Department of Education, 2019)

¹⁵⁷ (Iowa Department of Education, 2019)

Selected Programs and Equal Access Initiatives

Programs and equal access initiatives are more dependent on each individual provider in the Program Network Model. Because the networks are statewide and less uniformly structured than the local or state models, it falls on individual providers to cater to the needs of the populations they serve. Some providers that operate within the boundaries of this model provide statewide programs or engage in equal access initiatives across their networks by utilizing the capacity they have to the fullest.

Funding Sources

In the Program Network Model, funding of the networks is entirely separate from the funding of individual providers. There are a variety of ways that individual providers can be funded including program fees, state or federal grants, local or state sources, donors, etc. This section specifically examines funding for the network structures and not the individual providers within each network.

Partnerships and Other Key Groups

Networks often rely on several other organizations to assist in providing services and quality care. Because the systems function as networks and not as government entities, there is often an equal collaboration between provider sites and external organizations to offer diverse programming.

Quality Oversight, Standards, and Accountability

Quality oversight, standards, and accountability vary greatly in scope among providers that fit the framework for the Provider Network Model. This is primarily due to the lack of government involvement in the system. Typically, any legal regulations or licenses for providers are overseen and enforced by the local or state governments. However, the curriculum design and quality improvement are left to the network systems or the providers themselves. Due to limited capacity, networks will often offer voluntary guidelines to serve as a tool from which their providers can build. Tracking factors such as student success and student outcomes may be conducted by ELO networks. Providers that track outcomes typically use the results to determine funding levels for upcoming years or to design or redesign programs.

Provider Network Model Example 1: Maryland

Overview and Governance Structure

The Maryland Out of School Time Network (MOST)¹⁵⁸ is a statewide youth development organization primarily focused on the advocacy and development of afterschool programs. The network advocates for the policy interests of afterschool and summer programs to both state and local governments, creates a network of afterschool and summer care providers, and

¹⁵⁸ (Maryland Out of School Time Network, 2019)

coordinates a variety of events focused on professional development, advocacy, and networking. The network is governed by a steering committee, which is a statewide body of volunteer members who serve one-year terms. MOST is staffed by an executive director, MENTOR director (who leads a program that serves children with mental health challenges), special projects manager, AmeriCorps VISTA program coordinator, and quality advisor.¹⁵⁹

Selected Programs and Equal Access Initiatives

A prime example of the network model equal access initiative is the Baltimore Out-of-School Time Inclusion Project.¹⁶⁰ The program began in 2014, and there are currently 28 participating programs in the City of Baltimore. The goal of the program is to increase access to afterschool and summer care programs for low-income youth with disabilities, citing that “youth with disabilities are over-represented among chronically absent students, over-represented among students who leave school without completing, and over-represented among students who are suspended and arrested in school.”¹⁶¹ This focus on students with disabilities allows providers to work toward being more accessible and effective for youth struggling with physical or mental disabilities.

Funding Sources

MOST receives most of its funding from the Charles Stewart Mott Foundation. In 2016 the foundation provided a grant for Educational Excellence in the amount of \$225,000.¹⁶² This grant is used to fund MOST programming such as advocacy, conferences, and professional development efforts. The network does not supply funding to its individual providers. Its website offers a list of resources for providers to explore for potential funding from local and national organizations. The network also accumulates funding from several other organizations in the form of grants and donations.

Partnerships and Other Key Groups

MOST utilizes a wide variety of organizations to support its network of providers. These organizations include:

- AmeriCorps VISTA
- Maryland MENTOR
- Technovation
- Baltimore Robotics Center
- Code in the Schools
- FutureMakers

¹⁵⁹ (Maryland Out of School Time Network, 2019)

¹⁶⁰ (Maryland Out of School Time Network, 2019)

¹⁶¹ (Maryland Out of School Time Network, 2019)

¹⁶² (Charles Stewart Mott Foundation, 2019)

- Digital Harbor Foundation
- LET'S GO Boys and Girls, Inc.
- Maryland Science Olympiad
- University of Maryland Extension 4-H
- Alliance for a Healthier Generation

These organizations serve a variety of purposes and functions for MOST and allow it to provide quality programming and services for its providers.¹⁶³

Quality Oversight, Standards, and Accountability

All providers in MOST are licensed by the Maryland State Board of Education. Aside from legal requirements, the network publishes and provides a quality standards framework to which all member providers are expected to adhere.¹⁶⁴ To assist with quality guideline adherence, the network provides professional development workshops and hosts an annual statewide conference. MOST encourages an emphasis on quality STEM education in its programs and has established partnerships with several STEM-focused organizations throughout the state.¹⁶⁵

MOST, along with the Governor's Office for Children (GOC), Sharp Insight, LLC, and the Maryland After-School and Summer Opportunity Fund (MASOF), conducts outcome data research to determine student outcomes associated with afterschool and summer care. Outcomes are tracked in areas of return on investment, school attendance, academic outcomes, health behaviors, and high school graduation rates.

Provider Network Model Example 2: Pennsylvania

Overview and Governance Structure

The Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) is an advocacy and capacity-building organization that works to create a network of afterschool care providers throughout the state. The organization employs the PSAYDN director, coordinator, and special projects coordinator.¹⁶⁶ The network is governed by a steering committee that is composed of leadership from the network's partnering organizations. There are three standing subcommittees consisting of member volunteers: policy and communications, quality, and sustainability.¹⁶⁷

¹⁶³ (Virginia Partnership for Out-of-School-Time, 2019)

¹⁶⁴ (Maryland Out of School Time Network, 2010)

¹⁶⁵ (Maryland Out of School Time Network, 2019)

¹⁶⁶ (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

¹⁶⁷ (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

Selected Programs and Equal Access Initiatives

PSAYDN has a program called Project Accelerate,¹⁶⁸ which is an initiative that focuses on science, technology, engineering, and math (STEM) across its out-of-school time providers. The network works to facilitate capacity building to enable its providers to establish STEM programs. The goals of the initiative are to enhance academic achievement in the classroom by improving STEM literacy outside of the classroom, develop STEM skills, and prepare students for future study of and careers in STEM.

Funding Sources

PSAYDN receives funding from several sources, which include:¹⁶⁹

- Center for Schools and Communities
- Charles Stewart Mott Foundation
- The Heinz Endowments
- Pennsylvania Department of Education

Partnerships and Other Key Groups

PSADYN has partnerships with a variety of organizations that serve a wide range of purposes.¹⁷⁰ Some of the network's partners include:

- Afterschool Alliance
- Allegheny Partners for Out-of-School Time
- Attendance Works
- Big Brothers Big Sisters Independence Region (Southeastern Pennsylvania)
- Central Pennsylvania Workforce Development Corporation
- Chester Education Foundation
- Children's Museum of Pittsburgh
- Pennsylvania School Boards Association
- Philadelphia Department of Human Services
- Public Health Management Corporation
- United Way of the Greater Lehigh Valley
- YMCA of Greater Pittsburgh

This variety of both public and private sector partners assists the network in several ways. Functions of these partners range from assisting in ensuring equal access, to research and identifying best practices, to advocacy, to technical support, to quality assurance. The partnerships include local and statewide organizations and departments.

¹⁶⁸ (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

¹⁶⁹ (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

¹⁷⁰ (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

Quality Oversight, Standards, and Accountability

PSAYDN's quality statement defines the core elements the network believes are essential to offering quality afterschool care. The four core elements outlined in the quality statement are structure and management, positive connections, safety and health, and activities. The network also provides a self-assessment tool so providers can measure their adherence to the quality statement guidelines. The network publishes an annual director's report¹⁷¹ detailing its future initiatives and highlighting selected success stories, but the network does not conduct comprehensive outcomes tracking on student success.

¹⁷¹ (Pennsylvania Statewide Afterschool Youth Development Network, 2019)

Appendix C. Self-Reported Extended Learning Programs Offered in Delaware Public Schools as of June 2019

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Appoquinimink					
		N/A	Grades 6–8	Extra Time Match Tax	
		N/A	PreK–21 Years	Extra Time/Title I	
		Old State Elementary	Grades 1–5	IDEA B	113 Registered to date. Estimated 120.
		Alfred G. Waters Middle School	Grades 6–8	IDEA B	31 Registered to date. Estimated 35.
		Middletown High School	Grades 9–12 and 18–21 Years	IDEA B	21 registered to date. Estimated 30.
		Appoquinimink Preschool	PreK, K	IDEA B	88 Registered to date. Estimated 90.
Appoquinimink Credit Recovery	James H. Groves Program	Middletown High School	Grades 9–12	State Grant – Groves Adult Education Funding	60
Appoquinimink Elementary Summer School Program	N/A	Bunker Hill Elementary School	Grades K–2	Extra Time/Title III	147
Appoquinimink Middle Summer School Program	N/A	Alfred G. Waters Middle School	Grades 6–8	Extra Time/SS Tuition	38
Appoquinimink Summer Camps	N/A	Bunker Hill Elementary School /Appoquinimink High School	Grades 1–12	Registration Parents	302 Unique students occupying 383 total seats over 5 weeks.
Brandywine					
After School Clubs		Carrcroft Elementary School	Grades 3–5	Building	65
Robotics Club	Robotics Club	Carrcroft Elementary School	6–12 Years	Carrcroft/District	100
Cheerleading		Carrcroft Elementary School	Grades 3–5	Building	30
Elementary Boys Basketball		Carrcroft Elementary School	Grades 4–5	Building	60
Elementary Girls Basketball		Carrcroft Elementary School	Grades 4–5	Building	25

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Flag Football		Carrcroft Elementary School	Grades 3–5	Building	70
Girls on the Run	Girls on the Run	Carrcroft Elementary School	Grades 3–5	Building/Agency	25
St. Mary Magdalen	Basketball	Carrcroft Elementary School		St. Mary Magdalen	50
Reeling Dance	Dance	Carrcroft Elementary School	6–12 Years	Reeling Dance	100
Soccer Shots	Soccer Shots	Carrcroft Elementary School	6–12 Years	Soccer Shots	120
Young Rembrandts	Young Rembrandts	Carrcroft Elementary School	6–12 Years	Young Rembrandts	100
Enrichment/Academic Program	Academic Support	Forwood Elementary School	Grades 4–5	Building Budget	40
Flag Football & Cheerleading	Football, Cheerleading	Forwood Elementary School	Grades 4–5	Building Budget	50
Forwood Foxes	Basketball	Forwood Elementary School	Grades 4–5 Basketball	Parents/ Shirts	26
Robotics	STEM Robotics	Forwood Elementary School	Grades K–5	Internal Accounts for Shirts and Building Budget (to pay teacher the extra time)	16
Soccer	Soccer	Forwood Elementary School	Grades 2–5	Parents/ Shirts	23
4-H Club		Springer Middle School	Grades 6–8	N/A	10
All-State Chorus Rehearsals (Chorale)		Springer Middle School	Grades 6–8	Local	Between 10–20
B.A.R.K. Program		Springer Middle School	Grades 6–8	Local	Between 10–20
Business Professionals of America		Springer Middle School	Grades 6–8	Local	Between 10–20
Chess		Springer Middle School	Grades 6–8	Local	Between 10–20
Drama		Springer Middle School	Grades 6–8	Local	Between 50–60
Energy Club		Springer Middle School	Grades 6–8	Local	Between 10–20

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Homework Club		Springer Middle School	Grades 6–8	Local	Between 10–20
Jazz Band		Springer Middle School	Grades 6–8	Local	Between 10–20
Math Help		Springer Middle School	Grades 6–8	Local	Between 10–20
Math League		Springer Middle School	Grades 6–8	Local	Between 10–20
Musical		Springer Middle School	Grades 6–8	Local	Between 50–60
National Junior Honor Society		Springer Middle School	Grades 6–8	Local	Between 10–20
Odyssey of the Mind		Springer Middle School	Grades 6–8	Local	Between 10–20
Rapid Readers		Springer Middle School	Grades 6–8	Local	Between 10–20
School Store		Springer Middle School	Grades 6–8	Local	Between 10–20
Science Olympiad		Springer Middle School	Grades 6–8	Local	Between 10–20
Student Council		Springer Middle School	Grades 6–8	Local	Between 10–20
TSA		Springer Middle School	Grades 6–8	Local	Between 10–20
VEX Robotics		Springer Middle School	Grades 6–8	Local	Between 10–20
World Language Help		Springer Middle School	Grades 6–8	Local	Between 10–20
Yearbook		Springer Middle School	Grades 6–8	Local	Between 10–20
Boys Lacrosse Club		Talley Middle School	Grades 6–8	Local	20
Art Club		Talley Middle School	Grades 6–8	Local	45
Basketball Club		Talley Middle School	Grades 6–8	Local	35
Business Professionals of America/Girls Who Code		Talley Middle School	Grades 6–8	Local	15
Cross Country Club		Talley Middle School	Grades 6–8	Local	10
Drama Club		Talley Middle School	Grades 6–8	Local	70
Family, Career & Community Leaders of America		Talley Middle School	Grades 6–8	Local	20
Girls Lacrosse Club		Talley Middle School	Grades 6–8	Local	20
Jazz Ensemble		Talley Middle School	Grades 6–8	Local	30
Math League		Talley Middle School	Grades 6–8	Local	20
National Junior Honor Society		Talley Middle School	Grades 6–8	Local	41

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Odyssey of the Mind	Talley Middle School	Talley Middle School	Grades 6–8	Local	10
Science Olympiad		Talley Middle School	Grades 6–8	Local	15
Student Council		Talley Middle School	Grades 6–8	Local	10
Students Against Violence Everywhere (SAVE) Club		Talley Middle School	Grades 6–8	Local	10
Technology Student Association (TSA)		Talley Middle School	Grades 6–8	Local	11
Tri-M Music Honor Society		Talley Middle School	Grades 6–8	Local	30
VEX Robotics		Talley Middle School	Grades 6–8	Local	20
Yearbook Club		Talley Middle School	Grades 6–8	Local	15
Art		Brandywine High School	Grades 9–12	Local	20
Art Honor Society		Brandywine High School	Grades 9–12	Local	38
Band		Brandywine High School	Grades 9–12	Local	60
Drama		Brandywine High School	Grades 9–12	Local	40
Educators Rising		Brandywine High School	Grades 9–12	Local	20
Interact		Brandywine High School	Grades 9–12	Local	0
LGBT/GSA		Brandywine High School	Grades 9–12	Local	23
Math League Freshman	Brandywine High School	Brandywine High School	Grades 9	Local	6
Math League So/Jr/Sr		Brandywine High School	Grades 10–12	Local	15
National Honor Society		Brandywine High School	Grades 9–12	Local	73
Odyssey of the Mind		Brandywine High School	Grades 9–12	Local	5
Robotics		Brandywine High School	Grades 9–12	Local	15
Science Olympiad		Brandywine High School	Grades 9–12	Local	15
Spanish Honor Society		Brandywine High School	Grades 9–12	Local	20
Tri-M Music		Brandywine High School	Grades 9–12	Local	10
Anti-Bullying		Concord High School	Grades 9–12	Local	50
Art		Concord High School	Grades 9–12	Local	22
Band		Concord High School	Grades 9–12	Local	Band 200, Concert Band

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
					150, Marching Band 65, Jazz Band 30
Crew		Concord High School	Grades 9–12	Local	24
DECA		Concord High School	Grades 9–12	Local	33
Drama		Concord High School	Grades 9–12	Local	130
Educators Rising (FEA)		Concord High School	Grades 9–12	Local	7
Gay/Straight Alliance		Concord High School	Grades 9–12	Local	15
Honor Society		Concord High School	Grades 9–12	Local	22
Interact	Wilmington Rotary	Concord High School	Grades 9–12	Local	30
Math League		Concord High School	Grades 9–12	Local	27
Math League		Concord High School	Grades 9–12	Local	35
National Honor Society		Concord High School	Grades 9–12	Local	22
Science Honor Society		Concord High School	Grades 9–12	Local	25
Science Olympiad		Concord High School	Grades 9–12	Local	30
TSA		Concord High School	Grades 9–12	Local	20
VEX Robotics		Concord High School	Grades 9–12	Local	20
Band		P.S. duPont Middle School	Grades 6–8	Local	170
Drama		P.S. duPont Middle School	Grades 6–8	Local	70
Girls on the Run (spring)		P.S. duPont Middle School	Grades 6–8	Local	12
LGBT		P.S. duPont Middle School	Grades 6–8	Local	10
Math League 1		P.S. duPont Middle School	Grades 6–8	Local	25
Math League 2		P.S. duPont Middle School	Grades 6–8	Local	25
National Junior Honor Society		P.S. duPont Middle School	Grades 6–8	Local	145
Public Speaking (formerly named Debate Club)		P.S. duPont Middle School	Grades 6–8	Local	20
Science Olympiad		P.S. duPont Middle School	Grades 6–8	Local	28
Special Olympics		P.S. duPont Middle School	Grades 6–8	Local	18

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Student Council		P.S. duPont Middle School	Grades 6–8	Local	40
TSA		P.S. duPont Middle School	Grades 6–8	Local	41
VEX Robotics		P.S. duPont Middle School	Grades 6–8	Local	18
Maple Lane Before/Aftercare Program	None	Maple Lane Elementary	Grades K–5, Ages 5–11	None	Approximately 25 students
Summer Enrichment Program			Grades K–2	Brandywine	75
Extended School Year (half-day program)	N/A	Maple Lane Elementary School	Grades K–5	91050	151
Entitlement (full-day program)	N/A	Hanby Elementary School	Grades K–5	91050	132
Extended School Year (half-day program)	N/A	Talley Middle School	Grades 6–12	91050	40
Entitlement (full-day program)	N/A	Talley Middle School	Grades 6–12	91050	110
Entitlement (full-day program)	N/A	SITE Program (Claymont Community Center)	Ages 18–21	91050	20
	N/A	Bush Early Education Center	Pre–K	91050	
		Talley Middle School	Grades 6–8	Title I	260 Summer visitation program to help 5th grade to 6th grade transition.
Bush ESY/Entitlement	N/A	Bush	Pre-K; Ages 3–4	91050	87
Caesar Rodney					
		N/A	Secondary	Extra Time Match Tax	
	University of Delaware	McIlvaine Early Childhood Center, Nellie Hughes Stokes Elementary School, W. Reily Brown Elementary School	Grades K–1	21st Century Grant for At-Risk Students	150
	District Summer School Program	Postlethwait Middle School, Fifer Middle School, Air Base Middle School, Caesar Rodney High School	Grades 6–8	Local Funds	30

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	Freshman Academy	Caesar Rodney High School	Grade 9	Local Funds	300
Cape Henlopen					
		Beacon Middle School	Grades 6–8	Local Funding	
		Mariner Middle School	Grades 6–8	Local Funding	
		N/A	Grades 9–12	Local Funding	
		Cape Carousel Program	Grades 4–8	Local Funding	
		First State Community Action Agency	Community-Based	Local Funding	
		H.O. Brittingham Elementary School	Grades 2–5	21st Century Grant	
		Richard A. Shields Elementary School	Grades 1–5	21st Century Grant	
		Rehoboth Elementary School	Grades 3–5	21st Century Grant	
		Milton Elementary School	Grades 2–5	21st Century Grant	
		N/A	Grades 8–12	Local Funding	
Capital					
	Junior Achievement	Dover High School 21st Century Learning Center	Grades 9–12 Kent County Community School/Dover High School	21st Century/ Extra Time Match Tax	125
	District	Dover High School	Grades 9–12	Extra Time Match Tax	20
	Junior Achievement	East Dover 21st Century Learning Center	Grades K–4	21st Century/ Extra Time Match Tax	85
	DSU	William Henry Middle School	Grades 5–6 Minority Males	Verizon Grant	20
	Junior Achievement	William Henry Middle School 21st Century Learning Center	Grades 5–6 Kent County Community School	21st Century Grant; Extra Time	120
	District	South Dover Elementary	Grades 3–4	Extra Time Match Tax	50

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	District	North Dover Elementary School	Grades 3–4	Extra Time Match; Grants; Donations	30
	Delaware State University	Central Middle School	Grades 7–8 Minority Males	Verizon Grant	20
	Junior Achievement	Central Middle School 21st Century Learning Center	Grades 7–8	21st Century Extra Time Match Tax	120
	District	Hartly Elementary School	Grades 3–4	Extra Time Match Tax	30
	District	Booker T. Washington Elementary School	Grades 3–4	Extra Time Match Tax	50
	District	Towne Point Elementary School	Grades 3–4	Extra Time Match Tax	30
	District	Fairview Elementary School	Grades 3–4	Extra Time Match Tax	30
	District	Dover High School	Grade 7 STEM	Extra Time Match Tax	
		East Dover Elementary School	Entering Kindergarten	Focus/Title I	30
	District	East Dover Elementary School	Grades K–4 ESY	ESY/12-Month	100
	District	East Dover Elementary School	Grades K–4 ESL	Extra Time Match Tax	30
	District	Dover High School	Grades 9–12	Extra Time Match Tax	200
	District	Central Middle School	Grades 7–8	Extra Time Match Tax	90
	District	William Henry Middle School	Grades 5–6	Extra Time Match Tax	75
	District	Kent County Community School/Dover High School/Booker T. Washington Elementary School	Grades K–12		
Christina School District					
	Director of Computer Kids Club	Gallaher Elementary School	Grades K–5	Building Budget	45

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	After School Tutoring and Enrichment	Casimir Pulaski Elementary School	Grades 2–5	Title I	100
	Tennis	John R. Downes Elementary School	Grades K–5	Parents	30
	Brazilian Soccer	John R. Downes Elementary School	Grades K–5	Parents	50
	Computer Kids Club	John R. Downes Elementary School	Grades K–5	Parents	40
	Scouts (Cub)	John R. Downes Elementary School	Grades K–5	Parents	20
	Drama Kids	John R. Downes Elementary School	Ages 4–18	Parents	Unlimited
	Mad Science	John R. Downes Elementary School	Grades K–5	Parents	15
	Science Explores	John R. Downes Elementary School	Grades 1–5	Parents	20
	Gymnastics	John R. Downes Elementary School	Grades K–5	Parents	40
	Steel Drum	John R. Downes Elementary School	Grades 4–5	No Cost	30
	YMCA Before/After Care	Maclary Elementary School, Etta J. Wilson Elementary School	Grades K–5	Sliding Scale Parent Cost	
	Delaware Futures	Bayard School	Grades 6–8	Grant Funding	25
	21st Century Grant	Bayard School	Grades 6–8	Grant Funding	40
	Boy Scouts	Bayard School	Grades 6–8	Grant Funding	25
	After School STEM Club	Frederick Douglass Stubbs Elementary School	Grades K–5	Grant Funding	60
	Chess Club	Jennie E. Smith Elementary School	Grades K–5	No Cost	20
	Intramurals	Jennie E. Smith Elementary School	Grades K–5	No Cost	40

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	Lego League	Jennie E. Smith Elementary School	Grades K–5	No Cost	20
	Robotics League	Jennie E. Smith Elementary School	Grades K–5	No Cost	20
	Girls on the Run	Jennie E. Smith Elementary School, Robert S. Gallaher Elementary School, Etta J. Wilson Elementary School	Grades 3–5		15–20
	21st Century Grant	Shue-Medill Middle School	Grades 6–8	Grant Funding	20
	After School Tutoring and Enrichment	Kirk Middle School	Grades 6–8	Grant Funding	48
	Drama Club	Kirk Middle School	Grades 6–8	EPER	60
	BPA	Kirk Middle School	Grades 7–8	EPER	40
	Harry Potter Club	Kirk Middle School	Grades 6–8	No Cost	20
	FFA	Kirk Middle School	Grades 7–8	EPER	40
	TSA	Kirk Middle School	Grades 7–8	EPER	40
	FCCLA	Kirk Middle School	Grades 7–8	EPER	40
	Multiple Afterschool Activities throughout Year	Delaware School for the Deaf	Grades K–12	Vista Grant through DVI	
Colonial					
Let Me Run Boys	Let Me Run Boys	Carrie Downie Elementary School	9–12 in Grades 4–5	Extra Time Match Tax	15
STEAM Club	N/A	Carrie Downie Elementary School	Ages 9–12 in Grades 4–5	Extra Time Match Tax	15
Adult English Class; After School Tutoring; Saturday Growth Academy; Soccer Shots	Soccer Shots	Castle Hills Elementary School	Ages 5–11 in Grades K–5; Parents of Students	Extra Time Match Tax	
Saturday Growth Academy; STEAM Club, Math 24; Drama Club; After School Enrichment; Let Me Run Boys; Girls on the Run; YAP	Girls on the Run; Let Me Run	Castle Hills Elementary School	Ages 9–11 in Grades 4–5	Extra Time Match Tax	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
STEAM Club, Science Olympiad, Coding/Gaming Club, After-School Tutoring, Math 24, Knights Table		George Read Middle School	Ages 11–15 in Grades 6–8	Extra Time Match Tax	Approximately 150
		Gunning Bedford Middle School	Ages 11–15 in grades 6–8	Extra Time Match Tax	
Math League, HOSA and STEAM Club, Gay Straight Alliance	Math League, HOSA	McCullough Middle School	Ages 13–15 in Grades 6–8	Extra Time Match Tax; EPER	45
After School Enrichment (Cooking Club, Cheerleading, STEAM, Math 24, Board Games, Walking Club)	YAP Girls on the Run	New Castle Elementary School	Grades 3–5	Extra Time Match Tax	
After School Academic Support		New Castle Elementary School	Grades 1–5	Extra Time Match Tax	
		Wilbur Elementary School	Grades K–5	Extra Time Match Tax	
		William Penn High School	Grade 11–12	Extra Time Match Tax	
		William Penn High School	Grades 9–12	Extra Time Match Tax	
YAP	YAP	Carrie Downie Elementary School	Ages 8–12 in Grades 3–5	Extra Time Match Tax	0
Extra Time	NA	Carrie Downie Elementary School	10–20 in Grades 2–5	Extra Time Match Tax	
Girls on the Run	Girls on the Run	Carrie Downie Elementary School	Ages 9–12 in Grades 3–5	Extra Time Match Tax	15
		Wilmington Manor Elementary School	Grades K–5	Extra Time Match Tax	315
		Castle Hills Elementary School	Ages 5–11 in Grades K–5	Extra Time Match Tax	
		William Penn High School	Grades 9–12	Extra Time Match Tax	
Girls on the Run (GOTR), First Lego League Competition		Pleasantville Elementary School (PLV)	GOTR Grades 3–5; Lego League Grades 4–5	Extra Time Match Tax	GOTR & Lego League (9)
Adult EL Classes		Pleasantville Elementary School (PLV)	Open to all grades K–5	Extra Time Match Tax	
EL Extra-Time Program		Pleasantville Elementary School (PLV)	EL students in Grades 3–5	Opportunity Grant	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Soccer Shots & Drama Club		Pleasantville Elementary School (PLV)	Soccer Shots (K–3) & Drama K–5	None	
Champions Club (Technology, Basketball, Dance)		Pleasantville Elementary School (PLV)	Grades 4–5	Extra Time Match Tax	
	No Program	Carrie Downie Elementary School			
	SummerCollab	Castle Hills Elementary School – Site is Castle Hills – Tyler’s Camp	Ages 9–11 in Grades 4–5		
STEAM Club		Pleasantville Elementary School (PLV)	All Students in Grades 4–5	Extra Time Match Tax	
Delmar					
Summer School Attendance		Delmar High School/Middle School	Grades 5–12	IDEA 611 and Title I	150–200
Lake Forest					
	NA	Lake Forest East Elementary School	Grades 1–3	Extra Time/Title I	30
	NA	Lake Forest North Elementary School	Grades 1–3	Extra Time/Title I	50
	NA	Lake Forest South Elementary School	Grades 1–3	Extra Time/Title I	50
	NA	W. T. Chipman Middle School	Grades 6–8	Extra Time/Title I	75
	NA	Lake Forest High School	Grades 9–12	Extra Time/Title I	60
	FAME, Inc.	W. T. Chipman Middle School	Grades 6–7	FAME, Inc.	50
Laurel					
Summer Remediation/Enrichment at Laurel Middle School	N/A	Laurel Middle School	Grades 6–8	Priority School Grant Funds	115
Summer Elementary Enrichment/Remediation	N/A	North Laurel Elementary	Grades 2–4	Federal Consolidated Grant	63
Summer 12-Month Special Education	N/A	District	Pre-K–12	Local Extra Time Funds	30
Summer ESY Special Education	N/A	District	Grades 912	Local Extra Time Funds	42
Summer Credit Recovery at Laurel High School	N/A	Laurel High School	Pre-K–12	Local Extra Time Funds	45

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Bulldogs Bound for Success After School Program	N/A	North Laurel Elementary School	Grades 9–12	Federal Consolidated Grant	52
After School Tutoring at Laurel High School	N/A	Laurel High School	Grades 2–4	Federal Consolidated Grant	N/A
Milford					
	University of Delaware 4-H Cooperative	Milford Central Academy/Milford High School – 4-H	Grades 6–12	21st Century Grant	50 (with hopes to expand) This partnership provides after school activities for students in Milford Central Academy and Milford High School.
	N/A	Milford Central Academy – After School Tutoring	Grades 6–8	Local	150+ Milford Central Academy provides content tutoring after school throughout the school year.
	N/A	Milford High School – After School Tutoring	Grades 9–12	Local	150+ Milford High School provides content tutoring after school throughout the school year.
	University of Delaware 4-H Cooperative	Milford Central Academy – 4-H	Grades 6–12	21st Century Grant	50; This program provides summer services including field trips, activities and educational support.
	N/A	Milford Central Academy/Milford High School – Credit Recovery	Grades 6–12	Local	185; This program offers credit recovery services for identified students who need additional credits to advance.
	N/A	Milford Central Academy/Morris Early Childhood Center – Special Education	All	Local Tuition and IDEA	85; This program offers year-round and extended school year services for identified special

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year education students.
	N/A	Lulu M. Ross Elementary School – Ross Rangers	Grades 1–5	State Opportunity Grant	50; This program provides summer educational services identified English Learner students. The program will be a two-week summer camp in preparation for the upcoming school year.
	N/A	Morris Early Childhood Center – K Readiness	Pre-K	Title I	50; This is a pilot program for identified Pre-K students entering kindergarten. Students will be identified using the K Screener.
POLYTECH					
Afterschool as Needed					
Red Clay Consolidated					
	ELL	Austin D. Baltz Elementary School (Warner/Heritage site)	Grades K–4	RC	10
	After School Clubs – Session 1 (10 weeks; October to January)	Austin D. Baltz Elementary School	Grades 2–5	1003-G Focus Grant	80
	After School Clubs – Session 2 (10 weeks; February to March)	Austin D. Baltz Elementary School	Grades 2–5	1003-G Focus Grant	80
	After School Band (yearlong two times per week)	Austin D. Baltz Elementary School	Grades 4–5	Red Clay	25
	YMCA Before and After Care	Austin D. Baltz Elementary School	Grades K–5	Parents	20
	New Castle County Camp	Brandywine Springs School	Grades K–5	NCC	
	Italian Camp	Cooke Elementary School	Grades K–5	Parents	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	ESY and ELL Summer School	Heritage Elementary School	Grades 1–5	Red Clay	Approximately 200
	Highlands Wildcat Den	Highlands Elementary School	Grades 3–5	Strategic Grant	55
	Boys & Girls Club	Highlands Elementary School	Grades K–5		
	Latin American Community Center (afterschool program)	Lewis Dual Language Elementary School	Grades K–5	Parents	50
	SMART Academy (after school)	Lewis Dual Language Elementary School	Grades 3–5	21st Century	100
	SMART Academy (summer)	Lewis Dual Language Elementary School (Warner site)	Rising 3–5	21st Century	35
	Boys & Girls Club	Linden Hill Elementary School	Grades K–5	Parents	125
	Odyssey of the Mind	Linden Hill Elementary School	Grades 3–5	Strategic Grant	40
	Science Olympiad	Linden Hill	Grades 1–5	Strategic Grant	40
	Computer Kids, Drama Kids, Mad Science, Spanish	Linden Hill Elementary School	Grades K–5	Parents	150
	Drama for Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	20
	Spanish Club	Marbrook Elementary School	Grades 2–5	Strategic Grant	6
	Walking Club	Marbrook Elementary School	Grades 2–5	Strategic Grant	10
	Computer Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	20
	Bricks 4 Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	40
	Petite Yogi	Marbrook Elementary School	Grades 2–5	Strategic Grant	7

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	4-H DEL State	Marbrook Elementary School	Grades 2–5	Strategic Grant	8
	Science Ambassadors/ Engineering CSW	Marbrook Elementary School	Grades 2–5	Strategic Grant	40
	ESY Program	Anna P. Mote Elementary School	Grades 1–5	Special Services	
	Odyssey of the Mind	Anna P. Mote Elementary School	Grades 4–5	Strategic Grant	
	Before School Tutoring	Anna P. Mote Elementary School	Grades 2–5	Strategic Grant	
	YMCA Before and Afterschool	Anna P. Mote Elementary School			
	SMART Academy (after school)	Richardson Park Elementary School	Grades 3–5	21st Century	100
	SMART Academy (summer)	Richardson Park Elementary School (site Richey)	Rising 3–5	21st Century	40
	Boys & Girls Club	Richey Elementary School	Grades K–5	Parent	
	New Castle County	Richey Elementary School	Grades K–5	Parent	
	Smart Academy	Richey Elementary School	Grades 3–5	District	43
	Boys & Girls Club (yearlong and summer)	Evan G. Shortlidge Academy	Grades K–2	21st Century	60–100
	After School Tutoring/ Reading Basketball	Evan G. Shortlidge Academy	Grades K–2	Strategic Plan Grant	40
	Art Club	Evan G. Shortlidge Academy	Grades K–2	Building Budget	20
	Mentoring	Evan G. Shortlidge Academy	Grades K–2	Strategic Plan Grant	15
	CFF Summer Programs	Evan G. Shortlidge Academy	Grades K–2	Children & Families First	
	Boy and Girl Scouts	Evan G. Shortlidge Academy	Grades K–2	CFF	60
	Yoga	Evan G. Shortlidge Academy	Grades K–2	CFF	10
	Community Garden	Evan G. Shortlidge Academy	Grades K–2	CFF	35

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	Drone Club with Charter School of Wilmington High School	Evan G. Shortlidge Academy	Grades K–2	Charter School of Wilmington	40
	Warner Elementary School Summer School; ESY; ELL	Emalea P. Warner Elementary School	Grades 3–5	21st Century Grant	Approximately 200 (all programs)
	Children & Families First				
	Student Ambassadors	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	20
	Achievement Matters	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	20
	Just Mentoring	Alexis I. du Pont Middle School	Grades 6–8	Grant	15
	Art Club	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	15
	Garden Club	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	10
	Girls on the Run	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	25
	Gay/Straight Student Alliance	Alexis I. du Pont Middle School	Grades 6–8	FOCUS	10
	Summer STEM Camp	Conrad Schools of Science	Grades 6–8	Red Clay	100
	ELL, Autism, and ESY Summer School	Skyline Middle School			
	RCCSD Secondary Summer School	Stanton Middle School	Grades 8–12	Red Clay	
	Baltz Elementary (Mote site)	ESY Opportunities	Grades K–4	RC	26
Seaford					
	Seaford Boys & Girls Club	Seaford Boys and Girls Club	Grades 3–5	21st Century Grant	100
Credit Recovery/SAT Prep		Seaford High School	Grades 9–12	Extra Time Match Tax	50
Credit Recovery/SAT Prep		Seaford Middle School	Grades 6–8	Extra Time Match Tax	50
Seaford Community Connections		N/A	Grades K–5	Extra Time Match Tax	75
Credit Recovery		N/A	Grades 6–12	Extra Time Match Tax	125
Smyrna					
After School Program	Boys & Girls Club	Clayton Elementary School, Also Attended by Clayton Intermediate School Students	Grades K–6	Parents/Boys & Girls Club	20–30

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
After School Program	Boys & Girls Club	North Smyrna Elementary	Grades K–6	Parents/ Boys & Girls Club	20–30
After School Program	Boys & Girls Club	Sunnyside Elementary	Grades K–6	Parents / Boys & Girls Club	20–30
After School Program	Boys & Girls Club	John Bassett Moore Intermediate School, Also Attended by SES Students	Grades K–6	Parents/ Boys & Girls Club	15–20
Homework Help		John Bassett Moore Intermediate School	Grades 5–6	Extra Time Match Tax/ Local	15–20
Homework Help		Clayton Intermediate School	Grades 5–6	Extra Time Match Tax/ Local	15–20
Homework Help		Smyrna Middle School	Grades 7–8	Extra Time Match Tax/ Local	15–20
Homework Help		Smyrna High School	Grades 9–12	Extra Time Match Tax/ Local	20–30
On-line Credit Recovery		N/A	Grades 7–12	Students	15–20
Extended School Year (Identified Students)	Charlton School	Charlton School	K–12	IDEA District	25
Sussex Tech					
Techademic Coaching: Two-hour afterschool program available year-round Monday to Thursday for all students for extra help with math, science, English, social studies, Spanish, computer research, and make-up testing.	None	Sussex Tech High School	Grades 9–12	Local Funds and Federal IDEA	1,240 Enrolled Students



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