**Examples of Afterschool in State ESSA Plans:**

* Sixteen states and DC submitted consolidated plans for the May 3 deadline.
* At least four state plans include mention of student access to afterschool and/or extracurricular activities as an explicit indicator for reporting or accountability. (NV, LA, OR, ND, discussed in NC)
* Fifteen states have proposed accountability indicator systems which track chronic absenteeism
* 18 states have proposed an indicator around college and career readiness
* Other indicators include: climate surveys, access to the arts/broad curriculum, teacher longevity, physical fitness

|  |  |  |
| --- | --- | --- |
| **Topic** | **State** | **Ideas** |
| Stakeholder Involvement  | New Mexico | All attendees had the opportunity to request any special accommodations needed for their participation including: translators, interpreters, dietary needs, child care, etc. All accommodation requests were met, in order to ensure that every stakeholder who wanted to attend a meeting was able to do so. |
| Needs Assessments | North Carolina | NC has a school level needs assessment – and C.N.A crosswalk where interventions includes “The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs)” |
| Intervention Strategies | Tennessee | TN has a table of interventions strategies (pg 160) which includes a section for strategies beyond the school day which includes afterschool and summer programs |
| AccountabilityIndicators (future/proposed) | Nevada | NV will be reviewing feasibility of a few afterschool related additions to its accountability system: promote and track student access and participation in before and after school clubs, sports, enrichment, and/or activities; Compare percentage of clubs and capacity to the percentage of students enrolled; track that schools allocate adequate funding and personnel for before and after school activities |
| Accountability Indicators (future/Proposed) | Louisiana | Devising an “opportunity to learn” indicator including idea that “all elementary and middle settings should offer every Louisiana student access to quality visual and performing arts, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interest clubs).” |
| Accountability | North Dakota | Students on the Military Ready and Career Ready Tracks will be able to participate in two extra-curricular to meet one of their graduation goals |
| Accountability (Future) | New Mexico | Developing an Opportunity to learn indicator “with stakeholders from inside and outside the PED coming together to select student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs” |
| Report Cards | Tennessee | The TN report card will show the percent of students participating in at least one extra-curricular |
| Report Cards (future) | Oregon | Additionally, other qualitative data such as access to a full curriculum extended learning opportunities (e.g. after school, summer school, and community-based learning) may also be added in 2018-19 for reporting purposes. |
| 21st CCLC | Illinois | Includes section on full use of 5% quality set aside and 2% administrative funds and speaks to network’s role: “Title IV(b) funding will be leveraged with other federal funds to increase the state’s ability to address performance gaps in learning and healthy development for the most vulnerable children; meaningfully engage families as critical partners; connect community systems with schools and districts in sustainable ways; and, in partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state that leads to increased student achievement.” |
| 21st CCLC | North Carolina | Large section on 21st CCLC- includes funding formula, uses of admin/TA funds, description of planning and grants management tool. The Planning Tool contains the Needs Assessment and program Goals along with supporting strategies and activities; discusses priorities including geographic diversity and summer programming |
| 21st CCLC  | New Jersey | Large focus on external org piece in feedback chart at end of doc; NJDOE requires 21st Century Community Learning Centers grantees to focus on one of the following themes:  STEM;  Civic engagement;  Career awareness and exploration; or  Visual and performing; required to provide both after- school and summer programs from September 1 through August 31; NJDOE has decided to pilot an expanded learning opportunity sub-grant for up to three years. |
| 21st CCLC  | New Mexico | Coordinates across other sections in the plan including student support and enrichment grants (Title IVA) and focuses attention on special populations – Special education; homeless; Native American student; English language learner; and low academic performers; focuses on school transitions |
| 21st CCLC  | Maine | "The 21st CCLC program itself provides many schools within in the state with an alternative learning environment for students beyond that of their traditional school day. These additional resources truly allow for Multiple Pathways for Learner Achievement, as students are often able to gain school-day credit for the learning that takes place in the these extended-learning environments...In addition to the 21st CCLC program’s academic focus, there is an equal emphasis on coordinated and Comprehensive School and Community Support" Look at ME guiding principles (p.60) to see how OST supports these CCR skills; pg 115 school climate survey tool  |
| Well-Rounded Curriculum | Delaware | plan reports that stakeholder feedback from the Student and School Supports Discussion Group identified several strategies to assist students’ access to a well-rounded curriculum including Access to healthy meals beyond the school day and Technical assistance to LEAs for providing robust, whole school, extended day programs/clubs; includes summer transition academies as a strategy |
| Well-Rounded Curriculum | Illinois | ISBE recognizes that after‐school programming oftentimes is the first entry point for family and community engagement in the school building. The professional development and technical assistance plan for 21st Century Community Learning Center grantees includes an annual comprehensive menu of supports for family and community engagement that includes webinars, regional workshops, newsletters, resource bulletins, a website, and two biannual conferences. In addition, ISBE works closely with an Illinois after‐school statewide network, the ACT Now Coalition, which recently published quality standards for Illinois after‐school program providers. Almost 50 percent of the providers are LEAs and schools. This is significant, given that this leverages the ability to better coordinate resources, staff, and funding to strengthen engagement efforts. There are dedicated standards for family and community engagement as well as for school partnerships. ISBE will work with the network in providing professional development and a community of practice to strengthen local connection and capacity for meaningful engagement that is linked to learning and healthy development outcomes for students. |
| Well-rounded curriculum | New Mexico | The stakeholder group felt that wrap-around family support services are needed in order for students at risk, including students with disabilities, students living in poverty and those students with social justice barriers to be successful. “PED will provide federal and state funding for robust out of school time programs" |

**Plans in Progress:**

|  |  |  |
| --- | --- | --- |
| Interventions | Idaho | Under Technical Assistance Regarding Evidence-Based Interventions Includes a section on extended learning time |
| Positive Language | Idaho | “As a result of Idaho’s slow recovery from the economic recession, LEAs have eliminated many programs (e.g., elective courses, afterschool programs) that contribute to a robust, well-rounded education” (pg 56) |
| Title IVA on Bullying/Climate | Idaho | The legislature has also appropriated $4 million (ongoing) in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference.* |
| Evidence Base | Washington | ESSA plan references a state [collected list of evidence based strategies (Menus)](http://www.k12.wa.us/SSEO/Menus.aspx) for ELA, Math and Behavior updated in July 2016:* *“All schools identified for improvement will be required to use evidence-based practices as defined in the state’s Menus of Best Practices for Mathematics, English Language Arts (ELA), and Behavior. The menus offer evidence-based interventions to assist students who are struggling”*

Before-After School Programs Before and after school programs are evidence-based. Research emphasizes the importance of high quality out of school time learning opportunities for children's academic success in school, as well as their health and wellbeing. Out of School Time (OST) programs can support and promote academics, socialization, sports, and safe environments for children before and after school, on Saturdays, and during scheduled school breaks. Programs that focus on emerging foundational literacy skills and on-going speaking, listening, writing, and reading skill development can significantly impact student learning outcomes.  |
| ELL (Title III) | Hawaii | Pg 87- State will collaborate to provide the following for ELL* Parent Engagement Activities
* Extended Learning Opportunities for students beyond the

school day (e.g., after school, during the intersession, andduring the summer)* English Language Development software to support students

in ELOs and enrich the core English Learner Programs |
| Title IV A | Hawaii | Hawaii’s main strategy is to focus on the whole child through an increased attention to social-emotional learning as well as through family, community and industry partnerships. Goal 2 focuses on being equity based and removing barriers to learning which includes “access to quality learning experiences for all children (out of school time) pg 93. “Through this community schools model, students’ belonging, learning, character, and wellbeing are addressed through interconnected networks of coordinated academic, instructional, and social and emotional supports. The heart of this model – and its success– is grounded in structures and processes aimed at the building of strong, trusting and caring relationships. |