

**U.S. PROGRAMS
Special Fund for Poverty Alleviation
Summary of Recommended Grants
April 25, 2011**

Special Fund for Poverty Alleviation

Organization	Grant Code	Recommended	Term	2011	2012
Broaden Educational Opportunities					
The After School Corporation	T1: 21138	\$ 3,500,000	2 years	\$ 3,500,000	
Total Recommended:		\$ 3,500,000		\$ 3,500,000	\$ -
GRANTMAKING TOTAL THIS DOCKET:		\$ 3,500,000			

Amel Neis
Approval Signature

4/25/11
Date

* Subject to Board Advisors approval

**Special Fund for Poverty Alleviation
Docket Memo**

To: Aryeh Neier

From: Diana Morris, Jane Sundius and the Special Fund for Poverty Alleviation Staff

Date: April 15, 2011

Re: Special Fund for Poverty Alleviation April 25, 2011 Docket Grant Recommendations

The Special Fund for Poverty Alleviation (SFPA) recommends an additional grant totaling \$3,500,000.00 for consideration on U.S. Programs' docket scheduled for April 21, 2011.

Education

The After School Corporation for Expanded Learning Schools (ExL)

\$3.5 million; 4/1/11 – 3/30/13

The proposed grant will support The After School Corporation's (TASC) launch of ExL Schools, a whole-day, whole-school, whole-child model of public education in seventeen schools in New York, Newark, New Orleans and Baltimore. In addition to improving children's educational outcomes, this national demonstration project will provide substantial employment and educational resources to the participating communities. The ExL School model extends the day by two hours, increasing learning time for all of a school's students and, by partnering with community organizations, broadens educational offerings beyond tested subjects to provide the cognitive, physical and social-emotional learning opportunities that all children require to be successful. During the two-year grant period, TASC will provide intensive technical assistance and substantial program funding to help sites integrate the staff, programming and resources of participating schools and community-based organizations. It will also document the implementation of the model across all four sites, and will share its findings to help other jurisdictions adopt the model.

Grant ID: 20032458

Legal Name of Organization: The After School Corporation

Tax Status: 501(c)3 public charity

Name of Fiscal Sponsor: Not applicable

Purpose of Grant: To launch a national demonstration of Expanded Learning (ExL) Schools in New York, Newark, New Orleans and Baltimore to provide much-needed educational and employment resources in these communities and to build support for a public school model that includes a longer day, substantial community involvement, and the full range of learning opportunities needed to prepare children for productive lives as community members, citizens and workers.

Grant Description: The proposed grant will support The After School Corporation's (TASC) launch of ExL Schools, a whole-day, whole-school, whole-child model of public education in seventeen schools in New York, Newark, New Orleans and Baltimore. In addition to improving children's educational outcomes, this national demonstration project will provide substantial employment and educational resources to the participating communities. The ExL School model extends the day by two hours, increasing learning time for all of a school's students and, by partnering with community organizations, broadens educational offerings beyond tested subjects to provide the cognitive, physical and social-emotional learning opportunities that all children require to be successful.

During the two-year grant period, TASC will provide intensive technical assistance and substantial program funding to help sites integrate the staff, programming and resources of participating schools and community-based organizations. It will also document the implementation of the model across all four sites, and will share its findings to help other jurisdictions adopt the model.

Previous OSF Support: \$125,000,000

Organization Budget: \$ 17,009,386

Project Budget: \$23,273,989

Major Sources of Public and Private Support:

Corporation for National and Community Service (AmeriCorps)	\$ 386,693
Hebrew Technical Institute	\$ 200,000
Robert Browne Foundation	\$ 50,000
New York State Office of Community Service	\$1,056,257

Amount Requested: \$3,500,000.00

Is this a contingent grant? No

Amount Recommended: \$3,500,000.00 (T1: 21138)

Term: 2 years (April 1, 2011 – March 30, 2013)

Matching Requirements: 1:1 match required

Description of organization:

Founded in 1998 with a 1:3 matching grant of \$125 million from the Open Society Institute, TASC set about establishing an after-school program model that would be cost-effective and sustainable and that would increase children's learning. Due largely to TASC's efforts, New York City currently has the largest municipal system of after-school programs in the nation, with annual investments of more than \$100 million. The organization continues to be led by its founding executive director, Lucy Friedman, and focuses on increasing the quantity and quality of out-of-school-time (OST) programs. To this end, it has five primary functions: grants and technical assistance; professional development; advocacy and policy reform; research and evaluation; and demonstration pilots. TASC's demonstrated success in scaling up after-school programs in New York City has accorded it a well-deserved national reputation. Thus, while it works primarily in New York City and New York State, it is asked regularly to provide training and technical assistance nationally.

Description of the Project for Which Funding Is Sought:

The project is a national demonstration of ExL Schools, a TASC-developed model of urban public education to improve the engagement, achievement and graduation rates of low-income students. The model, piloted over the last two years in New York City, draws on the experience of effective school and after-school programs and is based upon the premise that American children, particularly those from poor communities, require more time in school if they are to become productive workers, engaged citizens, and supportive family members. Over the two year demonstration period, TASC will provide resources and training to four existing out-of-school-time (OST) intermediary organizations, one each in Newark, New Orleans, New York and Baltimore. These intermediaries will use their local knowledge to

identify appropriate schools and community-based partners within their cities to launch a total of 14 ExL Schools and to reach 5,500 students.

The initiative has four main objectives:

1. Demonstrate that increasing the length of the school day is an effective, sustainable and scalable improvement strategy for urban public school districts;
2. Show that the integration and coordination of school and community resources are essential to ExL School success, resulting in a richer, broader, more engaging and more effective education for participating students;
3. Provide information about extended school day models by assessing the results of the ExL School model and by disseminating information about implementation challenges, needed regulatory reforms, potential public funding sources, and key program components; and,
4. Advocate for implementation of those aspects of the ExL Schools that have proven effective.

The five core features of ExL School model are: 1) a longer school day that provides at least 1,600 hours of learning time per year; 2) a strong school-community partnership that enhances educational offerings and students' connections to the school, 3) a well-rounded curriculum that includes time for core subjects *and* the arts, social studies, physical, social, career-prep, and other developmentally-appropriate activities; 4) small-group instruction, with average student-to-staff ratios of 10:1 or lower, never exceeding 15:1; and, 5) opportunities for students to learn from and connect to a variety of adults, including teachers, community educators, artists, sports and recreation instructors and volunteers. ExL Schools also provide nutritious meals and snacks daily and provide opportunities for parent engagement.

The ExL School model provides opportunities for teachers to work side-by-side with community educators (e.g., youth specialists, teaching artists, and sports/recreation instructors) who specialize in child development or a particular field (e.g., visual art, yoga, or robotics). Together these adults provide students with a variety of learning modalities, including active, hands-on experiences in science, literacy and the arts. For elementary and middle school students, these opportunities occur largely within the public school building. For high school students, TASC and its partners are designing a model that will allow students to apply learning in the real world through internships, apprenticeships and other work experiences. Students may also have the ability to earn academic credit for activities that occur throughout the learning day, in and out of school.

TASC, in coordination with OSF, selected the participating cities based on the following criteria that gauge their readiness to implement the ExL model: 1) a demonstrated need as indicated by wide-spread student disengagement and low academic performance; 2) support for the initiative by school and community leadership; 3) existing out-of-school time infrastructure and resources, including funding streams; and 4) the presence of a strong intermediary partner(s) with expertise in data coordination, grants management and capacity-building. In each city, experts will work with the school district and additional partners (e.g., intermediaries, community organizations, colleges/universities, and the philanthropic community) to implement a method for school selection, service delivery, staff training and support, and sustainability. While all four cities share high levels of commitment and

readiness, they vary considerably in terms of public funding levels, size, school policies, and type of additional public and private resources that are available to children. These characteristics will allow TASC to test the adaptability, effectiveness and sustainability of the ExL School model outside of New York City. TASC envisions further expansion of the model, based on initial results, in the four cities and, ultimately, in urban school districts across the nation.

Rationale for Recommendation:

Recent reports of increases in the graduation rate across the country are promising – there were 120,000 more high school students who earned a high school diploma in 2008 than in 2001, and there was a 13 percent decline in the number of failing high schools. Nonetheless, the overall national picture remains troubling: more than one million public high school students do not graduate with their class each year. For those students who drop out, the picture is very dim: dropouts earn, on average, \$1 million less than college graduates over the course of their lifetimes; they are more than twice as likely to slip into poverty in a single year; and, their rates of incarceration, chronic illness, and homelessness are all significantly higher than their graduate peers. Disturbingly, there is increasing evidence that the design of American schools—with zero-tolerance disciplinary policies, a myopic focus on standardized test scores, and insufficient time for students to make up educational gaps—will stymie future improvement in student achievement and graduation rates.

This investment in the ExL School initiative is designed to create an alternative school model and to advance the goals of the Special Fund for Poverty Alleviation to increase educational resources, employment opportunities, and access to benefits in disadvantaged urban and low-income communities. More specifically, the two-year, 14-school initiative will

- Increase the number of hours of schooling children are provided each year by more than one-third, at a cost that is generally less than one-tenth of the school day budget
- employ more than 600 people, most of whom will be community educators and youth workers who are more likely to live in the community surrounding the schools;
- leverage more than \$2 million in funding for federal food, giving families peace of mind that their children have after-school snacks and supper five nights a week, at no cost to the family; and,
- allow parents to work additional hours, valued at \$4,000 per year, and/or retain a job, valued at \$15,000/year.¹

In addition, this investment in ExL Schools addresses key open society issues as it strives to create schools that prepare poor, low-performing students for full, productive lives as citizens and workers. Specifically, the ExL school model gives considerable leverage to community-based organizations, empowering them to take part in the design of the school day and allowing them to advocate for curricula and pedagogical methods that are relevant and engaging to students. Further, the model requires participating schools to dedicate much of the extended school day to expanding children’s learning, rather than to only teaching the

¹ Note: these calculations are based on minimum wage and are drawn from Brandeis study on economic benefits of Out of School Time programs to families.

narrow band of knowledge needed to pass mandatory state tests. Finally, the ExL school model greatly increases students' access to adults – particularly to adults who are closely tied to their communities, who are trained in youth development principles, and who have experience working with children and youth. These factors—strong school-community partnerships, a broad, enriched and contextual set of learning opportunities, and ready access by youth to committed, caring adults—are the hallmarks of schools that successfully educate poor and, typically, minority, school-children. Importantly from an open society perspective, it is schools such as these that can divert students from the prison pipeline and place them, instead, on a path to successful adulthood. They give students the skills, incentives, and supports they need to stay engaged, to come to school regularly, to respect school norms, and to learn.

With its expertise designing, implementing and sustaining youth programs, The After School Corporation is extraordinarily well-suited to launch this national demonstration project. Since 1998, it has used a “case to cause” approach to:

- design, implement and sustain a cost-effective out of school time program model, which continues to be used in hundreds of New York City schools;
- broker partnerships between more than 320 public schools and 150 different community organizations, helping them to improve and sustain their programs;
- train over 5,000 youth program staff in more than 30 U.S. cities;
- generate \$538 million of funding in its first decade, more than a 4:1 return on OSF's founding investment; and,
- build the foundation for the nation's largest municipally-funded after-school system, with more than \$100 million of investments per year.

Building on its experience with after-school programs, TASC has piloted the ExL model in New York, identified participating cities and intermediary organizations to launch its demonstration project. In addition, TASC has begun to raise matching funds from a variety of private and federal, state and local public sources, including, Advantage After School, Supplemental Educational Services, 21st Century Community Learning Centers grants, Title 1, Title 3 and school district operating funds.

Given its successful track record and substantial experience and the grant's potential to address key educational equity and poverty alleviation objectives, OSF staff recommend approval of a grant to The After School Corporation of \$3.5 million over two years, to be matched on a 1:1 basis, to support the launch of ExL Schools in New York, Newark, New Orleans and Baltimore.