

Updating

SCHOOL BOARD POLICIES

A Membership Benefit of NSBA National Affiliates

Extending the School Day

Building and supporting high-quality after-school programs and community learning centers

By Terry K. Peterson

In this challenging era of leaving no child behind, school district leaders must seek out and implement strategies that expand both learning time and learning partners—strategies that have proven, measurable results in improving the education of all children. Numerous education movements are afoot nationally, but one in particular is gaining momentum with the voting population: before- and after-school programs.

In a 2002 survey of registered voters, the Afterschool Alliance found that nine in 10 agree on the need for some type of organized activity or place for children to go after school every day that provides opportunities for them to learn. Even more revealing is that overall, 72 percent of voters agree that “after-school programs are an absolute necessity for [the] community.” Support holds across all demographic groups—by race, age, partisan affiliation, geographic region, gender, level of education, marital status, type of community (urban, suburban, or rural), religion, type of employment, and salary.

After-school programs are a significant opportunity to improve learning for students. However, they must do more than

provide an opportunity for children to complete worksheets or play kick ball. To make a positive difference in learning, after-school and summer programs must be engaging and comprehensive, and they must be conducted in partnership with families and key sectors in the community.

Enhancing Learning

In addition, after-school programs should intentionally enhance learning opportunities for children and their families. They can do this in a number of ways:

- **Helping students catch up.** Many children need more individualized learning time beyond the school day and year, and they need help completing their homework. This doesn't mean “drill and kill” worksheets. To be productive, the learning time should be personalized, hands-on, and interesting.
- **Engaging students in learning at higher levels.** Many children need accelerated learning opportunities to keep up. They need extra help and connections to real-world tasks and people in diverse settings to see firsthand how their education relates to their future. Assets to learning

at higher levels can include music and arts, service learning, computer training, learning about other cultures and languages, job shadowing, and cooperative programs with local colleges. The academic skills that are included in state standards should be embedded in these projects and activities.

- **Encouraging greater family connections and involvement.** After-school programs can be a good vehicle for linking more families with their own children's education—at home, in the schools, and in the community.

- **Giving families opportunities to boost their own education.** Parents' levels of education are strongly correlated with their children's readiness for school and the children's likelihood of completing high school and going on to college. Comprehensive after-school programs should work to increase parents' access to adult education, computer classes, and beginning college and technical college courses.

- **Strengthening the climate of the school and the surrounding community.** By involving youth groups, civic organizations, employers, arts and cultural organizations, faith-based alliances, and families in after-school and summer programs, an after-school program can raise people's expectations for the school-community relationship.

School board members are in a unique

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Updating

SCHOOL BOARD POLICIES

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About NSBA

The National School Boards Association is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. Founded in 1940, NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of the District of Columbia, Hawaii, and the U.S. Virgin Islands.

About the National Education Policy Network

The National Education Policy Network (NEPN) helps foster better communication, understanding and management of local school districts through better policy-making. It offers access to a sample policy clearinghouse and current policy-related resources, as well as publications and tools to help districts keep their policy manuals well-organized and up-to-date.

About the National Affiliate Program

The National Affiliate Program extends NSBA's services directly to local school districts. School districts are eligible to join provided they are members in good standing of their state school boards association.

position to build and sustain the momentum around after-school program initiatives in their communities. Collaborating with the superintendent, staff members, and community leaders, the board can initiate a package of policies, networks, funding adjustments, incentives, quality standards, training, technical assistance, and convening strategies to help transform schools into community learning centers that offer a rich array of learning opportunities beyond regular school hours.

Promising Practices

These initiatives can strengthen the contribution of after-school and summer programs to learning and positive youth development. Some of the initiatives will require new funding or reallocation of current funding, but many pull together schools and community resources and build partnerships to get the job done.

Here are 15 strategies that have potential:

1. Provide leadership by setting policies that encourage and prepare key people to collaborate and work in partnership with others in the school and community.

For parents and community leaders, develop seminars and workshops that involve them in improving after-school programs and building better partnerships among schools and youth and community groups.

For teachers, principals, and after-school directors, develop institutes, methods, and materials they can use to effectively engage parents, community members, faith-based organizations, youth, older citizens, and civic groups, as well as businesses, arts and cultural groups, and colleges.

2. Create incentives and eliminate regulatory barriers to make it easier for schools to develop learning partnerships with groups that can help provide expanded learning opportunities for students and families.

Potential partners include arts and cultural groups; colleges, which can offer courses and provide tutors; local businesses, for job shadowing and internships; community-based organizations (CBOs), such as 4-H, Boys and Girls Clubs, Big Brothers/Big Sisters, and the YMCA and YWCA, faith-based organizations (FBOs) for tutoring; law enforcement agencies for mentoring; county and city extension agencies to provide fitness programs and demonstrate healthy meal preparation; civic organizations for life skills; and parks

and recreation departments for supervised recreation.

3. Provide financial support for a full-time coordinator for after-school and community school programs. Perhaps local government, CBOs, and FBOs will provide partial support for a coordinator whose role is to build partnerships and programming for an engaging, enriching community-learning center in each school community that wants one.

4. Take advantage of the Title I Supplemental Service provision by offering engaging academic help in your own after-school programs. Work with the superintendent and after-school/community schools coordinator to ensure that the district's after-school programs are on the state-approved Supplemental Services Provider list.

5. Provide a transportation allotment for students participating in after-school learning programs—as well as those who are involved in sports, band, or other extracurricular activities connected to student learning, youth development, and school improvement.

6. Create incentives or requirements when renovating or constructing school facilities. Design and build facilities that provide welcoming, accessible, and useable space for after-school learning programs for students and community education centers for families and neighbors.

7. Create a competitive mini-grant fund for energetic teachers and teaching assistants to develop engaging and enriching after-school classes, clubs, and activities that are linked to the school day. A requirement for the grant could be the periodic dissemination of a "what works" report to the other programs in the community.

8. Develop leadership academies at outstanding after-school sites. These academies can serve as professional development centers to help staff members learn how to make the most of students' out-of-school time and how to create links between the school day and after-school activities. The academies should focus on improving student performance, involving parents, and creating strategies for youth development and community learning.

9. Develop after-school learning standards based on research and best practices. The standards should be developed in collaboration with key stakeholders and used to encourage continuous improvement.

10. Encourage schools to sponsor

See Peterson on page 8

A Revolution at Risk

Budget cuts threaten the growing after-school movement

By Judy Y. Samelson

Over the past 10 years, American education has witnessed a quiet revolution: the proliferation of after-school programs that engage children in adult-supervised activities that are both educational and fun.

School systems and community groups have recognized the growing demand for high-quality programs that provide adult supervision for children during the sometimes dangerous hours immediately following the school day, while at the same time helping them learn and relieving working parents of worries about child care.

The National Center for Juvenile Justice reports that children are more likely to engage in crime, substance abuse, and sexual activities in the hours after school, and particularly between 3 and 4 p.m.

So it is not surprising that support for after-school programs has come from many quarters, including educators, youth development experts, law enforcement officials, prosecutors, working families, and lawmakers on both sides of the political aisle.

The wisdom of their support for after-school programs has been affirmed. A variety of respected studies—some by academics at research universities and others by independent research firms—have confirmed the value of after-school programs. Generally speaking, researchers conclude that children who participate in after-school programs have better school attendance, improved grades and test scores in core academic subjects, and fewer behavior problems.

Not surprisingly, studies also find that parents of children in after-school programs are enthusiastic about these programs. Some studies have found that after-school programs contribute to improved parent involvement. And students consistently say they appreciate spending time with mentors who can help them with homework, talk through their problems, and inspire them to learn.

Of course, support for after-school programs goes well beyond families with participating children. Nearly three-quarters

of American voters regard them as “an absolute necessity,” according to a 2002 poll conducted for the Afterschool Alliance by Lake Snell Perry & Associates and the Tarrance Group.

Lower Appropriations

During the Clinton administration, that widespread support drove a fast-growing investment in federal funding for after-school programs.

Begun as a small pilot effort in the mid-1990s, the 21st Century Community Learning Centers (21st CCLC) program is now in every state, a \$1 billion program, serving approximately 1.5 million children.

At least initially, the 21st CCLC program was embraced by the Bush administration. The program was a key component of the president’s No Child Left Behind Act, which laid out a road map for further funding increases—authorizing \$1.75 billion for the 21st CCLC program in fiscal year 2004.

Children who participate in after-school programs have better school attendance, improved grades and test scores in core academic subjects, and fewer behavior problems.

But funding authorizations aren’t the same as funding appropriations, as the administration demonstrated in February when it proposed authorizing only \$600 million, a 40 percent cut from current levels.

What changed between January 2002 when President Bush signed the No Child Left Behind Act and February 2003? The Department of Education says it proposed cutting the budget because “the program needs some time to address disappointing initial findings from a rigorous evaluation.”

The evaluator, Mathematica Policy Research Inc., focused much of its research on academic achievement even though, at the time, grantees were not required to make academics a focus of their programming.

That notwithstanding, the study con-

cluded that the programs produced no significant academic gains overall—a finding sharply at odds with years of research on after-school programs, particularly those for which academic achievement was a priority.

The researchers did find that after-school programs produced significant academic gains for African Americans, Hispanics, and girls. And after-school programs increased parental participation by as much as 40 percent by one measure. But the department mentioned those findings only in passing.

Yet, despite flaws in the study and growing controversy around it, the administration made it the sole justification for the proposed cut. The rationale is difficult for after-school providers and advocates to take at face value, knowing as we do the difference that after-school programs make every day for children, families, and communities.

The reality is that after-school programs are a key to children’s success, and the administration’s proposed budget cut would effectively lock half a million children out of them.

State Deficits

Meanwhile, in the face of painful deficits, a number of states are cutting their after-school funding as well, subjecting programs to what could for many prove to be a fatal one-two punch.

Already, there are reports that programs are likely to close, from South Carolina to Alaska, and many states in between. Not surprisingly, communities across the country are expressing grave concern.

At the federal level, at least, the die is not yet cast. It remains to be seen if Congress will accept the president’s proposal.

A tough debate lies ahead, and advocates, parents, and after-school supporters can influence the outcome by speaking out in support of federal funding for after-school programs. This is the time to be heard. If the budget cut goes through, it would put a powerful brake on an education revolution. ■

Judy Y. Samelson is executive director of the Afterschool Alliance (www.afterschoolalliance.org), a nonprofit organization in Washington, D.C. dedicated to raising awareness of the importance of after-school programs and advocating for quality, affordable programs for all children. This article originally appeared in School Board News, May 6, 2003.

Survey Shows Strong Support for After-School Programs

America's school boards say they should back after-school programs with policies

A new survey released by NSBA finds that school board presidents nationwide overwhelmingly support after-school programs in their districts. However, they are concerned over potential budget cuts that could force them to reduce their current programs or cut them entirely.

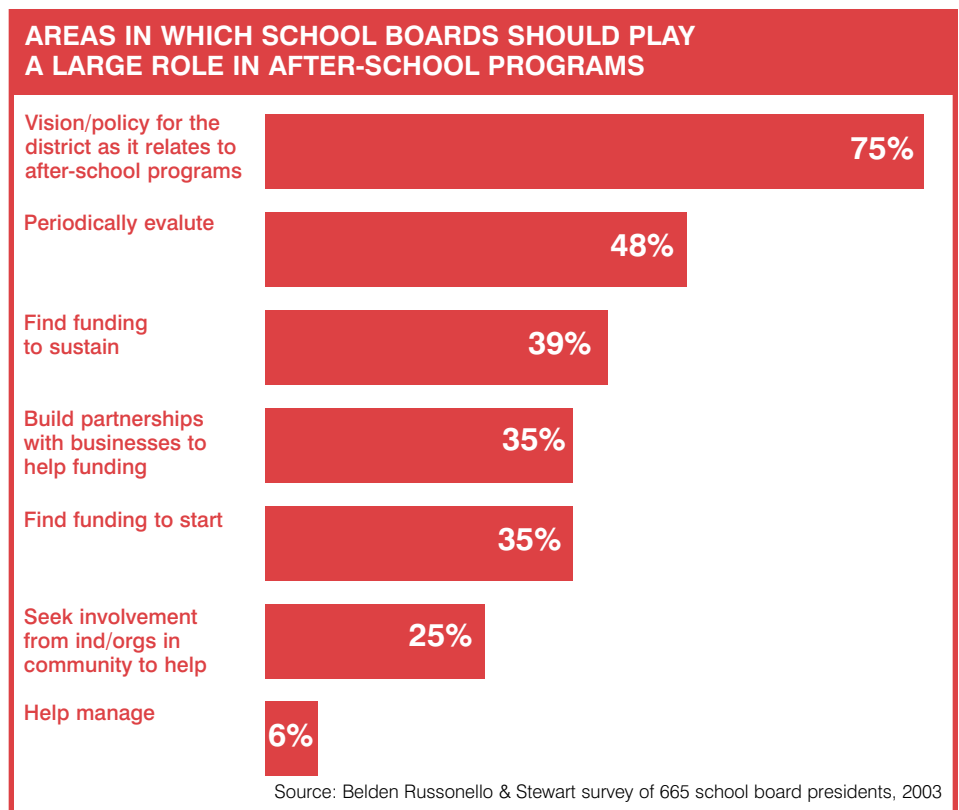
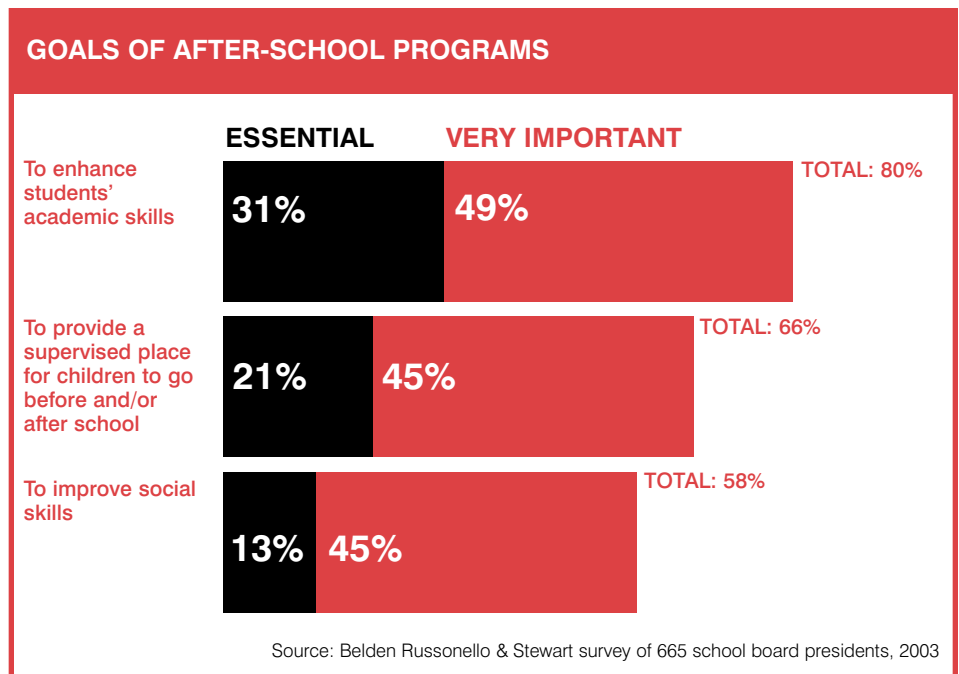
NSBA released the research findings as a result of a two-year project focusing on school boards' involvement in after-school programs. The full report of this survey is available on NSBA's online resource center, www.nsba.org/edlo. The resource center was launched to help school boards support the building and sustaining of after-school programs in their communities. It includes essential information on what role board members can play in after-school programs, as well as possible funding sources specific to each state.

After-school programs have gained enthusiastic support in America's communities, from the creation of the federal 21st Century Community Learning Centers in 1998 to the passage of Proposition 49 in California in 2002. Through its Extended Day Learning Opportunities project, made possible by a grant from the Charles Stewart Mott Foundation, NSBA aims to educate and assist board members in building and sustaining high-quality programs in their districts.

"It is very important for the public to remember that school boards are committed to providing high-quality after-school programs for all students and that they feel it is a valuable asset to the school day," says Anne L. Bryant, executive director of the National School Boards Association. "The survey shows that school board members believe that the goal of high-quality after-school programs is to enhance academic performance and provide a safe, supervised place for students to be after school."

Of the 821 school board presidents surveyed, four out of five—or 81 percent—currently have an after-school program in their district. Other major findings include the following:

- Eighty-three percent of the board



presidents surveyed say it is essential or very important to continue after-school programs in their district.

- Board presidents believe the main goal of after-school programs should be raising student performance, with 80 percent saying that it is essential or very important.

• Board presidents in districts with after-school programs give those programs high marks in providing services that directly affect classroom achievement: 82 percent say their programs do a good or excellent job of assisting students who are struggling academically.

- Seventy-five percent agree the board

should have a large role in establishing vision and policy for the district in regard to after-school programs, but only 6 percent say the board should have a large role in the programs' daily operations.

- Fifty-two percent foresee that their after-school programs will have to be reduced somewhat or even cut entirely in the next few years due to proposed funding cuts.

“Generally speaking, researchers conclude that youth in after-school programs have better attendance during the regular school day, improve their grades and test scores in core academic subjects, and have

fewer behavior problems,” says Afterschool Alliance Executive Director Judy Y. Samelson (see article on page 3). The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of after-school programs and advocating for quality, affordable programs for all children.

“Given that after school clearly helps kids learn and yet the current fiscal and economical conditions are so dismal for education funding,” she says, “it is not surprising that funding is clearly a major concern for school board members.”

NSBA commissioned the survey,

“Realizing the Vision, Leading the Way,” with the firm of Belden, Russonello, and Stewart Research and Communications, in Washington, D.C. The survey was funded through a grant from the Charles Stewart Mott Foundation.

Highlights of the survey are published in the brochure “Realizing the Vision, Leading the Way.” To order a free copy, contact NSBA Program Development Specialist Jeffrey King at jking@nsba.org or (703) 535-1606. To see the full report and to examine NSBA's new Extended Day Learning Online Resource Center, visit www.nsba.org/edlo. ■

After-School Programs and Community Schools

How one superintendent and school board extend education to the entire community

After-school programs, a proven educational enhancement in their own right, are part of the growing movement toward community schools. Using public schools as a hub, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities—before, during, and after school, seven days a week.

Together, the partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents, and as citizens.
- Families and neighborhoods are safe, supportive, and engaged.
- Parents and community members are involved with the school and their own life-long learning.

A Goal Come True

One district that has put the community schools concept in place is the Dripping Springs Independent School District in Hays County, Texas, 19 miles west of Austin.

For years the district had contemplated a community education program, according to Superintendent Mary Ward, but only

when it was set as a specific district target did community education become a “goal come true.” The concept was formalized during the winter of 2000-2001, with the first classes offered in the summer of 2001.

Although the program opened with limited offerings, it is already near the point of being self-sustaining, an early expectation set by the Dripping Springs ISD school board.

A Three-Part Model

The program adopted by the board has three components:

1. The after-school enrichment portion of the program is designed to provide an alternative to after-school care based on creating an enjoyable learning environment.

Many enrichment activities—such as orchestra and elementary Spanish—stem from parents' requests that the activity be added to the school curriculum. The district cannot afford the time during the instructional day or the cost to provide these activities without a fee, but it can make them available through the after-school enrichment program. Each offering is scheduled for an eight-week session. Parents pay a reasonable fee that covers the cost of instructors, supplies, a pro-rata share of the administrative cost, and facility use.

2. The adult education component started with limited offerings, based on the philosophy that offerings must be of high quality to build credibility in the program. Courses, also scheduled in eight-week sessions, have been offered in conversational Spanish, yoga, beginning golf, driver's education, GED preparation, and English as a

second language. Online courses have also been offered.

3. The summer camp portion of the program is activity based. Week-long sessions for four hours a day focus on the fundamentals of sports, computers, rocketry, and horseback riding. Again, reasonable fees are based to cover the cost of the program, so taxpayers are not footing the bill.

Service to the Community

Improving relations between the school and the community is a primary goal of Dripping Springs' community education program. By coming into the schools to teach these courses, community members become more familiar with district operations. And the classes are filled with people who would have no other reason to spend time on the district's campuses or talking with students and staff.

The program is not limited to residents of Dripping Springs, however, but is open to residents of the surrounding communities. As a result, district facilities are being used more than ever.

The program served 927 participants in the 2002 summer camps and 448 participants in the 2002 after-school enrichment sessions. Since then, the community education program has assumed operation of the after-school program, which had previously been run by the Austin YMCA. Enrollment in after-school sessions has more than tripled.

Additional services added at this time include driver's education, tobacco and alcohol awareness programs, Mom's Day Out, a holiday program, child care for students on teacher service days, and summer school registration for high school students. (For more information, see the district's Web site, www.dripping-springs.k12.tx.us.)

Dripping Springs ISD's vision of reaching out to the community is now a reality. ■

The Board's Policy Role

Helping school boards enact policies that support after-school programs

School board members see their role as one of leadership, not management, of the after-school programs in their districts. In NSBA's after-school survey (see article on page 4), 75 percent of the board presidents surveyed say that board members can support after-school programs through policy and vision. When it comes to the day-to-day management, implementation, and oversight of the programs, however, school boards turn to their superintendents and principals.

Establishing good policy is a necessary element of school board leadership in advancing a community agenda that supports extended learning opportunities for students. In creating policy to support after-school programs or supplemental educational services, your board might want to consider the following two sample policies—one from the Kentucky School Boards Association and the other from the Tennessee School Boards Association. Both policies are classified in NSBA's National Education Policy Network under NEPN code IHC.

Please note that sample policies, regulations, and exhibits are distributed for resource purposes only. Unless otherwise noted, contents of sample policies do not reflect official NSBA policy or represent NSBA legal advice or service; nor are they intended for exact replication. Consult your state school boards association for further guidance.

Extended School/Supplemental Educational Services

Students may receive extended school or supplemental educational instruction. Any summer school program shall meet state standards for an approved program for middle and high school students.

Assessing the Need for Extended School Services

In assessing students' need for extended school services, the schools shall consider each student's performance in the following areas:

1. Academic skill areas for a single subject or single class, application of those skills to everyday life situations, and integration of skills and experiences to acquire

new information;

2. School attendance if it negatively affects academic performance;

3. Patterns of promotion or retention;

4. Physical and mental readiness for learning; and

5. If applicable, readiness for transition to work, post-secondary education, or the military.

Eligibility for Extended School Services

Two or more of the following methods of documentation shall be used to verify which student shall be determined eligible and in the greatest need of extended school services:

1. Teacher recommendation based upon classroom observation and anecdotal records or parent recommendation;

2. Academic performance based upon analysis of student work and formal and informal measurements of progress; or

3. Behavioral and developmental progress as documented in formal and informal assessments and reports.

Selection for Extended School Services

Selection criteria for the extended school services program shall be in compliance with applicable administrative regulations.

Notification to Parents of Extended School Services

Parents of eligible students shall be notified using Procedure 08.133 AP2.

At the beginning of the instructional school year, the district will publish in the newspaper a notice of the availability of extended school services. (The notice shall be published during the first two weeks of the school year.)

Students Attending Private, Parochial, or Home Schools

Students residing within the district's boundaries who attend private, parochial, or home schools shall not be eligible for the after-school tutorial program. Upon application, they may be considered for enrollment in the summer school program. Their eligibility and selection shall be based on the same criteria as students enrolled in the district schools.

Supplemental Educational Services

Eligible students shall be provided supplemental educational services. "Eligible students" means all students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring. "Supplemental educational services" means additional academic

instruction designed to increase students' academic achievement such as tutoring, remediation, distance-learning technologies, or other educational interventions provided by state-approved service providers outside the regular school day.

In providing supplemental educational services, the district shall:

1. Notify parents at least annually about the availability of services;

2. Help parents, at their request, choose a provider;

3. Determine which students should receive services, pursuant to criteria set forth in federal law, if not all students can be served;

4. Enter into agreements with service providers whom the parents select;

5. Assist the Kentucky Department of Education (KDE) in identifying potential providers within the District;

6. Provide information KDE needs to monitor the quality and effectiveness of the services that providers offer; and

7. Protect the privacy of students who receive supplemental educational services.—*Kentucky School Boards Association*

Extended Instructional Programs

Before And After School Programs

The board authorizes the establishment and operation of Extended School Day/Year Programs in any of its schools to be conducted before and after the regular school day and during summer months and other times when school is not in session. Emphasis shall be placed upon extended education services for children even though fees are collected for school-age child care. No Tennessee Foundation Program funds nor required TFP matching local funds may be used to support child-care provisions of the program.

The board shall annually determine fees to be charged for attending the program, taking into consideration such factors as family income, number of children to participate in the program, and amount of service provided.

If any school desires to operate such a program, the board authorizes the use of student teachers and Career Ladder II and III teachers as determined by the Board's extended contract plan.

Objectives

Program Objectives

1. To provide an enriching and flexible curriculum.

2. To provide for the safety and health of children.

3. To effectively use school facilities.

Educational Objectives

1. More guidance and increased learning time.

2. Quality homework time.

3. Quantitative data information.

Eligibility

The only requirement for eligibility is that the student must be enrolled in the school system.

Operation

The extended school day program shall operate on the regularly scheduled school days as follows:

Before school: 6 a.m.-7:45 a.m. After school: 2:30 p.m.- 6 p.m. Any full-day session: 6 a.m. -6 p.m.

Children may enroll in one or both of the sessions, depending on family needs. The program shall operate daily on a year-round basis, including snow days, teacher in-service days and during the summer. All centers will be closed for the following holidays: Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day

Use of Facilities

Common areas in each school will be used by the program, including the gymnasium, cafeteria, library, and hallways. The principal shall be responsible for assigning locations for use and alternate locations when designated areas are needed for regular school programs.

Instructional equipment shall be made available for the program with approval by the principal.

Personnel

The board shall establish a position of program director who shall be directly responsible to the director of schools. The board shall determine responsibilities of the program director, one of which shall be to provide leadership in developing and maintaining the extended school day program.

Additional personnel may be employed as the board deems necessary.—*Tennessee School Boards Association* ■

Collaborating State by State

Networks at the state level provide technical assistance for after-school programs

State policy makers and others who want to improve outcomes for children and youth through after-school programs are working together as the After-school Technical Assistance Collaborative (ATAC).

The state-level ATAC networks—which include educators, child-care providers, youth-development workers, program developers, advocates, parents, and others—are being established to provide the policy guidance and financial resources necessary to frame a broad vision for ensuring the success of after-school programs across their states.

Funding for establishing these partnerships is provided in part by the Charles Stewart Mott Foundation. In 2002, nine states—California, Illinois, Kansas, Missouri, North Carolina, New Hampshire, Rhode Island, South Carolina, and Vermont—each received a three-year grant to establish a collaborative in their state. In 2003 another eight to 10 grants are being awarded, with plans to roll out more ATAC funding in 2004 and 2005.

The ATAC Mission

According to Sharon Deich from the Washington, D.C.-based Finance Project, the underlying mission of state after-school networks is to share knowledge, best practices, and policy guidance.

These networks have the potential to support and nurture after-school programs by:

- Coordinating multiple after-school efforts that are currently being funded and administered through education programs, human service programs, other state and local government agencies, and community-based organizations.
- Developing a base of sustainable funding by coordinating state funds and working to leverage state and local dollars from public and private sources.
- Providing, brokering, or coordinating training and technical assistance for the growing number of providers in each state.
- Providing a support network for peer learning for program developers and providers, including the dissemination of best practices.
- Building public will to support after-school programs over the long run and working to make these programs an integral part of every community and available to all interested children.
- Fostering partnerships at all levels, particularly nontraditional ones.
- Forging partnerships necessary for furthering comprehensive after-school policies.

An Integral Role

At the national level, ATAC is endorsed by the Afterschool Alliance, the Finance Project, the Council of Chief State School Officers, the National Conference of State Legislators, the National Governors Association, and the Center for Collaborative Solutions.

State-level members of these organizations are encouraged to participate in established ATAC programs. NSBA also encourages state school board associations to play an integral role in the state-level ATAC programs.

School boards should have a seat at the table when the discussion focuses on building public will and influencing public policies focused on after-school quality and sustainability. "We hope to see more school board members adopting new policies, as well as collaborating for extended day learning opportunities for the children in their communities," says An-Me Chung, a program officer at the Mott Foundation,

As we go to press there is no centralized source of state-level ATAC information. To learn the status of ATAC in your state, please contact NSBA Program Specialist Jeffrey King at jking@nsba.org or at (703) 535-1606. ■

ABOUT THIS ISSUE

This issue of "Updating School Board Policies" focuses on after-school programs. Through the Extended Day Learning Opportunities (EDLO) Resource Center, NSBA is working to guide local school boards in providing policy leadership for building and sustaining effective programs that extend the school day beyond traditional hours. NSBA appreciates the Charles Stewart Mott Foundation's generous support of the Extended Day Learning Opportunities (EDLO) Resource

Center, and for their support of this special edition of "Updating School Board Policies."

This will be the final issue of "Updating School Board Policies" in this format. In September, "Leadership Insider: Practical Perspectives on School Law & Policy" will be unveiled when "Updating School Board Policies" merges with "Inside School Law" and "Administrative Angle." Watch for "Leadership Insider" to arrive with *School Board News*.

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community-wide showcases of best practices in after-school, summer, and weekend programs for educators, parents, students, and the community to gain their interest and involvement.

11. Support the development of capacity-building networks to link powerful after-school and community school programming across the school district. One network might link principals and directors of community schools and after-school programs who are interested in out-of-school time and school-community partnerships.

Other networks could bring together after-school directors, lead staff members, and classroom teachers around content issues; still others could build alliances for parent and community support.

12. Make it easy for teachers to use your communities as learning resources. Develop community service and service learning initiatives, materials, and training that include peer tutoring and youth tutoring. Take opportunities to expose students to cultural, artistic, and athletic events that they might not be able to attend during the regular school day. Students should be exposed to elements of the community outside their typical environment.

13. Create more-obvious pathways and connections for secondary school students to postsecondary education,

career opportunities, and successfully finishing high school. For example, create incentives to offer:

- For-credit courses in middle school that lead to college-prep courses in high school (such as algebra and geometry, foreign languages, art, and music), especially in low-income schools.

- Additional college prep, tech prep, and career courses and connections in high schools (for example, chemistry, physics, trigonometry, precalculus, foreign languages, AP courses, and introductory college courses). Career and technical courses, perhaps taught in conjunction with technical and community college, should be available, along with more youth apprenticeships and internships with employers.

- Make-up courses for students who missed course work or credit during the school day so they can graduate with their peers.

14. Rally volunteer support for tutoring and mentoring in school and after school, tapping senior citizens, national service programs, federal work study programs, and caring college and community members and civic and faith-based organizations. Expand efforts to engage older Americans in helping improve educational opportunities for young people and in improving learning activities for the seniors themselves.

15. Participate in the Lights On Afterschool! campaign. On Oct. 9, 2003,

communities around the country will celebrate Lights On Afterschool! in a day of national activity. Be part of this effort to showcase the importance of after-school programs and underscore the need for high quality after-school programs for all children. For more information, visit www.afterschoolalliance.org/lights_2002/index.cfm.

An Imperative for Boards

Whether elected or appointed, school boards represent the community's beliefs and values. Over 90 percent of the registered voters in the 2002 Afterschool Alliance poll agree that there should be some type of activity or place for children to go after school that provides learning opportunities. By providing leadership and direction to establish and sustain extended day learning opportunities—such as before- and after-school programs—local board members can embody the quintessential nature of serving students and community. It is imperative in this environment of leaving no child behind that school boards unearth and support the needs of the community and its children. ■

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