



A GUIDEBOOK TO THE VIDEO:

Expanding Learning, Expanding Opportunities

Resources to Help Community Members Expand
Learning Opportunities for All Young People | 2013




Engaging classes in every subject. Enriching encounters with the arts. Fun physical activities and healthy nutrition. Guided explorations of possible careers.

Every young person deserves these opportunities. Some already enjoy them, thanks to good schools, creative out-of-school programs and sufficient family resources. But too many children today miss out on one or more of these experiences. Those young people may come up short – and so may our country because of the potential that’s lost.

Expanded learning can be a crucial part of filling those gaps. These programs carry many names: the most common are expanded learning opportunities, expanded learning time, out-of-school time, after-school, and summer learning. This array of labels reflects varied approaches, ranging from creatively restructuring the traditional school calendar to finding innovative ways to get more out of the current schedule. Some innovations occur almost exclusively in schools, while others move into the community.

What all these methods share is a commitment to more and better learning time. The first part of that goal is easy to understand: more time enables not just more math and more English, but also more science, more social studies, more arts, more music, more physical activity, and more social and emotional learning that develops skills such as self-awareness, empathy, and cooperation. But more in itself is not sufficient — it must also be better. Classes must be stimulating, and afterschool and summer programs must have clear, measurable goals. How else will we know if children are receiving what they need?



By offering our children more ways to learn about the world and themselves, we increase the chances all our young people will be successful.

Adults also benefit from expanded learning. A thoughtful school schedule gives teachers more time for planning and collaboration, making their work in the classroom more powerful. High quality programs that engage young people also keep them safe, removing a central reason parents worry and helping families flourish.

This guide tells you more about the video “Expanding Learning, Expanding Opportunities,” which highlights three successful approaches to providing more and better learning time. The following pages also provide additional resources that can help bring expanded learning to your community. We thank the Ford Foundation for making both the video and this guide possible.

Everyone committed to the next generation recognizes the opportunity gaps that face far too many of our children. By offering more ways to learn about the world and themselves, we increase the chances that all young people will be successful in school, career and life.

Sincerely,

John Gomperts
President and CEO

SECTION I: Programs Profiled in “Expanding Learning, Expanding Opportunities”

**ORCHARD GARDENS K-8 PILOT SCHOOL
ROXBURY, MASSACHUSETTS**



PROGRAM SPONSOR:

Boston Public Schools

PROGRAM TYPE:

Expanded learning time school

GRADES SERVED:

K-8

STUDENTS SERVED:

850

STUDENT DEMOGRAPHICS.:

91% on reduced price or free lunch
42% African American, 2% Asian,
56% Hispanic
53% limited English proficiency



DESCRIPTION:

Orchard Gardens had regularly ranked near the bottom of all schools in Massachusetts in student achievement. Starting in 2010, it implemented increased learning time as an innovative school improvement model. This model comprises four interactive components:

1. **Time:** More time for rigorous academic instruction, teacher collaboration, and a comprehensive arts program including dance, music, theatre and visual arts.
2. **People:** Significant improvements in human capital (strong leaders and teachers) by recruiting, hiring, and developing staff
3. **Data:** Intensive use of data to drive improvements in instruction and respond to individual student learning needs
4. **School Culture:** Dramatic changes to school-wide behavioral and academic expectations

LEARN MORE:

www.orchardgardensk8.org;
www.timeandlearning.org/files/OGCaseStudy.pdf

SECTION I: Programs Profiled in “Expanding Learning, Expanding Opportunities”

BEYOND THE BELL
BELL HIGH SCHOOL, BELL, CALIFORNIA



PROGRAM SPONSOR:

Los Angeles Unified School District
(LAUSD), Los Angeles, California

PROGRAM TYPE:

Afterschool

GRADES SERVED:

9-12

STUDENTS SERVED ANNUALLY:

2825 at Bell H.S./156,795 in Beyond
the Bell

STUDENT DEMOGRAPHICS AT BELL H.S.:

86% on reduced price or free lunch
0.3% African American, 96% Hispanic,
3% white, 0.7% other
19% limited English proficiency



DESCRIPTION:

Beyond the Bell focuses on providing all children and youth in LAUSD access to high quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). Its three main elements are:

1. **Academic Tutorial Program** in subjects such as reading, math, writing, science, social studies, and computers. In addition, high school ASSETs (After School Safety and Enrichment for Teens) programs focus on college preparation and job readiness.
2. **Recreational Program** in physical activities including intramural sports, structured physical activity, dance, and aerobics.
3. **Enrichment Program** in classes such as life skills, art, cooking, and music.

LEARN MORE: btb.lausd.net

SECTION I: Programs Profiled in “Expanding Learning, Expanding Opportunities”

**CAMP ADVENTURE
CLAY COUNTY, KENTUCKY**



PROGRAM SPONSOR:

SummerBoost Program, Save the Children

PROGRAM TYPE:

Summer learning

GRADES SERVED:

K-6

STUDENTS SERVED:

113 (Clay County)/1,504(nationwide)

STUDENT DEMOGRAPHICS AT CLAY COUNTY.:

85% on reduced price or free lunch
4% African American, 2% Pacific
Islander, 94% white
0% limited English proficiency

**STUDENT DEMOGRAPHICS SUMMERBOOST
CAMPS NATIONWIDE:**

3% African American, 13% Hispanic,
11% Native American, 43% white,
1% Other
2% limited English proficiency



SummerBoost Camp aims to decrease summer learning loss and increase children’s access to enrichment during summer months. Its program includes:

1. **Morning Activity Blocks:** Children rotate through five 30-minute sessions: Guided Independent Reading Practice, Read aloud/ fluency/vocabulary, math instruction, math extension activities, and physical activity.
2. **Science, Technology, Engineering and Math (STEM):** STEM activities take the form of hands-on activities with simple robotics using materials from LEGO Education.
3. **Enrichment:** Children select from a menu of activities such as sports, dance, music, theater, or arts and crafts projects such as knitting.
4. **Community Service:** Each site identifies a community service project that all children are involved in.

LEARN MORE: www.savethechildren.org/usa

Guidance Developed By:



www.afterschoolalliance.org

THE POWER OF AFTERSCHOOL

The programs embrace the hours between the time when school closes and when parents return from work to provide children, especially those who don't have access to other activities, with exciting, engaging experiences that will help them learn academic, social and professional skills.

The research is clear: afterschool programs work. Children in quality programs are more likely to come to school and stay in school, hand in their work, and get better grades. Students in afterschool programs are less likely to join gangs, be victims or perpetrators of violence, or engage in a host of inappropriate behaviors.

And children in afterschool programs become more self-confident, develop a higher self-esteem and gain a stronger sense of belonging. Working parents are less worried and more productive when students are in afterschool programs, and communities save millions in crime-related costs by providing youth safe and engaging afterschool opportunities.



While the roots of many programs are based in providing a safe haven, today's afterschool programs

do much more than keep kids supervised.

Afterschool programs are at the cutting edge of combining education and youth development, creating programs that children want to attend and parents want to become involved with — where hands-on, fun and creative learning is the norm.

The best programs understand that schools alone can't prepare our children for success, and work closely with schools and teachers to produce activities that enhance and complement, but do not replicate, the school day. Afterschool educators plan carefully to ensure the curriculum is balanced: both academically enriching and exciting, so that the students will come back.

Afterschool programs draw on a host of community-based organizations and volunteers — places like the Y, colleges and universities, museums, libraries, and others — to help students succeed.

Afterschool programs also possess the unique advantage of being creative and flexible and providing individualized learning. A student might discover engineering principles building a robot, develop creative writing skills reviewing online games, or learn about nutrition and environmental science tending a garden.

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Students engage in activities that build on their interests and tie into their school work, participate in physical activities that keep them healthy, get nutritious meals that help combat childhood hunger, and have access to mentors who can work with them individually or in small groups to focus on challenges and do better academically.

Decades of research documenting the outcomes of afterschool programs reveal a core set of principles that are essential to yielding the best results.

1. **School-Community Partnerships:** Strong partnerships between community organizations and schools — characterized by alignment of goals and services, effective lines of communication, and data and resource sharing — support strong programs.
2. **Engaged Learning:** Relevant, meaningful activities tap in to a child's interest and engage young people by providing choices and maintaining engagement through positive relationships with adults and peers.
3. **Family Engagement:** Student success increases when there is family engagement through methods such as facilitating communication between schools and parents and providing parents with additional information and tools to further their child's academic success.
4. **Intentional Programming:** Effective programs set explicit goals and design activities that align with those goals.
5. **Diverse, Prepared Staff:** Programs need appropriate staffing ratios, and staff need to be diverse, qualified and receive ongoing professional development linked to program goals.
6. **Participation and Access:** The more that kids participate, the more likely they are to show academic gains. However, participation should not be mandatory; when children direct their enrichment experiences they become more ardent learners and stronger leaders.
7. **Safety, Health and Wellness:** Adequate space, supervision and security, as well as opportunities for exercise and access to nutritious meals are necessary to give young people the comfort to focus on the task at hand.
8. **Ongoing Assessment and Improvement:** Regular assessment and evaluation and continuous improvement help programs collect sound data, establish quality services and refine program practices.

It's no surprise that afterschool programs are in high demand. Nationally 8.4 million children participate in afterschool programs every day, and parents of another 18.5 million children would sign up for a program if a program were available.

Unfortunately, demand far outpaces the supply. Across the nation, 15.1 million children are unsupervised after school. Additionally, a recent survey of afterschool providers found that almost 9 in 10 programs say there are children in their community who need afterschool care but cannot access it.

As our nation re-imagines the best ways to prepare young people for success, we should learn from afterschool programs and ensure they are widely available.

RESOURCES FOR LEARNING MORE

(Titles link to the online resources)

[Afterschool in Your Community](#)

A collection of resources to help find local afterschool programs, learn what to look for in a program and learn more about your state's afterschool needs.

[Read "Afterschool In Your Community"](#)

[Afterschool Tool Box](#)

A compilation of tools to promote afterschool programs, reach policy makers and find funding — such as media tip sheets, sample letters to policy makers and a searchable database of funding sources.

[Read "Afterschool Toolbox"](#)

[Afterschool Issue Briefs](#)

Briefs demonstrating the connection between afterschool and a range of topics — such as parent engagement, school improvement efforts, and addressing and preventing bullying — through research and best practices.

[Read "Afterschool Issue Briefs"](#)

[Principles of Effective Expanded Learning Programs](#)

An outline of how before-school, afterschool and summer learning programs can provide the engaged learning opportunities kids need to succeed.

[Read "Principles of Effective Expanded Learning Programs"](#)

[Afterschool Evaluations Backgrounder](#)

An in-depth summary of research detailing the benefits linked to afterschool programs, with sections on academic outcomes, student behavior and parental concerns about children's safety.

[Read "Afterschool Evaluations Backgrounder"](#)

[Afterschool Essentials](#)

An overview that illustrates the need for afterschool programs through research findings and polling data.

[Read "Afterschool Essentials"](#)

Guidance Developed By:



www.summerlearning.org

THE BENEFITS OF SUMMER LEARNING

Summer Learning Loss: A Critical Challenge to Students' Success and How Communities Can Address It

Summer learning loss means that, all across our country, teachers must spend a good part of the first two months of school on review. In a 2012 survey of 500 teachers in summer learning programs in 15 cities, 66 percent said it typically takes them at least three to four weeks to re-teach the previous year's skills at the beginning of a new school year. Another 24 percent said re-teaching takes them five to six weeks.

Low-income children lose more than two months in reading achievement over the summer, while middle-income peers make slight gains in reading. This learning gap widens over time, research from Johns Hopkins University shows, so that by ninth grade, differences in students' summer learning opportunities account for up to two-thirds of the achievement gap in reading between low-income students and middle-income peers. The same students most affected by summer learning loss also were more likely to drop out of high school and less likely to attend college.



Recent research from the RAND Corp. has demonstrated that high-quality, engaging, low- or no-cost summer learning programs can prevent summer learning loss and even boost student achievement. Voluntary, mandatory, and home-based summer programs all were found to have positive effects, and the benefits endured for two years after a student engaged in a summer program.

In addition to countering summer learning loss, high-quality summer learning programs offer incredible opportunities for innovation in instructional approaches and curriculum

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development during a season that offers great flexibility for students and teachers to engage a wide range of experiential, community-based, and project-based learning models. Excellent summer learning programs enhance core academic offerings with music, other arts, physical education, and other health and wellness activities. With the arrival of the demanding Common Core State Standards, school districts will need not only to harness the extra time summer provides, but to use this space for innovations that can help all students meet higher targets while enjoying a well-rounded education.

In summer learning, quality counts! As part of a multi-year evaluation commissioned by the Wallace Foundation, RAND researchers have been studying the challenges and best practices associated with the work of six school districts that have committed to offering summer learning programs to large numbers of struggling elementary students. Based on early lessons from this work, researchers recommend interested school and community groups consider the following approaches for successful summer learning:

- Commit to having a summer program by the end of December, with early planning sustained through regular meetings.
- Develop a teacher selection process that encourages effective, motivated teachers to work in the program.
- Provide teachers through professional development with the curriculum and with opportunities to practice instructional techniques, such as mock run-throughs of the lessons.
- Consider enrichment activities and field trips that can help build skills and background knowledge, and provide students “camp-like” experiences similar to higher-income peers.
- Recruit students early, publicizing the goals of the program clearly to students and parents and establishing clear attendance expectations.

- Consider ways to maximize academic time on task in the program.

Effective summer learning programs have followed diverse models for success, but they have in common a focus on continuous planning and assessment, and on seizing the summer setting and culture as a means to helping students acquire and retain skills while keeping them engaged. They demonstrate the promise of summer learning, often with community partners, to help educators and young people achieve performance targets and ignite a passion for learning that can last all year.

[RESOURCES FOR LEARNING MORE](#)

(Titles link to the online resources)

[Summer Learning Press Kit](#)

This compilation of resources on summer learning for journalists and bloggers — also helpful and informative for all audiences — includes everything from a basic fact sheet to story ideas to research links.

[Read “Summer Learning Press Kit”](#)

[Research In Brief](#)

NSLA's Research in Brief series profiles key studies about summer learning and highlights the findings in easy-to-understand language, covering topics from improving students' reading scores to their use of technology and health risks in summer.

[Read "Research In Brief"](#)

[Summer Learning Tip Sheets for Parents](#)

This series of tip sheets provides ideas and resources for parents to help their children keep learning during the summer.

[Read "Summer Learning Tip Sheets for Parents"](#)

[The Achievement Gap Infographic](#)

This infographic illustrates the role of summer learning loss in the achievement gap — great for sharing online and handing out at outreach events.

[See "The Achievement Gap Infographic"](#)

[NSLA's New Vision for Summer School](#)

New Vision for Summer School Network, now 24 district members strong and growing, shares best practices and strategies with high-quality community partners about how to provide summer learning that is both academically challenging and highly engaging for more students.

[Read "NSLA's New Vision for Summer School"](#)

SECTION II: *Developing Quality Expanded Learning Opportunities*

Guidance Developed By:



www.timeandlearning.org

EXPANDED LEARNING TIME: WHY IS IT HELPFUL FOR YOUNG PEOPLE, AND HOW COMMUNITIES SHOULD APPROACH IT.

Every child in America deserves an education that prepares them for success in college and careers and a rich, fulfilling life. Unfortunately, our antiquated school calendar is too limiting to provide millions of children with the breadth and depth of educational experiences they will need to thrive. Across the country, however, momentum is growing for schools to move beyond the traditional calendar of 180 six-and-a-half-hour days, offering promising alternatives to the status quo. Today, there are over 1,000 schools across the U.S. offering an expanded schedule.

Expanding learning time (ELT) has become a leading strategy for closing the achievement and opportunity gaps that plague schools located in high-poverty communities. With more time, educators are able to deepen the curriculum, embed enrichment classes and activities, and engage in frequent

opportunities for teacher collaboration and professional development. In order to raise student achievement, expanded-time schools typically feature longer classes that allow teachers to cover more material and examine topics in greater depth; build in more project-based and hands-on learning; and individualize and differentiate instruction.



Schools with more time do not have to cut back class time in science, social studies, music, art, and physical education in order to give more time to the tested subjects

To raise achievement, expanded-time schools feature longer classes so teachers can cover more and examine topics in greater depth; build in more project-based and hands-on learning; and individualize instruction.

such as English language arts and math. Instead, ELT schools can offer students a wide range of engaging courses, from robotics and astronomy to drama and creative writing. With more time, schools can also bring partners in to the school to supplement and enhance the educational program. These partners can include community-based organizations, local businesses, and higher education institutions.

When schools are considering expanding their school schedules, we recommend that they begin a thoughtful planning process with all of their stakeholders at the table. Expanding learning time is a big change for the whole school community — from teachers to parents to staff to community organizations — and everyone's voice needs to be heard.

Here are some strategies to reduce people's fears and misconceptions and build support for ELT:

- Early on, emphasize the exploratory nature of the planning process and that the process will allow the school

community to figure out if an expanded and redesigned learning time is right for the students, teachers, and families. Stress that nothing has been decided yet about whether to implement ELT or what the redesigned day and/or year will look like.

- Be clear about how the decision-making process will work and communicate key moments for input and for decision. Ensure stakeholders (e.g., teachers, parents and the public) that they will be kept informed along the way.
- Proactively inform key stakeholders (e.g., school committee, parents, faculty, teachers' union, community-based organizations, students) and invite them to participate in the planning process.
- Encourage skeptics to become part of the planning process.
- Highlight that that planning process itself can be valuable. It will allow your school to evaluate how you are currently spending time and brainstorm new and different opportunities you might choose for your students and school if you had more time. Even if the school community decides not to move forward, the conversation itself can lead to interesting conclusions on what you can be doing with the time you have now.

Across the country, students, teachers, and parents are seeing the benefits of expanded learning time at over 1,000 ELT schools. Schedules may look different from school to school, but the opportunities the students gain — from more one-on-one with teachers to more time in classes they enjoy — are universal. When school communities carefully and strategically plan for and implement expanded learning time, they are giving students the strong academic education they need and the well-rounded education they deserve.

[RESOURCES FOR LEARNING MORE](#)

(Titles link to the online resources).

[Time to Succeed Coalition Expanded Learning Time Explainer](#)

This video explains how the agrarian school calendar no longer serves our students, especially those from high-poverty communities.

[See "Time to Succeed Coalition Expanded Learning Time Explainer"](#)

[Expanded Learning Time through Community Partners](#)

In this video, teachers and administrators from ELT schools across Massachusetts explain how their schools utilize community partners, like the YMCA, to provide a well-rounded curriculum.

[See "Expanded Learning Time through Community Partners"](#)

[Listen to the Voice of Teachers](#)

This video features educators from across the country discussing what expanded time means to them, how it has allowed them to individualize instruction, and how it has changed their relationship to their students.

[See "Listen to the Voice of Teachers"](#)

[Orchard Gardens Case Study](#)

Once plagued by low student achievement and high staff turnover, Orchard Gardens, a K-8 pilot school in Boston, MA, began a remarkable turnaround. Read a case study on how the school is now demonstrating how increased learning time, combined with other key turnaround strategies, can dramatically

improve the performance and engage students in some of our nation's most challenging environments.

[Read "Orchard Gardens Case Study"](#)

[Time Well Spent](#)

The educators from the 30 high-poverty expanded-time schools profiled in this study explain that more time is fundamental to providing a high-quality, rigorous, and well-rounded education that prepares students for success.

[Read "Time Well Spent"](#)



RECENT RESEARCH ABOUT THE IMPACT OF EXPANDED LEARNING AND SELECTED RESOURCES TO SUPPORT QUALITY PROGRAMS AND STRONG SYSTEMS

Research has convincingly established the benefits of expanded learning opportunities. A range of studies provide exciting evidence of how expanded learning can help prepare young people for success in school and life, including academic achievement, enrichment in art and music, health and wellness, better attendance, and improved social behaviors.

Listed below are a number of recent research surveys. Not only do these studies summarize key findings about the impact of expanded learning; because they draw on other work, they also offer references to examinations of specific areas crucial to youth development. This list provides guidance for finding out more in another way: they come from organizations that have additional material related to expanded learning.

RESEARCH FINDINGS

(Listed alphabetically by title)

[“Afterschool Programs that Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective” \(2012\)](#)

Professors Joseph Durlak and Roger Weissberg analyze more than 60 afterschool programs.

Their results underscore the link

between high quality programs and student achievement and show that quality afterschool programs are associated with:

- Increased academic performance
- Increased attendance
- Significant improvements in behavior

[Read “Afterschool Programs”](#)

[Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success \(2013\)](#)

Section II offers 14 articles that demonstrate how afterschool and summer opportunities are yielding positive outcomes. This impressively extensive compendium also includes examples of effective practices, programs and partnerships.

[Read “Research from Expanding Minds and Opportunities”](#)

[“Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base” \(2012\)](#)

This report reviews 80 studies of expanded learning initiatives. Created by the research organization Child Trends, it indicates that extending school time can raise academic achievement and out-of-school opportunities can boost “precursors” to achievement, such as expectations.

[Read “Expanding Time for Learning Both Inside and Outside the Classroom”](#)



[“Making Summer Count: How Summer Programs Can Boost Children’s Learning” \(2011\)](#)

Over the summer, many students forget some of what they learned over the school year. The damaging effects of this slide are particularly apparent among low-income students and contribute substantially to the achievement gap. This study, done by the RAND Corporation, finds evidence that summer programs can help stop this pattern, identifies obstacles to providing programs, analyzes costs, and offers recommendations.

[Read “Making Summer Count”](#)

[“The Case for Improving and Expanding Time in School: A Review of Key Research and Practice” \(2012\)](#)

Research and practice indicate that adding time can have a meaningful impact on a child’s educational experience. Evidence makes clear that expanded time confers three distinct, though related, benefits:

1. More engaged time in academic classes and broader and deeper coverage of curricula;



2. More time for enrichment classes and activities that enhance students’ education and engagement in school; and
3. More dedicated time for teacher collaboration and professional development.

[Read “The Case for Improving and Expanding Time in School”](#)

SELECTED RESOURCES TO SUPPORT HIGH QUALITY PROGRAMS AND DEVELOP STRONG SYSTEMS

The three organizations featured in Section II — the Afterschool Alliance, the National Center on Time and Learning and the National Summer Learning Association — have been powerful forces in spreading principles and methods that encourage successful expanded learning opportunities. America’s Promise Alliance has a number of other partners that have created resources that show organizations and communities how to establish and run effective programs and build strong systems.

The reports listed below are just a sampling of the guidance our partners offer. These materials focus on building systems, and many of the organizations that produced them have additional, related guidance on their websites.

In addition, America’s Promise has other partners who operate effective ELO programs. Visit the America’s Promise website to see our list of partners.

[Child Trends, “Building Community Partnerships: Tips for Out-of-School-Time Programs” \(2008\)](#)

Increasing community involvement in out-of-school time programs can yield significant benefits to programs and the students that they serve. This brief discussed how community partnerships have the potential to meet a wide variety of needs, from improving participant recruitment and attendance to contributing volunteers or other resources to programs. It also describes how programs can begin to identify valuable community resources and develop strategies for leveraging community support.

[Read “Building Community Partnerships”](#)

[Council of Chief State School Officers and the National Governors Association, “The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities” \(2009\)](#)

Though research demonstrates that high quality ELO can improve a variety of student outcomes, all programs do not produce similar results — low quality ELO can even have negative effects. This guide is designed to help governors, chief state school officers, and other state leaders support the development, sustainability, and availability of high quality ELO.

[Read “The Quality Imperative”](#)

[The Finance Project, “Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study” \(2009\)](#)

This report suggests that cities invest in four major components of out-of-school time infrastructure by:

- Providing community leadership and vision;
- Improving program quality;
- Expanding access to and participation in quality programs; and
- Financing and sustaining quality programs.

[Read “Investments in Building Citywide Out-of-School-Time Systems”](#)

[Forum for Youth Investment, “Building Citywide Systems for Quality: A Guide and Case Studies for Afterschool Leaders” \(2012\)](#)

Quality is essential if afterschool programs are to generate positive effects for children and youth. This guide describes how cities and intermediaries can work with afterschool providers across an entire neighborhood, city or region to build quality across a system.

[Read “Building Citywide Systems for Quality”](#)

[National Governors Association, “Reducing Dropout Rates through Expanded Learning Opportunities” \(2009\)](#)

This report shows governors and other elected officials strategies that can make expanded learning opportunities an effective part of their state's larger dropout prevention efforts. States can use ELO to identify likely dropouts early and provide targeted intervention; they should also increase access to and the availability of ELOs for students at risk of dropping out and establish statewide systems to ensure ELOs are effective and are tied to dropout reduction goals.

[Read “Reducing Dropout Rates”](#)

[National League of Cities, “Municipal Leadership for Afterschool: Citywide Approaches Spreading across the Country” \(2011\)](#)

This report highlights a growing trend in communities nationwide: the emergence of comprehensive, citywide afterschool systems for children and youth. The report identifies 27 cities that are among the most advanced in their efforts to coordinate afterschool opportunities and shows how these efforts are yielding concrete academic and public safety improvements.

[Read “Municipal Leadership for Afterschool”](#)

[National League of Cities, “Strengthening Partnerships and Building Public Will for Out-of-School Time Programs” \(2010\)](#)

This guide describes three key strategies that city leaders can use to generate support for access to high-quality out-of-school time activities: engage and involve a broad set of partners; keep out-of-school time on the public agenda; and lead efforts to establish a common set of outcomes and a shared vision for out-of-school time. It also highlights examples of how cities have successfully implemented each strategy.

[Read “Strengthening Partnerships and Building Public Will”](#)

[United Way Worldwide, “Out-of-School Time Toolkit” \(2012\)](#)

United Way Worldwide draws on the experience of United Ways across the country to offer guidance in setting up quality expanded learning programs. The lessons, which organizations of many types can use, focus on the need to adopt a systemic approach to improving quality, access, sustainability, data collection and evaluation, and alignment and coordination.

[Read the “Out-of-School Time Toolkit”](#)



This publication and the video “Expanding Learning, Expanding Opportunity” supported by:



FORDFOUNDATION



Learn more at www.americaspromise.org/expandedlearning